Graduate Academic Policies and Procedures Meeting
January 23, 2023
3:00 – 5:00 PM
Meeting Location: 224 IG Greer

Voting Members Present: Holly Hirst, Susan Staub, Matt Estep, Jamie Yarbrough, Beth Frye, Jerianne Taylor, Scot Justice, Kristi Davison, Andrew Windham, Jennifer Howard, Alan Needle, Cathy McKinney, Gary Boye, and Mac Schauman.

Administrative Members Present: Mark Bradbury, Lakshmi Iyer, Terry McClannon, Gary McCullough, Victoria Carlberg, Adam McCourry, Ross Gosky, Eric Berry, and Jeffry Hirst.

Absent Members: James Douthit, Marie Hoepfl, James Miller, Dontrell Parson, Adryona Nelson, Karen Fletcher, Gail Rebeta, and Tammy Haley.

1. Call to order and confirmation of quorum: Dr. Holly Hirst, Chairperson, at 3:01pm

2**. Introduction of Guests:** Kim McCullough, Courtney Lane, and Amy Milsom**.**

3. Approval of the Minutes of the November 21, 2022 Graduate AP&P Meeting

> Motion to approve the minutes was made by Jerianne Taylor and seconded from Scot Justice.

> **Motion (1) approved. Unanimous approval.**

4. New Business

> a. **Curriculum Proposals: motions from the Curriculum Subcommittee**
> **All curriculum proposal approvals will have a start date of fall 2023.**

The following motions were all presented by the Curriculum Subcommittee. Note also that in some of the proposals the implementation date was incorrectly listed as 2022, and in some cases 2024. Dr. Holly Hirst clarified that all proposals recommended for approval today will be effective Fall 2023 and that the implementation dates will be corrected on all proposals in question.

> <u>**College of Arts and Sciences**</u>

> *IDS Proposals:*

> - *(2) Approve proposals related to course additions:*
>   - o G_CAS_IDS_2022_01 create AS 5045 Documentary Intensive *and*
>   - o G_CAS_IDS_2022_04 create AS 5070 Global Mountain Literature

>   Unanimous approval (Vote Number 2)

> *MAT Proposals:*

- *(3) Approve proposals related to algebra courses:*
  - o G_CAS_MAT_2022_8 Delete the course MAT 5220 *and*
  - o GU_CAS_MAT_2022_10 Change the title and course description of MAT 4720/5210

    Unanimous approval (Vote Number 3)

PSY Proposals:

- *(4) Approve proposals related to the psychology program:*
  - o G_CAS_PSY_2022_01 Change grading scale in PSY 7805 *and*
  - o G_CAS_PSY_2022_02 make two program changes to MA_145D

    Unanimous approval (Vote Number 4)

CS Proposals:

- *(5) Approve proposals related to course additions:*
  - o G_CAS_CS_2022_12 Add graduate Machine Learning course   *and*
  - o G_CAS_CS_2022_13 Add graduate Topics in Data Science and Visual Computing *and*
  - o G_CAS_CS_2022_14 Add graduate Topics in Computer Systems *and*
  - o G_CAS_CS_2022_15 Add graduate Topics in Theoretical Computer Science *and*
  - o G_CAS_CS_2022_16 Add graduate Topics in Web and Mobile Computing

    Unanimous approval (Vote Number 5)

ENG Proposals:

- *(6) Approve proposals related to English and Rhetoric and Composition programs:*
  - o G_CAS_ENG_2022_1 Add ENG 5995 - Teaching Portfolio (1) *and*
  - o G_CAS_ENG_2022_2 Revise bulletin description for R_C 5990 *and*
  - o G_CAS_ENG_2022_3 Revise the English MA - Teaching Literature and Writing concentration POS *and*
  - o G_CAS_ENG_2022_23 revise MA POSs

    Unanimous approval (Vote Number 6)

College of Fine and Applied Arts

STBE proposals:

- *FYI:* GU_FAA_STBE_2022_14 Change the course prefix and numbers for the Building Science _undergraduate_ courses in the undergraduate and graduate bulletin
- *(7) Approve* GU_FAA_STBE_2022_18. Change the course prefix, course number, and remove dual-listing of TEC 4758- Planning and Scheduling. Remove dual-listing on TEC 5758- Planning and Scheduling. This will be a stand-alone graduate level course. *NOTE: Bulletin Description is also changing.*

    Unanimous approval (Vote Number 7)

Beaver College of Health Sciences

RHS proposals:

- *(8) Approve changes related to the speech-language pathology program*

- o GU_HS_RHS_2022_3 Change course prerequisite for CSD 4162 *and*
- o G_HS_RHS_2022_11 Update department name, changes to admission policy, update POS with this and accreditation information

Unanimous approval (Vote Number 8*)*

- **(9) Approve proposals related to the athletic training program**
  - o G_HS_RHS_2022_5 Change AT 5550 Description *and*
  - o G_HS_RHS_2022_8 Add AT 5960- Clinical Inquiry *and*
  - o G_HS_RHS_2022_9 Change title of AT 5830

  Unanimous approval (Vote Number 9)

- **(10) Approve proposals related to course deletions:**
  - o G_HS_RHS_2022_6 Delete AT 5570 *and*
  - o G_HS_RHS_2022_7 Delete AT 5970 *and*
  - o G_HS_RHS_2022_10 Delete AT 5570; delete AT 5970; add AT 5960; change title of AT 5830; decrease overall credit hours for program by 1
    - ▪ Note: Dr. Holly Hirst informed the committee of the need for a minor revision of the submitted proposal with the program of study needing to be updated to use AT 5770 instead of the original course number.

  Unanimous approval (Vote Number 10)

HES proposals:

- **(11) Approve proposals related to course additions**
  - o G_HS_HES_2022_1 Add ES 5635 *and*
  - o G_HS_HES_2022_2 Add ES 5626 *and*
  - o G_HS_HES_2022_3 Add ES 5800

  Unanimous approval (Vote Number 11)

NHM proposals:

- **(12) Approve proposals related to the public health nutrition**
  - o G_HS_NHM_2022_1 Change name of NUT 5000 *and*
  - o GU_HS_NHM_2022_3 Change name of dual-listed NUT 4300/5300 *and*
  - o G_HS_NHM_2022_4 Change the Program of Study for the Graduate Certificate in Public Health Nutrition Practice *and*
  - o G_HS_NHM_2022_15 Change description and designation of NUT 5250 *and*
  - o G_HS_NHM_2022_16 Change description and designation of NUT 5255

  Unanimous approval (Vote Number 12)

- **(13) Approve** G_HS_NHM_2022_17 Add HCM 5500: Independent Study *and*
  - o **Approve** G_HS_NHM_2022_18 Change MHA concentration name

  Unanimous approval (Vote Number 13)

Reich College of Education

C&I proposals:

- *(14) Approve* G_COE_2022_1 Create the following courses for the Professional Education CORE (EDU Prefix): EDU 5530-5549: Selected Topics (1-4) EDU 5500: Independent Study (1-4)

  Unanimous approval (Vote Number 14)

- *(15) Approve the proposals related to CTE courses:*
  o G_COE_CI_2022_1 Add the following course: CTE 5630: Tools, Media & Technology in the Career and Technical Education Classroom. 3sh a*nd*
  o G_COE_CI_2022_2 Add the following course: CTE 5620: Successful CTE Programs and CTSOs. 3sh *and*
  o G_COE_CI_2022_3 Add the following course: CTE 5950: Developing Content Expertise in Career and Technical Education 3 sh. *and*
  o G_COE_CI_2022_4 Add the following course: CTE 5750: Equity in Career and Technical Education for Special Populations (3sh). *and*
  o G_COE_CI_2022_7 1) Change the Course Description for CTE 5619. 2) Change the Course Name for CTE 5619. *and*
  o G_COE_CI_2022_8 1) Change the Course Description for CTE 5660. 2) Change the Course Name for CTE 5660.

    Unanimous approval (Vote Number 15)

- *(16) Approve proposals related to the CTE graduate certificate:*
  o G_COE_CI_2022_5 Add a new graduate certificate for Career and Technical Education (CTE) [Program Code: GCERT_946A]. The GCert CTE will address the needs of current CTE teachers hired under the Residency License and CTE Restricted License, as well as prospective CTE teachers with a Bachelor's degree in areas related to CTE. *and*
  o G_COE_CI_2022_6 Remove the CTE track based courses from the Graduate Certificate in Middle and Secondary Teaching [446A].

    Unanimous approval (Vote Number 16)

HPC proposals:

- *(17) Approve proposals related to cross listed CED and MFT courses:*
  o G_COE_HPC_2022_3 Change HPC 5110 Social and Cultural Diversity in Counseling and Therapy from HPC prefix to CED and MFT prefixes cross listed (CED 5110 same as MFT 5110). *and*
  o G_COE_HPC_2022_4 Change HPC 5272 Individual and Family Development Across the Lifespan from HPC prefix to CED and MFT prefixes cross listed (CED 5272 same as MFT 5272).

    Unanimous approval (Vote Number 17)

- *(18) Approve proposals related to the marriage and family therapy program:*
  o G_COE_HPC_2022_1 Delete the course HPC 5275 Systemic Family Therapy Institute *and*
  o G_COE_HPC_2022_6 Change the course prefix and number of HPC 6904 Internship in Marriage and Family Therapy to MFT 6900. *and*

- o G_COE_HPC_2022_10 Change the following courses from HPC to MFT prefix: HPC 5270 Theories of Marriage and Family Therapy I; HPC 5271 Theories of Marriage and Family Therapy II; HPC 5753 Legal and Ethical Issues in Marriage and Family Therapy; HPC 6270 Clinical Issues in Marriage and Family Therapy; HPC 6271 Theories of Marriage and Family Therapy III; HPC 6272 Couple Therapy; HPC 6280 Assessment and Diagnosis in Marriage and Family Therapy; HPC 6525 Advanced Social and Cultural Diversity in Counseling and Therapy; HPC 6550 Research Methods in Marriage and Family Therapy; HPC 6710 Human Sexuality *and*
- o G_COE_HPC_2022_16 Change the program of study and bulletin text for the Marriage and Family Therapy program: (1) Change the admissions information to remove the HPC questionnaire and instead list the Marriage and Family Therapy Application questionnaire (2) Change courses from HPC to MFT prefix (3) Revert 6904 back to MFT 6900

  Unanimous approval (Vote Number 18)

LES Proposals:

- *(19) Approve* G_COE_LES_2022_1 Change the prefix for all Instructional Technology Ed.D courses in the College of Education and change the program of study (see attached). The courses to be changed are: ITC 6010 - Learning, Design, and Technology (3), ITC 6020 - Social, Legal, and Ethical Issues in Utilizing Digital Technologies (3), ITC 6030 - Planning for Instructional Technology Initiatives (3), ITC 6040 - Technology Leadership and Management for Systemic Improvement (3), and ITC 6910 - Research and Applications in Instructional Technology Leadership (3). The new prefix for all of these classes will be MTL.

  Unanimous approval (Vote Number 19)

Back to HPC Proposals:

- *(20) Approve proposals related to student affairs administration:*
  - o G_COE_HPC_2022_7 Change the course prefix and number of HPC 5901 Practicum in Student Affairs Administration to SAA 5900. *and*
  - o G_COE_HPC_2022_8 Change the course prefix and number of HPC 6901 Internship in Student Affairs Administration to SAA 6900. *and*
  - o G_COE_HPC_2022_11 Change the following courses from HPC to SAA prefix: HPC 5190 Advising and Supporting in Student Affairs; HPC 5380 College Students and Their Environments; HPC 5410 Introduction to Student Affairs; HPC 5441 Historical Perspectives on College Student Support Services; HPC 5751 Ethics and Law in Student Affairs Administration; HPC 5820 College Student Development Theories; HPC 5821 Social Justice and Inclusion in Student Affairs; HPC 6330 Assessment and Applied Research in Student Affairs; HPC 6410 Student Affairs Administration; HPC 6420 Contemporary Issues in Student Affairs Administration *and*
  - o G_COE_HPC_2022_15 Change the program of study and bulletin text for the Student Affairs Administration program: (1) Change the admissions information to remove the HPC questionnaire, which they no longer use (2) Change courses from HPC to SAA prefix (3) Revert 5901 and 6901 back to SAA 5900 and 6900

    Unanimous approval (Vote Number 20)

- *(21) Approve the proposals related to the counselor education program and related certificates:*

- GU_COE_HPC_2022_4 Delete HPC 4570 The Addictive Process and change the prefix of HPC 5560 The Addictive Process to CED. *and*
- GU_COE_HPC_2022_5 Delete HPC 4790 Group Methods and Processes and change the prefix of HPC 5790 Group Methods and Processes to CED. *and*
- GU_COE_HPC_2022_10 Change the prefix of HPC 5870 Creative Process, Movement, and Therapy to CED and update the dual-listed DAN 4870 description. *and*
- G_COE_HPC_2022_9 Change the following courses from HPC to CED prefix: HPC 5120; HPC 5130; HPC 5140; HPC 5210; HPC 5220; HPC 5225; HPC 5274; HPC 5310; HPC 5550; HPC 5555; HPC 5565; HPC 5570; HPC 5575; HPC 5580; HPC 5752; HPC 5754; HPC 5860; HPC 5902; HPC 5903; HPC 6120; HPC 6160; HPC 6290; HPC 6340; HPC 6350; HPC 6355; HPC 6360; HPC 6365; HPC 6366; HPC 6370; HPC 6380; HPC 6390; HPC 6451; HPC 6452; HPC 6570; HPC 6620; HPC 6720; HPC 6770; HPC 6902; HPC 6903. *and*
- G_COE_HPC_2022_12 Add CED 5000 Counseling Research and Evaluation *and*
- G_COE_HPC_2022_13 Change the program of study and bulletin text for the Addiction Counseling certificate program: (1) Change the admissions information to remove the Human Development and Psychological Counseling questionnaire and add the Addiction Counseling questionnaire. (2) Implement the changes submitted earlier this year - to change courses from HPC to CED *and*
- G_COE_HPC_2022_14 Change the program of study and bulletin text for the Expressive Arts Therapy certificate program: (1) Change the admissions information to remove the HPC questionnaire and add the EXA Admissions questionnaire and clearly specify requisite degree/background for entrance. (2) Change courses from HPC to CED prefix (3) Reduce the required credit hours from 18 to 15. (4) Update elective course options. *and*
- G_COE_HPC_2022_17 Change the program of study and bulletin text for the Professional School Counseling program: (1) Change the admissions information to remove the HPC questionnaire and instead list the Professional School Counseling questionnaire (2) Change courses from HPC to CED prefix (3) Replace RES 5000 with new course CED 5000 *and*
- G_COE_HPC_2022_18 Change the program of study and bulletin text for the Clinical Mental Health Counseling program: (1) eliminate ALL concentrations in CMHC in order to have a version with no concentrations - 709A. (2) Change the admissions information to remove the HPC questionnaire and instead list the Clinical Mental Health Counseling questionnaire (3) Change courses from HPC to CED prefix (4) Replace RES 5000 with new course CED 5000 (5) add two new required courses (6 hours) and decrease elective courses from 18 to 12 hours (6) remove thesis option

  Unanimous approval (Vote Number 21)

RESE Proposals:

- *(22) Approve courses related to creating the LIT prefix:*
  - GU_COE_RESE_2022_1 Create LIT prefix (Literacy Education) *and*
  - G_COE_RESE_2022_1 Change the following courses from R_E to LIT prefix: R_E 5010; R_E 5040; R_E 5100; R_E 5111; R_E 5120; R_E 5130; R_E 5140; R_E 5200; R_E 5210; R_E 5220; R_E 5500; R_E5510; R_E 5525; R_E 5530-5549; R_E 5570; R_E 5671; R_E 5715; R_E 5725; R_E 5730; R_E 5735; R_E 5740; R_E 5760; R_E 5900;

R_E 5989; R_E 5999; R_E 6120; R_E 6568; R_E 6575; R_E 6700; R_E 6731; R_E 6735; R_E 7570; R_E 7710; R_E 7989. *and*

- o G_COE_RESE_2022_9 Change the course description for R_E 5710 - Seminar in Reading and Language Arts Research, and change the prefix from R_E to LIT. *and*
- o G_COE_RESE_2022_5 Change R_E prefix to LIT prefix for courses in Special Education Graduate Certificate GCERT 720A *and*
- o G_COE_RESE_2022_6 Change R_E prefix to LIT prefix for courses in Autism Graduate Certificate GCERT 718A *and*
- o G_COE_RESE_2022_7 Change R_E prefix to LIT prefix for courses in Special Education MA_476A Add courses to Suggested Electives. *and* G_COE_RESE_2022_8 Change R_E prefix to LIT prefix for courses in Educational Leadership - Literacy in Exceptionalities Concentration: EDD_7021

  Unanimous approval (Vote Number 22)

- **(23) Approve proposals related to the change of the Reading Education program to Literacy Education:**
  - o G_COE_RESE_2022_2 Change name of Reading Education - Classroom/Clinical Concentration to Literacy Education - Classroom Clinical Concentration. Old Program Code: MA_477E needs to change to New Program Code: MA_857C Change also POS to list SPE 5525 Product of Learning as an option for satisfying this requirement. R_E prefix changes to LIT prefix. *and*
  - o G_COE_RESE_2022_3 Change name of Reading Education - Adult Literacy Concentration to Literacy Education - Adult Literacy Concentration. Old Program Code: MA_477B needs to change to New Program Code: MA_857B Change also POS to delete course requirement H_E 5630 The Adult Learner from list of required courses, which will reduce the total hours from 36 to 33 for Thesis option and from 39 to 36 for Non-Thesis option. Add LIT 5220 as an option for Practicum Courses. Candidacy is no longer required nor the comprehensive exam. All R_E prefixes are changed to LIT. *and*
  - o G_COE_RESE_2022_4 Change name of Reading Education Graduate Certificate to Literacy Education Graduate Certificate Old Program Code: GCERT_449A needs to change to New Program Code: GCERT_856A Change R_E prefix to LIT prefix

    Unanimous approval (Vote Number 23)

Walker College of Business

CIS, MBA, ADA proposals related to cybersecurity:

- o **(24) Approve**
  - o GU_COB_CIS_2022_7 In the Undergraduate Bulletin, rename and renumber CIS 3760 Blockchain for Business to CIS 4760 Global Blockchain for Business Add a dual-listed course Global Blockchain for Business CIS 4760/CIS 5760. *and*
  - o GU_COB_CIS_2022_8 Add a dual-listed course IS Strategy, Policy, and Governance CIS 4620/CIS 5620 In the Undergrad Bulletin, rename CIS 4620 IS Strategy and Ethics to IS Strategy, Policy, and Governance to be the same as CIS 5620 In the Undergrad Bulletin, remove prerequisite of CIS 2050 In the Graduate Bulletin, change description of CIS 5620 IS Strategy, Policy, and Governance to be the same as CIS 4620 description *and*

- o G_COB_MBA_2022_1 Create a concentration in cybersecurity for the MBA program *and*
- o G_COB_MSADA_2022_1 Create a concentration in cybersecurity for the Master of Science in Applied Data Analytics program

  Unanimous approval (Vote Number 24)

MBA proposals involving program of study changes

- o *(25) Approve*
  - o G_COB_MBA_2022_2 Change to Program of Study 1. Count either MBA 5230 (Fundamentals of Business Analytics) or MBA 5260 (Introduction to Business Analytics and Information Systems) as a core MBA class. 2. Remove the sentence "Students must enroll in their final semester" for MBA 5820 - Executive Skills *and*
  - o G_COB_MBA_2022_3 Change to Program of Study 1. Count either MBA 5230 (Fundamentals of Business Analytics) or MBA 5260 (Introduction to Business Analytics and Information Systems) as a core MBA class. This proposal applies to the Master of Business Administration and the Master of Public Administration dual degree. 2. Remove the sentence "Dual-Degree students must enroll in their final semester" for MBA 5820 - Executive Skills. *and*
  - o G_COB_MBA_2022_4 Change to Program of Study 1. Count either MBA 5230 (Fundamentals of Business Analytics) or MBA 5260 (Introduction to Business Analytics and Information Systems) as a core MBA class. This proposal applies to the Master of Business Administration and the Master of Arts in Industrial-Organizational Psychology and Human Resource Management dual degree. 2. Remove the sentence "Dual-Degree students must enroll in their final semester" for MBA 5820 - Executive Skills. *and*
  - o G_COB_MBA_2022_5 Change to Program of Study 1. Count either MBA 5230 (Fundamentals of Business Analytics) or MBA 5260 (Introduction to Business Analytics and Information Systems) as a core MBA class. This proposal applies to the Master of Business Administration and the Master of Arts in Higher Education dual degree. 2. Remove the sentence "Dual-Degree students must enroll in their final semester" for MBA 5820 - Executive Skills.

    Unanimous approval (Vote Number 25)

5. Old Business – no old business

6. Discussion Items

   1. Updates from the Graduate School –Ross Gosky
      - Graduate student and Faculty award nominations due by January 31st, 2023. Ceremony will be Tuesday April 4th at 5:00pm in the Solarium.
      - GSGA travel and research award deadline will be January 31st, 2023.
      - Program Director meeting will be held January 31st, 2023

7. Adjournment- motion to adjourn at 3:45pm.

Proposed Bulletin Copy

A_S 5045 - Documentary Intensive (3)
When offered: Fall

This course provides students the opportunity to develop and execute documentary projects. The instructor will provide workshops covering best practices in documentary production and engagement, including field recordings, documentary ethics, and collaboration with community organizations. This course will also offer students the opportunity to build documentary skills, gain hands-on experience recording and editing, and to work as a production crew and participate in peer critique.
Prerequisite A_S 5040 or permission of instructor.

Proposed Bulletin Copy

A_S 5070 - Global Mountain Literature (3)

When Offered: Spring even years

This course examines literature about mountains from around the world and across historical eras, using the techniques of comparative literary analysis. Primary course materials may range from early oral narratives and religious texts to the Greek and Roman worlds, Chinese mountain poetry, Romanticism, and mountain climbing narratives. Genres may include nature writing, novels, and short stories, among others. The course will address the global distribution of literary production about mountains by examining works from Africa, Asia, North and South America, Europe, and the Middle East. A limited amount of literature about the Appalachian Mountains is read for comparative purposes.

Current Bulletin Copy

MAT 5220 - Abstract Algebra II (3)
When Offered: On Demand
A study of some advanced topics from abstract algebra, including splitting fields, finite fields, geometric constructions, and Galois theory.
Prerequisite: MAT 5210 or permission of the instructor.

Current Bulletin Copy

MAT 5210 - Abstract Algebra (3)
When Offered: On Demand
A study of intermediate group theory, including group actions and the Sylow theorems; and ring theory, including polynomial rings, factorizations in principal ideal domains, and modules.
Prerequisite: MAT 3110 (Introduction to Modern Algebra) or permission of the instructor.
[Dual-listed with MAT 4720.]

Proposed Bulletin Copy

MAT 5210 - Advanced Topics in Modern Algebra (3)
When Offered: On Demand
Development and application of advanced topics in modern algebra. Topics may be selected from group actions and the Sylow theorems, factorizations in rings, module theory, field extensions and Galois theory, representation theory, Lie algebras, cryptography, and error-correcting codes.
May be repeated once for credit when content is not duplicated.
Prerequisite: MAT 3110 (Introduction to Modern Algebra) or permission of the instructor.
[Dual-listed with MAT 4720.]

Current Bulletin Copy

PSY 7805 - Advanced Practicum: Clinical Psychology (1-6)

When Offered: Fall, Spring, Summer Session

Students will train in a professional setting (e.g., mental health, medical, school). Supervision is provided on-site by staff psychologists or other professionals. Clinical experience is arranged as appropriate for the student's level of training. Weekly meetings supplement the on-site training to provide additional group supervision as well as coverage of professional issues. The advanced practicum experiences provide a sequential series of experiences that build upon students' expanding base of knowledge and experience in application. During each phase of formal practicum training, students are part of a Vertical Team led by the clinical supervisor. The student's responsibilities on the Team will vary with their level of training.

Prerequisite: PSY 5904 and PSY 5905, or permission of instructor.

To graduate with a PsyD in Clinical Psychology, this course must be repeated for a total of 12 hours..

Proposed Bulletin Copy

PSY 7805 - Advanced Practicum: Clinical Psychology (1-6)
When Offered: Fall, Spring, Summer Session
Students will train in a professional setting (e.g., mental health, medical, school). Supervision is provided on-site by staff psychologists or other professionals. Clinical experience is arranged as appropriate for the student's level of training. Weekly meetings supplement the on-site training to provide additional group supervision as well as coverage of professional issues. The advanced practicum experiences provide a sequential series of experiences that build upon students' expanding base of knowledge and experience in application. During each phase of formal practicum training, students are part of a Vertical Team led by the clinical supervisor. The student's responsibilities on the Team will vary with their level of training.
Prerequisite: PSY 5904 and PSY 5905, or permission of instructor.
To graduate with a PsyD in Clinical Psychology, this course must be repeated for a total of 12 hours.
Graded on S/U basis.

2022-2023 BULLETIN TEXT

Psychology – ~~Experimental Psychology~~Psychological Science Concentration, MA

Program Code: MA_145D~~B~~
CIP Code: 42.0101

Program of Study for the Master of Arts in Psychology
Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official general GRE exam scores, unless waived; completion of approved courses (or demonstrated competence in the subject matter) in General Psychology and Research Methods (including statistics); statement not exceeding two pages describing the applicant's academic and professional goals. Applicants should describe their research interests and identify a potential mentor from the Psychology faculty.

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

Standardized Exam Waiver Eligibility: The standardized exam (GRE) requirement may be waived for applicants who earned a cumulative undergraduate GPA of 3.0 or higher.

Location: On campus

Additional Standardized Exam Waiver Eligibility Information
Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the Admissions Requirements section of this Bulletin.

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

Course Requirements for the Master of Arts in Psychology
Total Required (Minimum 34 Hours)
Required Courses (18 Hours)
PSY 5020 - Research Methods in Psychology (3)
PSY 5030 - Quantitative Methods in Psychology (3)
PSY 5300 - Learning (3)

PSY 5330 - Developmental Seminar (3)
PSY 5998 - Thesis Proposal (1-3) (3 Hours)
PSY 5999 - Thesis (3)

Concentration Requirements (16 Hours)
PSY 5015 - Research Seminar (1) Repeated 4 times for 4 hours total
PSY 5310 - Cognitive Processes (3)
PSY 5530-5549 - Selected Topics (1-4) 3 hours required
PSY 6320 - Biological Bases of Behavior (3)
PSY 6340 - Seminar in Social Psychology (3)

Other Requirements for the MA in Psychology
Thesis: Required
Proficiency: Statistics proficiency met by completion of PSY 5020
Candidacy: Required for both concentrations. For ~~Experimental~~ Psychological Science Concentration, candidacy is granted upon approval of thesis committee and prospectus. For Clinical Concentration, candidacy is granted upon approval of thesis committee and defense of prospectus, successful completion of PSY 5904, and approval of program faculty.
Comprehensive: Not required~~Experimental Concentration students will satisfactorily complete a concentration-specific examination by scoring at or above the 70th percentile on the Area Concentration Achievement Test (ACAT). Not required for Clinical Concentration.~~
Product of Learning: Not required

Proposed Bulletin Copy

C_S 5455 - Topics in Machine Learning (3)
When Offered: Fall of even years.

Machine Learning is the process of teaching a computer what to do by providing a model for learning and many examples but without explicit instructions. This course uses computer programming and linear algebra to understand machine learning algorithms, their practical application, and ways to evaluate them. Topics include machine learning models such as artificial neural networks and support vector machines, as well as techniques such as feature selection, dimensionality reduction, model selection, and hyperparameter tuning.

Prerequisites: CS 3460 (Data Structures) and MAT 2240 (Linear Algebra)

Proposed Bulletin Copy

C_S 5750 - Topics in Data Science & Visual Computing (3)
When Offered: Spring, Odd-numbered years

This course examines advanced topics in data science and visual computing, such as bioinformatics, computer vision, music informatics, security informatics, social informatics, video processing, and visual analytics.
May be repeated for a maximum of 6 hours when content does not duplicate.

Prerequisites: CS 3460 (Data Structures) or by permission of graduate program director.

Proposed Bulletin Copy

C_S 5760 - Topics in Computer Systems (3)
When Offered: Fall, Odd-numbered years

This course examines advanced topics in computer systems, such as parallel computing, distributed computing, grid computing, internet of things, and GPU programming. May be repeated for a maximum of 6 hours when content does not duplicate.

Prerequisite: CS 3481 (Computer Systems I) or by permission of graduate program director.

Proposed Bulletin Copy

C_S 5770 - Topics in Theoretical Computer Science (3)
When Offered: Spring, Odd-numbered years

This course examines advanced topics in theoretics, such as functional programming, advanced data structures, and advanced graph theory.

May be repeated for a maximum of 6 hours when content does not duplicate.

Prerequisite: CS 3460 (Data Structures) or by permission of graduate program director..

Proposed Bulletin Copy

C_S 5780 - Topics in Web & Mobile Computing (3)
When Offered: Spring, Odd-numbered years

This course examines advanced topics in web & mobile computing, such as server-side web programming, front-end web development, cloud computing, visual analytics, and scrum techniques.

May be repeated for a maximum of 6 hours when content does not duplicate.

Prerequisites: CS 3460 (Data Structures) and CS 3667 (Software Engineering), or by permission of graduate program director.

Proposed Bulletin Copy

ENG 5995 - Teaching Portfolio (1)
When offered: Fall, Spring

Presentation of portfolio demonstrating depth and breadth of training in teaching literature and writing, with emphasis on introductory courses in the University's general education program. Required artifacts include teaching philosophy, sample syllabi, sample class models and assignments, example(s) of graded work, classroom observation reports, curriculum vitae, and program reflection.

Graded on an S/U basis.

Current Bulletin Copy

R_C 5990 – Capstone in Rhetoric and Composition (3)
When Offered: Fall, Spring
A substantial piece of writing addressing a specific concern in rhetoric and composition.
Prerequisites: R_C 5100, R_C 5300, and permission of the instructor.

Proposed Bulletin Copy

R_C 5990 – Capstone in Rhetoric and Composition (3)
When Offered: Fall, Spring
The Capstone in Rhetoric and Composition serves as the culmination of a student's preparation in the study of rhetoric and writing studies. This project provides students with an opportunity to produce a substantial piece of research addressing a specific concern in Rhetoric and Writing Studies that demonstrates mastery of current methodological and theoretical approaches. For most students, the capstone will take the form of an extended research-based project drawing on methodologies in rhetorical and cultural theory, writing studies, and/or pedagogy. Ideally, the research will demonstrate the student's emerging expertise on their chosen topic, and their capstone project will represent their contribution to the broader critical conversation in rhetoric and writing studies.
Prerequisites: R_C 5100, R_C 5300, and permission of the instructor.

English - Teaching Literature and Writing Concentration, MA

Program Code: MA_232E

CIP Code: 23.0101

Program of Study for the Master of Arts in English

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

*An applicant who does not have an undergraduate degree in English but who has exceptional qualifications should contact the Director of Graduate Studies in the Department of English.

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

Standardized Exam Waiver Eligibility: The standardized exam requirement may be waived for applicants with a cumulative undergraduate GPA of 3.0 or higher.

Location: On Campus

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam

waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Accelerated Master's Program

This program offers an **Accelerated Master's** option for undergraduate students currently enrolled at Appalachian State University.

Course Requirements for the Master of Arts in English

Total Required (Minimum 36 Hours)

Required Courses (6 Hours)

- **ENG 5000 - Bibliography and Research (3)**
- **R C 5100 - Composition Theory, Practice, and Pedagogy (3)**

Concentration Requirements (23 Hours)

- **ENG 5150 - Teaching Literature (3)**
- **ENG 5160 - Teaching Apprenticeship (1)** (1 + 1 = 2)
- **ENG 5200 - Issues in Teaching English (3)**
- **R C 5300 - Studies in Rhetoric and Composition (3)**
- **R C 5400 - Rhetorical Theory (3)**
- 9 hours of literature courses chosen with approval of the graduate director - selection must cover three national literatures, of which at least 3 hours should be in a period prior to 1789 (for British)

or 1900 (for American), predominantly not in translation.

Electives (6 Hours)

6 hours of additional graduate electives chosen with approval of the graduate director; courses from other disciplines must be approved in advance.

Culminating Project: Teaching Portfolio (1 Hour)

- **ENG 5xxx – Teaching Portfolio (1)**

Other Requirements for the MA in English

- **Thesis:** Optional
- **Proficiency:** Required for the Literary Studies Concentration; reading knowledge of a foreign language demonstrated by transcript evidence of two years undergraduate study of a foreign language or by examination arranged in the Department of Languages, Literatures and Cultures.
- **Candidacy:** Required; see the program director for specific timeline and requirements
- **Comprehensive:** Presentation of teaching portfolio required for the Teaching Literature and Writing Concentration. See the program director regarding portfolio requirements.
- **Product of Learning:** Not required

Commented [MOU1]: Reduction of elective hours from 7 to 6 creates space for the addition of the 1-credit teaching portfolio course (see below).

Deleted: 7

Deleted: 7

Commented [MOU2]: Recognition of, and credit for, this culminating project creates greater consistency with our other concentrations' programs of study. Finally, the creation of this 1-hour course, when combined with the 2 hours of teaching apprenticeships also required for the concentration, resolves the matter of trying to advise students on 7 hours of graduate elective credit.

Current:

Other Requirements for the MA in English

- **Thesis:** Optional
- **Proficiency:** Required for the Literary Studies Concentration; reading knowledge of a foreign language demonstrated by transcript evidence of two years undergraduate study of a foreign language or by examination arranged in the Department of Languages, Literatures and Cultures.
- **Candidacy:** Required; see the program director for specific timeline and requirements
- **Comprehensive:** Presentation of teaching portfolio required for the Teaching Literature and Writing Concentration. See the program director regarding portfolio requirements.
- **Product of Learning:** Not required

Proposed:

Other Requirements for the MA in English

- **Thesis:** Optional
- **Proficiency:** Required for the Literary Studies Concentration; reading knowledge of a foreign language demonstrated by transcript evidence of two years undergraduate study of a foreign language or by examination arranged in the Department of Languages, Literatures and Cultures.
- **Candidacy:** Required; see the program director for specific timeline and requirements
  Comprehensive: ~~Presentation of teaching portfolio required for the Teaching Literature and Writing Concentration.~~ The Teaching Literature and Writing Concentration requires a presentation of a teaching portfolio which will be satisfied with the successful
- completion of ENG 5995. See the program director regarding portfolio requirements.
- **Product of Learning:** Not required

CURRENT BULLETIN COPY

TEC 5618 - Sustainable Building Design and Construction (3) [DL]

When Offered: Fall, Spring

This course emphasizes concepts and best practices related to sustainable building design and construction. Provides exposure to green building certification programs, high performance construction assemblies, resource efficient material selection, sustainable site planning, water efficiency, energy efficiency, indoor environmental quality, building commissioning, and facility operations. Reinforces application of passive design strategies and analysis of sustainable construction practices.
[Dual-listed with TEC 4618.]

PROPOSED BULLETIN COPY

TEC 5618 - Sustainable Building Design and Construction (3) [DL]

When Offered: Fall, Spring

This course emphasizes concepts and best practices related to sustainable building design and construction. Provides exposure to green building certification programs, high performance construction assemblies, resource efficient material selection, sustainable site planning, water efficiency, energy efficiency, indoor environmental quality, building commissioning, and facility operations. Reinforces application of passive design strategies and analysis of sustainable construction practices.
[Dual-listed with TEC 4618BSC 4435.]

CURRENT BULLETIN COPY

TEC 5729 - Healthy Buildings (3) [DL]

When Offered: Fall

An occupant-focused approach to building science that emphasizes the health and well-being of occupants as a fundamental requirement for building design, construction and operation. Course material and field exercises will include building functions and associated design elements, potential issues and solutions in four areas of Indoor Environmental Quality (thermal comfort, noise, lighting, indoor air quality), and building evaluation and diagnostic techniques for healthy building assessment. Content mastery and applied practice at the graduate level is expected.
Lecture two hours, laboratory three hours. [Dual-listed with TEC 4729.]

PROPOSED BULLETIN COPY

TEC 5729 - Healthy Buildings (3) [DL]

When Offered: Fall

An occupant-focused approach to building science that emphasizes the health and well-being of occupants as a fundamental requirement for building design, construction and operation. Course material and field exercises will include building functions and associated design elements, potential issues and solutions in four areas of Indoor Environmental Quality (thermal comfort, noise, lighting, indoor air quality), and building evaluation and diagnostic techniques for healthy building assessment. Content mastery and applied practice at the graduate level is expected.
Lecture two hours, laboratory three hours. [Dual-listed with TEC 4729 BSC 4445.

CURRENT BULLETIN COPY

TEC 5758 - Planning and Scheduling (3) [DL

When Offered: Fall, Spring
This course emphasizes the complex process of planning and scheduling for construction projects. The course covers project management basics, determining project resources, planning, scheduling, and cost control. Special attention will be given to the use of building information modeling (BIM) and specialized scheduling software for construction management activities. Lecture two hours, laboratory two hours. [Dual-listed with TEC 4758.]

PROPOSED BULLETIN COPY

TEC 5758 - Planning and Scheduling (3) [DL

When Offered: Fall, Spring This course is an advanced study that emphasizes the complex process of planning and scheduling for construction projects. The course covers project management techniques basics, determining project resources, planning, scheduling, and cost control. Special attention will be given to the use of building information modeling (BIM) and specialized scheduling software for construction management activities. Lecture two hours, laboratory two hours. [Dual-listed with TEC 4758.]

Current Bulletin Copy

CSD 4162 - Structural Analysis of Language (3)
When Offered: Fall; Spring
A study of language content, form, and usage with an emphasis on the application of descriptive taxonomies for language sampling and analysis. Prerequisite: CSD 2366.
[Dual-listed with CSD 5162.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

CSD 5162 - Structural Analysis of Language (3)
When Offered: Fall, Spring
A study of language content, form, and usage with an emphasis on the application of descriptive taxonomies for language sampling and analysis.
[Dual-listed with CSD 4162.]

Proposed Bulletin Copy

CSD 4162 - Structural Analysis of Language (3)
When Offered: Fall; Spring
A study of language content, form, and usage with an emphasis on the application of descriptive taxonomies for language sampling and analysis. Prerequisite: CSD 3201.
[Dual-listed with CSD 5162.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

CSD 5162 - Structural Analysis of Language (3)
When Offered: Fall, Spring
A study of language content, form, and usage with an emphasis on the application of descriptive taxonomies for language sampling and analysis.
[Dual-listed with CSD 4162.]

Speech-Language Pathology, MS

Program Code: MS_821A_1
CIP Code: 51.0203

Program of Study for the Master of Science in Speech-Language Pathology

Completion of the Master of Science (MS) degree in Speech-Language Pathology provides students with the academic and clinical qualifications for the Certificate of Clinical Competence (CCC) in Speech-Language Pathology from the American Speech-Language-Hearing Association and for North Carolina state licensure.

Admission Requirements: Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official general GRE exam scores (unless waived); a personal statement; and participation in an online interview.

Additional Information on Admission Requirements: Recommendations should come from academic faculty who can speak to the applicant's potential success in a graduate speech-language pathology program. Submission of additional recommendations is encouraged to ensure a completed application by the deadline. International applicants must meet the criteria for admission to the Graduate School including valid proof of English Language Proficiency as outlined by the Graduate School. Instructions for the personal statement and interview process are on the program's website and within the application system.

To be considered for admission, applicants must meet criteria for admission to the Graduate School. Admission is on a competitive basis; not all students who exceed this requirement will be offered admission.

Standardized Exam Waiver Eligibility: The standardized exam requirement may be waived for applicants who earned a cumulative undergraduate GPA of 3.0 or higher.

Location: On Campus

Course Requirements for the Master of Science in Speech-Language Pathology

Total Required (Minimum 60 Hours)

Required Courses (54 Hours)

In addition to taking courses required to meet any undergraduate deficiencies for ASHA certification and North Carolina licensure, completion of the master's degree requires a minimum of 5 consecutive semesters of full-time enrollment. Students must complete a minimum of 54 semester credit hours of academic and clinical courses including:

- CSD 5561 - Introduction to Clinical Procedures I (3)
- CSD 5565 - Clinical Practicum II (3)
- CSD 5566 - Clinical Practicum III (3 or 6)
- CSD 5569 - Clinical Practicum IV (3)
- CSD 5660 - Evidence-Based Practice in Communication Sciences and Disorders (3)
- CSD 5661 - Assessment and Evaluation (3)
- CSD 5663 - Disorders of Fluency (3)

- CSD 5666 - Voice and Resonance Disorders (3)
- CSD 5669 - Speech Sound Disorders (3)
- CSD 5675 - Preschool Language Disorders (3)
- CSD 5676 - School-Age Language Disorders (3)
- CSD 5850 - Adult Neurogenic Communication Disorders (3)
- CSD 5851 - Motor Speech Disorders (3)
- CSD 5852 - Dysphagia (3)
- CSD 5900 - Internship (6-12)

Thesis Option (6 Hours)

Choose One:

With Thesis (6 Hours)

- CSD 5999 - Thesis (1-4) (3 Hours)
- 3 hours of approved graduate electives selected with approval of the major advisor in speech-language pathology or related areas such as counseling, early childhood education, psychology, reading and special education

Without Thesis (6 Hours)

- 6 hours of approved graduate electives selected with approval of the major advisor in speech-language pathology or related areas such as counseling, early childhood education, psychology, reading and special education

Other Requirements for the MS in Speech-Language Pathology

- **Thesis**: Optional
- **Proficiency**: Must demonstrate competency of required knowledge and skills by successful completion of all required components in academic and clinical coursework.
- **Candidacy**: Required; see an assigned academic advisor for specific timeline and requirements for admission to candidacy
- **Comprehensive**: Required; All students are required to pass the SLP program's summative assessment. Students must also earn a passing score on the PRAXIS II (NTE) in Speech-Language Pathology.
- **Product of Learning**: Not required

Academic Standards for Retention

The Graduate Program Director prepares a plan of study for each student to ensure that all requirements are met. A student must maintain a minimum overall grade point average of 3.0 and maintain satisfactory non-academic criteria that are important to function as a speech-language pathologist. Finally, each student must adhere to the rules of ethical conduct as described in the Code of Ethics of the American Speech-Language-Hearing Association. Graduate students in Speech-Language Pathology are also expected to abide by ASU's code of Student Conduct and Academic Integrity Code and the Department's Professional

Dispositions, Behaviors and Essential Functions policy. The policy states that students must: 1) have the intellectual and academic capabilities sufficient to meet the curricular demands of the programs, 2) be proficient in oral and written English sufficient to achieve effective clinical and professional interaction with clients and relevant others, and 3) possess certain dispositions, behaviors and essential functions that are expected of professionals engaged in clinical practice. Failure to meet the standards may result in dismissal from the program. The standards are fully described in the Speech-Language Pathology student handbooks and can be found on the program's website.

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Current Bulletin Copy

A T 5550 - Manual Intervention Strategies (3)
When Offered: Spring
A clinical skills course designed to instruct students on intervention techniques capable of modifying joint motion and structural integrity of the musculoskeletal system throughout the healing process. These will include techniques to limit joint motion during the healing process, including casts, splints, and durable medical equipment; and those techniques to increase motion throughout the healing process, including joint mobilization and manipulation, muscular release techniques, and emerging therapies.
Prerequisite: A T 5300
Lecture two hours, laboratory one hour.

Proposed Bulletin Copy

A T 5550 - Manual Intervention Strategies (3)
When Offered: Spring
A clinical skills course designed to instruct students on intervention techniques capable of modifying joint motion and structural integrity of the musculoskeletal system throughout the healing process. These will include techniques to limit joint motion during the healing process, including casts, splints, and durable medical equipment; and those techniques to increase motion throughout the healing process, including joint mobilization and manipulation, muscular release techniques, and emerging therapies.
Prerequisite: A T 5300
Lecture two hours, laboratory two hours.

Proposed Bulletin Copy

A T 5770 - Clinical Inquiry (3)
When Offered: Spring
A seminar-based course, emphasizing the implementation of evidence-based practice in athletic training. Students will present clinical questions derived from their experiences and lead a discussion related to the critical appraisal of relevant available evidence, clinical expertise, and patient values to critically analyze their decision-making process.
Prerequisite: A T 5370

Current Bulletin Copy

A T 5830 - Applied Health and Prevention Strategies (3)
When Offered: Spring
A lecture and laboratory-based course to prepare graduate students in the application of nutrition, strength, and conditioning principles towards the prevention of injury. Topics will include weight management in physically active populations, sports nutrition, and the application of strength training principles towards preventing common athletic injuries. Students will develop and implement an exercise program designed to optimize health and performance and/or prevent injury in a physically active population.
Prerequisite: Acceptance in the MS in Athletic Training Program or instructor approval
Lecture two hours, laboratory two hours.

Proposed Bulletin Copy

A T 5830 - Risk Reduction Strategies in Sport & Activity (3)
When Offered: Spring
A lecture and laboratory-based course to prepare graduate students in the application of nutrition, strength, and conditioning principles towards the prevention of injury. Topics will include weight management in physically active populations, sports nutrition, and the application of strength training principles towards preventing common athletic injuries. Students will develop and implement an exercise program designed to optimize health and performance and/or prevent injury in a physically active population.
Prerequisite: Acceptance in the MS in Athletic Training Program or instructor approval
Lecture two hours, laboratory two hours.

Current Bulletin Copy

A T 5570 - Clinical Inquiry I (1)
When Offered: Spring
An applied research course during which students will develop a topic for their capstone or thesis project, construct a timeline, establish methods, and complete preparatory steps for their selected project. Regulatory and ethical standards for research will also be reviewed.
Prerequisite: A_T 5370

Current Bulletin Copy

A T 5970 - Clinical Inquiry II (3)
When Offered: Spring
A research capstone course during which students will work in collaboration with their faculty research mentor to complete the project proposed in A T 5570 and prepare it for dissemination to both peers and the broader athletic training and medical community.
Prerequisite: A T 5570

Athletic Training, MS

Return to: **Beaver College of Health Sciences**

Program Code: MS_843A_1
CIP Code: 51.0913

Program of Study for the Master of Science in Athletic Training

Admission Requirements: Baccalaureate degree from an accredited college or university; **complete application to the Graduate School**; official general GRE 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. The admissions process is nondiscriminatory and contingent upon successfully passing a criminal background check and meeting the program's technical standards. The number of students selected each semester is limited.
Standardized Exam Waiver Eligibility: The standardized exam (GRE) may be waived for applicants with:
A cumulative undergraduate GPA of 3.25 or higher; AND
A GPA of 3.25 or higher in the combined prerequisite courses.

Additional Information

Additional Admission Requirements: Complete application on the Athletic Training Centralized Application System (ATCAS), with the exception of accelerated admission students; admissions decisions are made on a rolling basis, but applications are encouraged to be submitted before February 1st. Applications will be considered and undergo a holistic review as received; Observation hours: Forty hours of clinical observation/shadowing under the direct supervision of a Certified Athletic Trainer; of the 3 letters of reference, at least one reference letter from a faculty member and one reference letter from a licensed healthcare provider; personal statement; interview (in-person or web-based). Review the program's website for full details on the ATCAS and accelerated admissions processes.
Prerequisites: The Program Director reserves the right to request course syllabi to confirm course content. Human anatomy (4 credits with lab). Human physiology (4 credits with lab). When anatomy and physiology are taken as a combined course, two semesters are necessary to meet this requirement; Biology (animal-based; 3-4 credits with lab); Chemistry (3-4 credits with lab); Physics (4 credits with lab); Statistics (3 credits); Exercise physiology (3 credits); Psychology (3 credits); Biomechanics or kinesiology (3 credits).
Additional Information: The program begins in the first Summer Session, and is designed to be a two-year program.
Location: On Campus; Note: First and second year students will be assigned to practicums at clinical sites on- or off-campus.

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Accelerated Master's Program

This program offers an **Accelerated Master's** option for undergraduate students currently enrolled at Appalachian State University.

Course Requirements for the Master of Science in Athletic Training

Total Required (Minimum 67 Hours)

Required Courses (67 Hours)

A_T 5100 - Gross Human Anatomy (4)

A_T 5200 - Functional Human Anatomy (2)
A_T 5230 - Principles of Injury Prevention (3)
A_T 5290 - Athletic Training Clinical Experience I (2)
A_T 5300 - Examination, Diagnosis, and Treatment I (4)
A_T 5350 - Physiology of Injury (4)
A_T 5370 - Principles of Evidence Based Practice (3)
A_T 5380 - Seminar in Clinical Reasoning I (2)
A_T 5390 - Athletic Training Clinical Experience II (2)
A_T 5550 - Manual Intervention Strategies (3)
A_T 5600 - Examination, Diagnosis, and Treatment II (4)
A_T 5660 - Clinical Medicine (4)
A_T 5680 - Seminar in Clinical Reasoning II (2)
A_T 5690 - Athletic Training Clinical Experience III (2)
A_T 5720 - Behavioral Health (3)
A_T 5790 - Athletic Training Clinical Experience IV (6)
A_T 5810 - Healthcare Administration and Information Management for Clinicians (3)
A_T 5830 - Risk Reduction Strategies in Sport & Activity (3)
A_T 5870 - Implementation of Patient-Centered Care (3)
A_T 5880 - Seminar in Clinical Reasoning III (2)
A_T 5990 - Athletic Training Clinical Experience V (3)
Choose one of the Following (3 Hours)

A_T 5770 – Clinical Inquiry (3)
A_T 5999 - Thesis (3)

Note on Academic Standards for Retention in the MS in Athletic Training

Academic standards for retention in the MS in Athletic Training degree program include abiding by the ASU Code of Student Conduct and Academic Integrity, the MS in Athletic Training scholastic performance and professional behavior standards and expectations, the National Athletic Trainers' Association Code of Ethics, and the Board of Certification® Standards of Practice. These Standards are fully described in the **MS in Athletic Training Handbook**. MS in Athletic Training students must achieve a grade of "C" or higher in all graduate courses, maintain an overall GPA of 3.0, and earn no more than two final grades of "C" or below in the program of study. Students are dismissed from the MS in Athletic Training degree program if they earn more than two final grades of a "C" or lower.

Other Requirements for the MS in Athletic Training

Thesis: Optional

Proficiency: Not required

Candidacy: Required for thesis option; awarded upon approval of thesis committee and prospectus

Comprehensive: Required; one comprehensive examination at the end of year one; successful navigation of the MS in Athletic Training prepares the student to be eligible to sit for the Board of Certification® national examination during their final semester.

Product of Learning: Not required

Proposed Bulletin Copy

E_S 5635 - Electrocardiographic Interpretation (3)
When Offered: on demand
This class provides an analysis of electrocardiographic concepts of the normal and abnormal ECG. Topics will include rate, rhythm, hypertrophy, axis determination, atrial and ventricular arrhythmias, conduction defects, myocardial ischemia, and myocardial infarction. In addition, the use of ECG monitoring during diagnostic exercise testing will be discussed. This course will also introduce the student to competencies required by the American College of Sports Medicine for certification as a Clinical Exercise Physiologist.

Proposed Bulletin Copy

E_S 5626 - Skeletal Muscle Physiology (3)
When Offered: on demand
This course provides a comprehensive background of skeletal muscle properties, focusing on key aspects of function at the protein, cellular, and whole organ level. Major topics include muscle contraction and force generation, growth and development, muscle adaptation, and muscle as an endocrine organ.

Proposed Bulletin Copy

E_S 5800 - Teaching in Exercise Science (3)
When Offered: on demand
This course focuses on developing effective instructional strategies for teaching exercise science at the college level. The course emphasizes instructional principles, practices, and protocols that enable instructors to design active learning environments and model the nature of exercise science through their college science instruction. The overarching goal of the course is to prepare graduate students for successful instructional experiences and provide transferable skills to prepare students for future careers in academia and related fields. Graded on an S/U basis.

Proposed Bulletin Copy

E_S 5800 - Teaching in Exercise Science (3)
When Offered: on demand
This course focuses on developing effective instructional strategies for teaching exercise science at the college level. The course emphasizes instructional principles, practices, and protocols that enable instructors to design active learning environments and model the nature of exercise science through their college science instruction. The overarching goal of the course is to prepare graduate students for successful instructional experiences and provide transferable skills to prepare students for future careers in academia and related fields. Graded on an S/U basis.

Current Bulletin Copy

NUT 5000 - Research Methods in Nutrition and Foods (3)
When Offered: Spring
Examination of research methodologies in nutritional sciences and food systems, familiarization with the relevant research literature, utilization of statistical techniques including quantitative and qualitative methods, collection and interpretation of data, and preparation of reports. Research proposals will be prepared.

Proposed Bulletin Copy

NUT 5000 - Research Methods in Health Promotion (3)
When Offered: Fall
Examination of research methodologies in health promotion including nutritional sciences and food systems, familiarization with the relevant research literature, utilization of statistical techniques including quantitative and qualitative methods, collection and interpretation of data, and preparation of reports. Research proposals will be prepared.

Changes to Nut 4300 and 5300

Current Bulletin Copy
NUT 5300 - Effective Rural Practice for Health Professionals (3) [DL]
When Offered: Spring
Survey of rural health issues in the United States; simulated practice scenarios involving rural health settings; development of transferable cultural competence skills for successful rural health practice.
[Dual-listed with NUT 4300.]

Proposed Bulletin Copy
NUT 5300 - Health Promotion and Practice in Rural and Urban Settings (3)
When Offered: Spring
Survey of health promotion issues in rural and urban settings; simulated practice scenarios in rural and urban health settings; development of transferable cultural competence skills for successful health promotion practice. [Dual-listed with NUT 4300.]

Attachment #2: Proposed updates to POS for the Graduate Certificate in Public Health Nutrition Practice

Program of Study for the Graduate Certificate in Public Health Nutrition Practice

Admission Requirements: Baccalaureate degree from an accredited college or university; **complete the application to the Graduate School**.

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

Prerequisite: 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.
Location: Online

Course Requirements for the Graduate Certificate in Public Health Nutrition Practice

Total Required (Minimum 15 Hours)

Required Courses (9 Hours)

NUT 5100 - Introduction to Community and Public Health (3)
NUT 5200 - Lifecycle Nutrition for Public Health Nutrition Professionals (3)
HCM 5240 - Health and Disease (3)

Electives (6 Hours)

Choose two graduate elective courses in consultation with program director (Red text indicates requested additions)

NUT 5150 - Public Health Nutrition Education (3)
NUT 5350 – Public Health Nutrition Leadership and Practice (3)
NUT 5300 - Health Promotion and Practice in Rural and Urban Settings (3)
NUT 5375 - Community and International Health Assessment (3)

HCM 5220 - Statistics for Health Administration (3)

Current Bulletin Copy

NUT 5250 - Dietetic Practice I (3)
When Offered: Fall
A seminar class designed for students enrolled in the AP4 program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Ethical issues and professional standards will be discussed. Instructors and guest speakers will present and discuss current research relevant to health care in the clinical setting including: nutrition assessment, nutrition education, health promotion, medical nutrition therapies, and interrelationships of clinical care to other systems. Students will be responsible for case presentations and discussion.

Proposed Bulletin Copy

NUT 5250 - Dietetic Practice I (3)
When Offered: Fall
A seminar class designed for students enrolled in the Dietetic Internship program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Ethical issues and professional standards will be discussed. Instructors and guest speakers will present and discuss current research relevant to health care in the clinical setting including: nutrition assessment, nutrition education, health promotion, medical nutrition therapies, and interrelationships of clinical care to other systems. Students will be responsible for case presentations and discussion.

Current Bulletin Copy

NUT 5255- Dietetic Practice II (3)
When Offered: Spring
A seminar class designed for students enrolled in the AP4 program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Faculty and guest lecturers will present and discuss current research relevant to: the health care delivery system, administrative issues including foodservice delivery systems, quality management, nutrition care and education in community settings, and the legislative process. Students will be responsible for case presentations and discussion.

Proposed Bulletin Copy

NUT 5255 - Dietetic Practice II (3)
When Offered: Spring
A seminar class designed for students enrolled in the DI program (pre-professional practice program) to enhance and supplement supervised practice learning activities. Ethical issues and professional standards will be discussed. Instructors and guest speakers will present and discuss current research relevant to health care in the clinical setting including: nutrition assessment, nutrition education, health promotion, medical nutrition therapies, and interrelationships of clinical care to other systems. Students will be responsible for case presentations and discussion.

Proposed Bulletin Copy

HCM 5500 - Independent Study (1-4)
When Offered: On Demand
An opportunity to study a special topic or combination of topics not otherwise provided for the MHA curriculum. May be repeated for credit when content does not duplicate.

Appalachian State University

Department of Nutrition and Health Care Management

nhm.appstate.edu
Margaret Barth, Chair

Sandi Lane, Graduate Program Director for Health Administration, MHA
lanesj1@appstate.edu
hcm.appstate.edu

Melissa Gutschall
Graduate Program Director for Nutrition - Dietetics Concentration, MS
gutschallmd@appstate.edu

Kyle Thompson
Graduate Program Director for Nutrition - Public Health Nutrition Concentration, MS
Graduate Program Coordinator for Public Health Nutrition Graduate Certificate
thompsonkl@appstate.edu

The Health Administration, MHA degree is an online program designed to meet the needs of working professionals. The educational mission of the program is to prepare individuals in advanced health care management and administration principles and applications. Graduates of the program will have the knowledge and competencies enabling them to lead a variety of health care organizations. Instruction in the MHA program combines theoretical foundation with applied principles of health administration and is delivered by faculty with applied work experience in the health care industry.

The MHA degree program is primarily an online program of 46 semester hours. The curriculum is structured around a core set of courses totaling 40 semester hours. Students will choose one of two concentrations in either ~~Information Systems~~Health Informatics or Leadership for an additional 9 semester hours.
Students can complete the program in two years of full-time study (9 semester hours per term) or three years of part-time study (6 semester hours per term).

Each academic year, students will spend 1.5 days in face-to-face instruction on the Appalachian State University campus in Boone and dates will be announced prior to the start of each academic year. For information about the format of the online program, please contact the program director.

Nutrition offers the Master of Science program with two concentrations (Dietetics and Public Health Nutrition) and a graduate certificate program in Public Health Nutrition Practice.

The Dietetics concentration is a Combined Masters of Science / Dietetic Internship program only open to those who have completed an undergraduate degree in Nutrition or Dietetics from an accredited DPD program. The Program is two years long including the intervening summer. The first year includes graduate courses on campus; the summer includes research or preparation for research; the second year includes the Dietetic Internship. The Internship most frequently requires a move to other parts of North Carolina or beyond. Students graduate prepared to take the Registration Examination to become Registered Dietitians.

The second concentration is Public Health Nutrition, an online program of 39 semester hours. Students can complete the program in two years of study (6 semester hours per term, including summer terms, plus the capstone course).

The Graduate program in Nutrition also offers an online graduate certificate program in Public Health Nutrition Practice of 15 semester hours, which can be completed in one year (6 semester hours per term and 3 semester hours during the summer term) and is entirely applicable to the completion of the online graduate program in Public Health Nutrition. Students enrolled in either the online Public Health Nutrition concentration or the online graduate certificate program in Public Health Nutrition Practice will spend one day in face-to-face instruction during the program on the Appalachian State University campus in Boone and dates will be announced prior to the start the academic year.

Programs

Master of Health Administration

- Health Administration – Leadership Concentration, MHA
- Health Administration – Health Informatics Information Systems Concentration, MHA

Master of Science

- Nutrition - Dietetics Concentration, MS
- Nutrition - Public Health Nutrition Concentration, MS

Graduate Certificate

- Public Health Nutrition Practice Graduate Certificate

Courses

Health Care Management

- 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 5530-5549 - Selected Topics (1-4)
- HCM 5570 - Financial Management for Health Organizations I (3)

- HCM 5575 - Financial Management for Health Organizations II (3)
- HCM 5590 - Performance Improvement and Operations Management (3)
- HCM 5610 - Health Economics (3)
- HCM 5680 - Management and Human Resources in Health Organizations (3)
- HCM 5700 - Health Care Informatics (3)
- HCM 5720 - Data Analytics in Health Care (3)
- HCM 5725 - Health Information Project Management (3)
- HCM 5730 - Leadership in Health Care (3)
- HCM 5740 - Marketing in Health Care (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 Health Care Management (3)

Nutrition

- NUT 5000 - Research Methods in Nutrition and Foods (3)
- NUT 5100 - Introduction to Community and Public Health (3)
- NUT 5120 - Professional Development (3)
- NUT 5150 - Public Health Nutrition Education (3)
- NUT 5200 - Lifecycle Nutrition for Public Health Nutrition Professionals (3)
- 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 5275 - Diet, Obesity, and Disease (3)
- NUT 5300 - Effective Rural Practice for Health Professionals (3) [DL]
- 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 5500 - Independent Study (1-4)
- NUT 5510 - Environmental Health (3)
- NUT 5530-5549 - Selected Topics (1-4)
- NUT 5552 - Medical Terminology/Records (1)
- NUT 5555 - Advanced Nutritional Aspects of Exercise and Sports (3) [CL]
- NUT 5900 - Internship (3-12)
- NUT 5901 - Research Project (1-4)
- NUT 5989 - Graduate Research (1-9)

- NUT 5999 - Thesis (1-4)

Health Administration – Health Informatics ~~Information Systems~~ Concentration, MHA

Program Code:
MHA_855D
CIP Code: 51.0701

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;](#) offcial 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 an undergraduate GPA of 3.0 or higher.

Students will be admitted each Fall semester.

Location: Online

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the [Admissions Requirements section of this Bulletin](#).

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 and Operations Management (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 Health Care Management (3)

Concentration Requirements (6 Hours)

- HCM 5720 - Data 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).

Other Requirements for the MHA

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

Proposed Bulletin Copy

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

EDU 5500: Independent Study (1-4)
When Offered: On Demand

Proposed Bulletin Copy

CTE 5630: CTE 5630: Tools, Media & Technology in the CTE Classroom (3)
When Offered: On Demand
The course examines the impact and influence of traditional and emerging media, tools, and technology on how we interact with one another both personally and professionally in the Career and Technical Education (CTE) classroom. The course will focus on how teachers conceptualize tools, media, and technology and integrate these into their teaching in thoughtful and useful ways in the CTE classroom. Current and future technologies will be examined to determine their impact on specific CTE curricular areas and respective classroom instruction.

Proposed Bulletin Copy

CTE 5620: Successful CTE Programs and CTSOs
Credit Hours: 3 sh
WHEN OFFERED: On Demand

This course is designed to examine the knowledge and skills necessary for Career and Technical Education (CTE) teachers to effectively promote, organize and manage CTE programs and career technical student organizations (CTSOs). Topics to be studied include: an overview of CTE, management of CTE programs, organization and administration of CTSOs, work-based learning.

Proposed Bulletin Copy

CTE 5950: Developing Content Expertise in CTE (3)
When Offered: On Demand

This course provides students with an opportunity to assess their career and technical education (CTE) content area and determine current and emerging trends related to the CTE content area. Students will research and develop educational resources that showcase a depth of understanding in the CTE content area and its trends.

Proposed Bulletin Copy

CTE 5950: Developing Content Expertise in CTE (3)
When Offered: On Demand

This course provides students with an opportunity to assess their career and technical education (CTE) content area and determine current and emerging trends related to the CTE content area. Students will research and develop educational resources that showcase a depth of understanding in the CTE content area and its trends.

Current Bulletin Copy

Course Name: CTE 5619 - Curriculum Development in Career and Technical Education (3)

When Offered: On Demand

COURSE DESCRIPTION:
This course provides students with understanding of principles for curriculum design, development, and implementation in career and technical education subjects. The content focuses on contemporary curriculum design and implementation strategies, a discussion of curriculum development for school-to-work transition, formulation of specific curriculum goals and objectives, identification and selection of relevant curriculum materials, and systematic assessment of the career and technical education curriculum.

Proposed Bulletin Copy

CTE 5619: CTE Curriculum, Planning, and Assessment (3)

When Offered: On Demand

This course is designed to provide students with an understanding of curriculum, instructional design principles, and assessment for Career & Technical Education (CTE) classrooms. Special attention is given to the systematic process of planning for effective classroom instruction and assessment. Topics of emphasis include: contemporary curriculum design, identification and selection of relevant curriculum materials, preparation of daily instructional plans and detailed units of instruction, and evaluating student learning.

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Current Bulletin Copy

Course Name: CTE 5660 - Advanced Methods in Teaching Career and Technical Education (3)

When Offered: On Demand

COURSE DESCRIPTION:
This course provides students advanced methodology and classroom strategies in career and technical education fields of study. It places emphasis on current issues such as: best pedagogical practices for career and technical education subjects taught within the school setting, emerging learning environments in which all learners can be successful, assessment appropriate to diverse learners, use of technology to enhance teaching and learning, innovative teaching strategies to design and modify instruction.

Proposed Bulletin Copy

CTE 5660 - Instructional Strategies in Teaching CTE (3 sh)

When Offered: On Demand

This course provides students with advanced methodology and innovative teaching strategies in Career and Technical education (CTE) fields of study. It emphasizes current issues such as best pedagogical practices for Career and Technical Education subjects taught within the school setting, emerging learning environments in which all learners can be successful, and innovative teaching strategies to design and modify instruction.

Program Name: Graduate Certificate in Career and Technical Education (CTE) 946A

DESCRIPTION OF THE PROGRAM
1. Describe the proposed program (i.e., its nature, scope, and intended audience).
The Graduate Certificate in Career and Technical Education serves as a pathway for the Professional Educator's License in North Carolina in designated Career and Technical Education areas at the Initial and Residency License Level. The areas of licensure include but are not limited to:
- Agriculture Education
- Business, Finance, and Information Technology Education
- Family and Consumer Sciences Education
- Health Sciences Education*
- Marketing and Entrepreneurship Education
- Technology, Engineering and Design Education
- Trade & Industrial Education*

Areas of Licensure denoted with an asterisk (*) may require additional content-specific credentials per the North Carolina Department of Public Instruction.

The intended audience for this program includes CTE teachers hired under the Residency or CTE Restricted License and individuals with a relevant Bachelor's degree who are seeking initial licensure.

2. List the mission, vision, goals, objectives, and measures of the program, as they would be included in TracDat.
Mission: To prepare North Carolina Career and Technical Education (CTE) teachers to empower and challenge students to be successful leaders and productive citizens in a globally competitive workforce.
Vision: Preparing North Carolina CTE teachers to prepare students for the workforce of tomorrow.

Goals, Objectives, and Measures of the Program:
1. Students will demonstrate effective instructional design by creating lessons emphasizing meaningful student engagement leading to conceptual understanding and higher-order thinking.

2. Students will demonstrate a comprehensive knowledge of the curriculum specific to their licensure area in Career and Technical Education.
    a. Objective: Where applicable, students will pass Praxis II for their content area. (*Praxis II is not required for Agriculture Education, Health Sciences, or Trade and Industrial Education*).
        i. Measure: Seventy-five percent of the students required to take Praxis II will pass it before completing the program.
    b. Objective: Students will complete an action-based research assignment demonstrating an understanding of the breadth and depth of knowledge and

skills relevant to their licensure area in CTE 5950: Developing Content Expertise in Career and Technical Education.

    i.   Measure: Seventy-five percent of the students will earn a proficient score on the action-based research assignment in CTE 5950.

3. Students will demonstrate a comprehensive knowledge of effective instructional practices specific to Career & Technical Education.

    a.   Objective: Students will develop, deliver, and assess instruction incorporating research-based instructional strategies specific to their licensure area.

        i.   Measure: Seventy-five percent of the students will demonstrate a comprehensive knowledge of influential Career and Technical Education instructional practices by scoring a three or higher on each EdTPA rubric.

4. Students will demonstrate comprehensive knowledge about equity in CTE for Special Populations and the implications of that knowledge for professional practice.

    a.   Objective: Students will apply conceptual understandings related to equity in CTE for Special Populations and the implications of that knowledge for professional practice.

        i.   Measure: Seventy-five percent of the students will earn a proficient score on The Other Project in CTE 5750..

5. Students will demonstrate comprehensive knowledge about establishing & managing positive and productive CTE learning environments.

    a.   Objective: Students will apply conceptual understanding and theories related to establishing & managing positive and productive CTE learning environments as they create various artifacts and respond to multiple case studies in CTE 5620.

        i.   Measure: Seventy-five percent of the students will earn a proficient score on the Classroom Management Project in CTE 5620.

        ii.   Measure: Seventy-five percent of the students will earn a proficient score on the Program Facility Management Project in CTE 5620.

6. Students will demonstrate comprehensive knowledge and skills about being leaders in their classrooms, schools, communities, and profession. In addition, they will analyze the major concepts, principles, theories, and underlying research underlying the philosophical foundations and organizational components of highly effective Career & Technical Education programs and Career and Technical Student Organizations (CTSOs).

    a.   Objective: Students will analyze the major concepts, principles, theories, and underlying research underlying the philosophical foundations and organizational components of highly effective Career & Technical Education programs and Career and Technical Student Organizations (CTSOs).

        i.   Measure: Seventy-five percent of the students will earn a proficient score on the CTSO Project in CTE 5620.

        ii.   Measure: Seventy-five percent of the students will earn a proficient score on the Public Relations Project in CTE 5620.

        iii.   Measure: Seventy-five percent of the students will earn a proficient score on the Work Based Learning Project in CTE 5620.

3. Describe the relationship of the program to other programs currently offered at Appalachian, including the everyday use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

The Graduate Certificate in Career and Technical Education (GCert CTE) aligns directly with the Graduate Certificate in Middle and Secondary Teaching (GCert MST) and other Residency Licensure programs. New courses are being proposed to provide greater depth and understanding for the CTE population. These courses include:
- CTE 5630: TOOLS, MEDIA & TECHNOLOGY IN THE CTE CLASSROOM (3sh)
- CTE 5620: Successful CTE Programs and CTSOs (3sh)
- CTE 5750: Equity in CTE for Special Populations (3sh)
- CTE 5950: Developing Content Expertise in Career and Technical Education (3sh)

The new GCert CTE courses are aligned to Initial and Residency Licensing requirements for the Professional Educator's License in North Carolina, CAEP Accreditation Standards and the Common Standards & Specialty Standards for Career and Technical Education Teacher Candidates in North Carolina. Current graduate CTE faculty and a recently approved tenure track line (2023-2024) will aid in meeting the demands for the program. Methods based courses will be taught by faculty who hold a valid North Carolina Professional Educator's License.

In addition, the GCert CTE program director will work with the Reich College of Education Office of Field Experiences to ensure appropriate field placements for EDU 5900. EDU 5900 will be managed by the Reich College of Education Office of Field Experiences. Enrollment rates may garner the need for an additional faculty line for graduate CTE-Track-Based Courses. The program will be delivered entirely online, eliminating classroom facilities' need. However, timely and emerging technologies and marketing specific to online learning should be considered in developing and maintaining a successful program.

JUSTIFICATION FOR THE PROGRAM
1. Describe the proposed program as it relates to:
   1. **the institutional mission and strategic plan and response to UNC Tomorrow**

"Appalachian State University, a constituent member of the University of North Carolina System sustained by the generous support of North Carolinians, is a long-established public institution that honors our founding commitment to educational access and excellence and our rural mountain heritage through teaching, research and service.

The university's vibrant culture shapes students into globally minded, responsible members of society who engage with and actively contribute to their communities.

Our exemplary faculty and staff prepare students in bachelor's, master's and professional doctoral programs to be the leaders of the future."

Creating the Graduate Certificate in Career and Technical Education (GCert CTE) will enable Appalachian State University to serve a unique set of individuals as they prepare to become Career and Technical Education (CTE) teachers in North Carolina. The students in the program will develop understandings and skills that will enable them to critically examine Career and

Technical Education and its teaching practices. The students will apply the art and science of teaching to prepare and deliver instruction in their CTE content area. The students will foster an appreciation for the workforce, communities, schools, and legislation as they process the roles of high-quality CTE programs in public education. Through the experiences and knowledge obtained in the GCert CTE, students will embrace the expectation of being professional educators, including empowering and challenging students to be successful leaders and productive citizens in a globally competitive workforce.

The GCert CTE aligns with the following initiatives for Graduate Education at Appalachian State University.
1) Expect and support excellence in graduate education and scholarship by addressing the changing landscape of global, national, state, and local needs.
    a) The GCert CTE addresses the state's need for highly qualified teachers. It creates a pathway to meet the Professional Educator's License (initial and Residency License) in various Career and Technical Education areas. The program will be the only post-baccalaureate program focusing on Professional Educator's License (initial and Residency License) for Career and Technical Education teachers in North Carolina.
2) Enhance existing graduate programs that serve the needs of the region and the state, and develop selected new programs that serve as unique destination programs for the university.
    a) The GCert CTE serves a unique niche in Career and Technical Education in North Carolina. In addition, the growth and enrollment in the CTE Track-Based courses in the Graduate Certificate in Middle and Secondary Teaching demonstrate a need in our state and the university's commitment to providing a pipeline of teachers in high-need areas. It also recognizes Appalachian's role in preparing individuals to be high-quality CTE teachers.
3) Increase graduate student presence and support on campus, off-campus, and online programming through increased enrollments and added infrastructure.
    a) The GCert CTE will be offered entirely online, enabling Appalachian State University to expand its presence across the state as we prepare CTE teachers from Manteo to Murphy. Over sixty students have currently enrolled in CTE Track-Based courses in the Graduate Certificate in Middle and Secondary Teaching. The GCert CTE is on track to increase enrollment online and meet the Career and Technical Education needs in North Carolina.
4) Share faculty expertise with K-12 and community college partners to promote improved access and preparation for the university experience.
    a) Faculty are engaged in outreach, service, and research related to Career and Technical Education, improving access for non-traditional students and online learning.
5) Continue to create programs for students, faculty, and staff to make the campus climate equally welcoming for all community members.
    a) The Graduate Certificate in Middle and Secondary Teaching current population of underrepresented students is 29.1%. Most of these students are enrolled in

the CTE Track-Based Courses. Creating a new GCert CTE program enables the university, Graduate School, Reich College of Education, and program to understand and assess the successes and challenges of this unique and growing subset of students within our university as we strive to customize our delivery and method of instruction to meet their needs.

2. **Student Demand (target audience, recruitment strategies)**
Student Demand: According to TeachNC.com, as of October 29, 2021, over five hundred CTE teaching positions were unfilled in North Carolina.
Target Audience: Individuals with Bachelor's degrees in areas related to Career and Technical Education.
Individuals affiliated with the Residency License or CTE Restricted License program are offered through the North Carolina Department of Public Instruction.

Recruitment Strategies: The program will capitalize on the infrastructure, networking, and marketing resources available through the Graduate School, Reich College of Education, and Appalachian Public School Partnership. Additionally, the program will serve as the only Graduate Certificate program in the state serving all initial licensure and Residency Licensure CTE tracks.
The program will also work with the North Carolina Department of Public Instruction and school systems to promote this pathway to licensure in Career and Technical Education. The program will create a website for licensure pathways for Career and Technical Education in North Carolina. The website will also explain how Appalachian State University is meeting these needs.
The program will ensure timely and adequate communication between current CTE Track-Based students in the GCert MST and prospective students coming into the GCert CTE.

3. Societal need
   a. On October 4, 2021, Shirley Prince reported to EdNC that "Over 2,600 teacher vacancies in the state with high school, STEM, and Exceptional Children positions being hardest to fill. To shore up vacancies, schools have been forced to place over 3,400 so-called "residency, permit to teach, or emergency licensed" teachers in classrooms". Many CTE areas fall into this category. With increasing vacancies and the implementation of the Residency License in North Carolina, the demand for programs like the GCert CTE should only increase.
   b. According to North Carolina School Superintendents Association, there were 3,619 unfilled K-12 teaching positions in the state on August 22, 2022.   Middle and high school unfilled positions represent over 60% of this population.
4. Impact on existing graduate programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources?)
   a. Creating a new GCert program in Career and Technical Education will impact the GCert MST program. In Fall 2021, 95 of the 139 students enrolled in the GCert MST were affiliated with the CTE Track-Based Courses. In Fall 2022, 80 of the

117 students enrolled in the GCert MST were affiliated with the CTE Track-Based Courses.
  b. Creating the new GCert CTE will assign a designated program director to this area which is greatly needed for logistical and advising purposes.
  c. Continued growth in either or both of the GCert programs will increase the need for qualified faculty in these areas.

2. Identify similar programs offered elsewhere in North Carolina. If the program is similar to other UNC programs, explain a) why it is necessary or justified and b) why demand could not be met through a collaborative arrangement (perhaps distance education) with another UNC institution.

Similar Program:

University of North Carolina - Charlotte

The Graduate Certificate in Teaching - Middle Grades and Secondary Education with a concentration in Career and Technical Education (16 hours) is a distance education program that combines web-based instruction and face-to-face clinical experiences.

  a) AppState GCert in CTE is necessary because it represents the most considerable portion of the current GCert MST. Demand and need are established by the GCert MST, growing from 44 majors in 2018 to 124 in 2021. As noted above, CTE Track-Based Courses students represented two-thirds of the majors in the past two years. The program at UNCC does not provide licensure options in all areas of CTE. The GCert CTE will provide licensure options for all areas of CTE. Moreover, the need for CTE teachers in NC justifies multiple programs across the state.
  b) The North Carolina Professional Educator's License is handled by the Licensing Officer at each institution, preventing collaboration with other UNC institutions.

ENROLLMENT

Proposed program for four years and explain the basis for the projections:

Enrollment Each Year	Year One	Year Two	Year 3	Year 4
Full-Time (6 or more hours)	40	40	45	50
Part-Time (less than 6 sh)	15	20	25	30
Total	55	60	70	80

During Fall 2021, the GCert MST enrollment increased to 124 students due to the Residency License option to the Professional Educator's License from the North Carolina Department of Public Instruction. Demand and need are established by the GCert MST, growing from 44 majors in 2018 to 124 in 2021.   As noted above, CTE Track-Based Courses students represent

two-thirds of the majors in the past two years. The numbers in the table above reflect enrollment trends over the past two years in CTE Track-Based Courses and the potential for growth once the GCert in CTE is established and greater visibility and marketing is secured.

TOTALS PROGRAM REQUIREMENTS AND CURRICULUM
1. Program Planning. Describe the planning process for this program.
The program requirements are comparable to the GCert MST, which currently includes CTE. Planning for the GCert CTE has been minimal due to clear guidelines, tracks, and practices established during the GCert MST creation. The GCert MST served as the basis for course selection, sequencing, and alignment to accreditation standards.

 If applicable:
• List the names of institutions with similar offerings regarded as high-quality programs by the developers of the proposed program. University of North Carolina - Charlotte
 • List other institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports, committee findings, etc., generated in planning the proposed program. NA

2. Program Requirements.
List the following:
• Admissions requirements.
Option 1: Candidates who have a bachelor's degree in a field such as agriculture, business, finance and/or information technology, family and consumer sciences, health sciences, marketing and/or entrepreneurship, technology engineering and design, workforce leadership, or various trade and industrial fields.
Option 2: Candidates who have a bachelor's degree with 24 hours of content coursework at a C or better in a degree considered relevant by the Department of Public Instruction (examples of related degrees):
  ● **Agriculture Education:** Agricultural Business Management, Agricultural Development, Agricultural Engineering, Agricultural Studies, Agronomy (Crops/Soils), Animal Science, Equine Science, Veterinary Science, Forestry, General Agriculture, Horticulture, Natural Resource Management, Poultry Science, Range Management
  ● **Business and Information Technology:** Accounting, Administrative Systems, Business Administration, Computer Science, Entrepreneurship, Finance, Information Technologies, Management, MIS (Management Information Systems), Marketing, Financial Services Informatics, Organizational Management, International Business, Business Analytics, Finance, and Banking, Risk Management and Insurance, Mathematics for Business, Information and Computer Technology, Economics, International Management, Innovation and Entrepreneurship, Human Resource Management, Computer Engineering, Computer Science, Electronic Engineering, Software Engineering, Information Technology, Network Engineering, Network Administration, Information and Computer Technology, Cybersecurity, Computer Science

- **Family and Consumer Sciences:** Family and Consumer Sciences; Youth, Family and Community Sciences; Family and Community Services; degree areas of Apparel and Textile Design, Child and Family Development, Food Science, and Interior Design
- **Health Sciences:** Nursing, Physical Therapy, Medical Technology Clinical Laboratory, Dietetics/Nutrition, Nuclear Medicine, Physician Assistant, Physician, Athletic Training, Health Education, Respiratory Therapy, Histology, Occupational Therapy, Dentist, Dental Hygiene, Cardiovascular Technology, Emergency Medical Care, Radiology, Paramedic, Biotechnology, Biomedical engineering, BiologyRelated Degrees (Biochemistry, Genetics, Microbiology, Immunology, Molecular Biology, Toxicology, Structural Biology, Cellular Biology); Chemistry, Pathology, or Pharmacology if at least six semester hours in Microbiology, Genetics, Immunology, Biochemistry, Molecular Biology, Cell Biology.
- **Marketing:** Administrative Systems, Business Administration, Entrepreneurship, Marketing, Communications, Economics, Supply Chain Management, Merchandising, Digital Marketing, Public Relations
- **Technology Engineering and Design:** Architecture, Construction, Industrial Design, Engineering, Industrial Technology, Manufacturing, Transportation, Science, Industrial Arts, Trade and Industrial Education, Graphic Design, Graphic Production, Animation and Visualization, Computer Programming, Game Design and Development, Computer Science, Programming, Game Software Engineering, Simulation, and Game Animation, Digital Effects and Animation Technology or Game Art Design and degrees that integrate STEM such as Technology or Engineering
- **Trade and Industrial Education:** contact the program director for specific information related to relevant degrees and credentials needed in the various licensure areas.

Option 3: Candidates with a bachelor's degree and passing scores on Praxis II exam(s) for NC licensure.

All applicants need:

- An undergraduate degree in a relevant field or coursework from a university accredited by a US Department of Education-recognized institutional accreditor
- A cumulative undergraduate GPA of 2.7
- To submit the graduate application online.
- To upload their current resume or vita.
- To provide a Statement of Teaching Philosophy
- To provide their intended licensure area.
- To pay the online application fee.
- To mail all required official transcript(s) from colleges/universities they attended:

   Cratis D. Williams Graduate School
   287 Rivers St

John E. Thomas Hall, Room 232
Boone, NC 28608

• Certificate Completion requirements:
   ● Successful completion of the program coursework and licensure requirements. Courses must have a grade of C or better. No more than two C's may be earned in the program.
   ● An overall GPA of 3.0.
   ● Successful completion of EDU 5900-Graduate Student Teaching

List the following:
Total hours required: 21 sh
The proportion of courses open only to graduate students to be required in the program: 100%
Other requirements (e.g., comprehensive exams, thesis, proficiency):
   ● Successful completion of edTPA requirements
   ● Completion of PRAXIS II before the end of EDU 5900 (excludes Agriculture Education, Health Sciences, and Trade and Industrial Education Licensure Areas)
   ● *Note: Residency Licensure Students are required to pass Praxis II and edTPA to be recommended for licensure.*

• Provide a program summary table, as would be listed in the graduate bulletin, indicating and describing new courses to be added.

Course Number	Course Name	Semester Offered
CTE 5619	CTE Curriculum, Planning, and Assessment (3)	On Demand (Fall)
CTE 5660	Instructional Strategies in Career and Technical Education (3)	On Demand (Spring)
CTE 5630	Tools, Media & Technology in the Career and Technical Education classroom (3)	On Demand (Summer)
CTE 5620	Successful CTE Programs and CTSOs (3)	On Demand (Fall)
CTE 5750	Equity in Career and Technical Education in Special Populations (3)	On Demand (Spring)
CTE 5950	Developing Content Expertise in Career and Technical Education (3)	On Demand (Summer)
EDU 5900	Graduate Student Teaching (3)	Fall or Summer

FACULTY

1. List the names of faculty directly involved in the proposed program.
   - Dr. Tempestt Adams
   - Dr. Herb Brown
   - Dr. Kevin Sutton
   - Dr. Jerianne Taylor, Program Director

2. List faculty in other programs or departments who will or might be involved with the new program teaching CI courses

3. Estimate the need for new faculty for the proposed program over the first four years. Although current faculty have managed coursework, the program could best realize its full growth potential with additional faculty. For example, in Fall 2021, two faculty members were teaching overloads to address the growth in the program, and an adjunct faculty member has been teaching two sections of CTE 5660 (Methods course) each fall for the last two years.

If the teaching responsibilities for the proposed program will be absorbed in part or whole by the present faculty, explain how this will be done without weakening existing programs.

Adjunct faculty are secured to teach courses as the demand rises until a position is allocated for the program's growth. Faculty continue to be allowed to teach overloads when needed and applicable to the program.

LIBRARY

Provide a statement on the adequacy of present library holdings for the proposed program. What additional library support must be added to areas supporting the proposed program?

The necessary books, periodicals, reference material, primary source materials, and resources are available for the proposed program. Therefore, no additional library support is needed for the GCert CTE.

FACILITIES AND EQUIPMENT

1. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.
   - Space in the Reich College of Education is adequate and meets the program's needs now and in the next decade.

2. Describe current and future space needs (Office space for graduate students? Offices for new faculty? Labs?)
   - Additional office space for new faculty as needed.
   - An office with adequate space and a table for meetings and collaboration with program faculty is needed for the program director.

3. Discuss any information technology services needed and/or available.

The University has provided the necessary IT infrastructure to support the delivery and management of the program.

4. Discuss sources of financial support for any new facilities and equipment.
The RCOE is currently on a three-four year cycle for new equipment, which is sufficient.

ADMINISTRATION
Describe how the proposed program will be administered, giving the responsibilities of each unit.

The GCert CTE program will identify a tenured faculty member to serve as the program director. The program director will be responsible for the following:
- promoting excellence in graduate education at the program and department level
- advocating for graduate students in the program
- recruiting graduate students, in collaboration with Graduate Admissions
- monitoring the academic progress of students through their program of study
- acting as the liaison between the program faculty and students, and the School of Graduate Studies staff and administration
- representing the program on graduate committees and meetings
- informing students and faculty of Graduate School policies
- aligning program and departmental policies with those established by the Graduate School and Graduate AP&P
- communicating events, opportunities, and workshops relevant to faculty, staff, and students
- managing the review of applicants to the program
- initiating changes to the graduate curriculum and shepherding proposals through the Graduate AP&P approval process
- submitting necessary forms and approvals related to graduate student programs of study
- nominating graduate students for awards, fellowships, and assistantships
- determining the course needs for the program and scheduling courses.
- identifying faculty to teach courses within the program.
- ensuring compliance with Accreditation and Licensure Standards and Requirements specific to the initial licensure, state CTE standards, and Council for the Accreditation of Educator Preparation (CAEP) standards.
- confirming Residency Licensure qualifications
- completing the annual program evaluation
- Other responsibilities as assigned by the Department Chair and/or Dean's Office.

Office of Field Experiences - Reich College of Education.
- Securing Field Placements for CTE 5660 and EDU 5900.

Reich College of Education Dean's Office

- Program Evaluation, Review, and Assessment
- Recommending program completers for the North Carolina Professional Educator's Licensure
- Residency Licensure Submission & annual submission of verification forms to the individual and/or local education agency (LEA).

Explain any inter-departmental or inter-unit administrative plans.
See above.

ACCREDITATION
Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed.
- Council for the Accreditation of Educator Preparation (CAEP)
- North Carolina Department of Public Instruction

Describe any plans to request professional accreditation.
The program director and faculty will work with the Dean's Office and the Director of Assessment and Accreditation to develop evaluations appropriate to accreditation and Professional Educator's licensure requirements in North Carolina.

SUPPORTING FIELDS
Are other subject-matter fields at Appalachian necessary or valuable in support of the proposed program? NA

Is there a need for improvement or expansion of these fields?
- An increased effort to focus on adolescent development from grades six through twelve.
- An intentional effort to focus on teaching diverse learners from grades six through twelve.
- It is an intentional effort to model and prepare students to use various instructional technologies specific to the CTE classroom and teach those students to prepare their students to use these technologies in the classroom.

To what extent will such improvement or expansion be necessary for the proposed program?
- These improvements will enable the students in the GCert CTE to understand and implement strategies specific to their content area and Career and Technical Education as a whole.
- The GCert CTE faculty will work to expand current offerings that address the needs listed above and future needs.

EVALUATION PLANS
All new program proposals must include an evaluation plan:
(a) the criteria to be used to evaluate the quality and effectiveness
- Content Knowledge
- Professional Educator Dispositions

- Planning, Instruction, Management, and Assessment related to the CTE Curriculum, Program and CTSOs

(b) measures to be used to evaluate the program
- EdTPA Rubrics
- Praxis II, when applicable = Content Knowledge
- Student Testimonials
- Student Dispositions from EDU 5900
- Program Completion Survey
- Course Evaluations

(c) expected levels of productivity of the proposed program for the first four years of operation (number of graduates/certificate awardees)

Year	Certificate Awardees
1	10
2	25
3	30
4	35
Total	100

(d) the plan and schedule to evaluate the proposed new program before completing its fifth year of operation.
The GCert CTE program director will work with the Department Chair, Dean's Office, and the Director of Assessment and Accreditation to review the data collected in TK20 and EDU 5900 to determine adequate progress towards meeting the defined goals.

Goals, Objectives, and Measures of the Program:
1. Students will demonstrate effective instructional design by creating lessons emphasizing meaningful student engagement leading to conceptual understanding and higher-order thinking. [EdTPA, EdTPAlite]
2. Students will demonstrate a comprehensive knowledge of the curriculum specific to their licensure area in Career and Technical Education. [Praxis II, CTE 5950 Action Research Project]
3. Students will demonstrate a comprehensive knowledge of effective instructional practices specific to Career & Technical Education. [EdTPA]
4. Students will demonstrate comprehensive knowledge about adolescent development and the implications of that knowledge for professional practice.[CTE 5750 / Student Dispositions]

5. Students will demonstrate comprehensive knowledge about establishing positive and productive learning environments for diverse populations of adolescents.[CTE 5750 / Student Dispositions]
6. Students will demonstrate comprehensive knowledge and skills about being leaders in their classrooms, schools, communities, and profession. They will analyze the major concepts, principles, theories, and underlying research underlying the philosophical foundations and organizational components of highly effective Career & Technical Education programs and Career and Technical Student Organizations (CTSOs). [CTE 5950 Research Trends White Paper & CTE 5530 Management Unit]

In table form, estimate the annual projected revenue from the proposed program and faculty for the first five years.

Annual projected revenue from the GCert CTE				
	Year One	Year Two	Year Three	Year Four
Tuition (estimate % of resident and nonresident students)	100% Resident Students n= 40 students at 6 sh and 15 students at 3sh per semester $268.83 per credit hour in Fall 2021 Total Revenue Generated from Tuition = $76,616.55 per semester (Fall, Spring, Summer)	100% Resident Students n= 40 students at 6 sh and 20 students at 3sh per semester $268.83 per credit hour in Fall 2021 Total Revenue Generated from Tuition = $80,649 per semester (Fall, Spring, Summer)	100% Resident Students n= 45 students at 6 sh and 25 students at 3sh per semester $268.83 per credit hour in Fall 2021 Total Revenue Generated from Tuition = $92,746.35 per semester (Fall, Spring, Summer)	100% Resident Students n= 50 students at 6 sh and 30 students at 3sh per semester $268.83 per credit hour in Fall 2021 Total Revenue Generated from Tuition = $104,842.70 per semester (Fall, Spring, Summer)
Program fees (if applicable) *RCOE covers the cost for initial submission*	EdTPA Assessment = $300 per student in EDU 5900 n= 50 Total Cost =$15,000	EdTPA Assessment = $300 per student in EDU 5900 n= 50 Total Cost =$15,000	EdTPA Assessment = $300 per student in EDU 5900 n= 60 Total Cost =$18,000	EdTPA Assessment = $300 per student in EDU 5900 n= 70 Total Cost =$21,000
Grants and contracts	NA			
Gifts,	NA			

endowments				
Other In table form, estimate annual program expenses for the first five years.	NA			
Assistantships (number of positions, amount of stipends)	1	1	1	1
New faculty lines (include start-up costs if applicable)		One Tenure Track Faculty Line, $65,000 - $70,000 Start-Up Costs: $3000		
Equipment	Laptop/ Desktop for 1 faculty member annually = $600	Laptop/ Desktop Replacement for 1 faculty member annually = $600	Laptop/ Desktop Replacement for 1 faculty member annually = $600	Laptop/ Desktop Replacement for 1 faculty member annually = $600
Recruitment and Marketing	$1000 - print and social media platforms $2500 - Travel to conference and booth at NC CTE Summer Conference for two faculty.	$1000 - print and social media platforms $1500 - Travel to conference and booth at NC CTE Summer Conference for one faculty.	$1000 - print and social media platforms $2500 - Travel to conference and booth at NC CTE Summer Conference for two faculty.	$1000 - print and social media platforms $1500 - Travel to conference and booth at NC CTE Summer Conference for one faculty.
Other	NA			

Career and Technical Education Graduate Certificate

Program Code: GCERT 946A
CIP Code: 13.1206

Program of Study for the Graduate Certificate in Career and Technical Education

Admission Requirements: Baccalaureate degree in approved field with relevant coursework in the area of study from an accredited college or university with a minimum 2.7 cumulative GPA; 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.

Note: This certificate with the successful completion of appropriate licensure exams and program requirements will allow candidates to be eligible for a NC Professional Educator's License in one or more of the Career and Technical Education, Licensure Areas.

Location: Online

Course Requirements for the Graduate Certificate in Career and Technical Education

PRAXIS II exams and other specific requirements may be necessary to meet North Carolina A-Level Teaching License requirements.

Total Required (21 Hours)

- CTE 5619 - CTE Curriculum, Planning and Assessment (3)
- CTE 5620 - Successful CTE Programs and CTSOs (3)
- CTE 5630 - Tools, Media and Technology in the CTE Classroom (3)
- CTE 5660 - Instructional Strategies for the CTE Classroom (3)
- CTE 5750 - Equity in CTE for Special Populations (3)
- CTE 5950 - Developing Content Expertise in ~~Career and Technical Education~~ CTE (3)
- EDU 5900 - Graduate Student Teaching (3)

Middle and Secondary Teaching Graduate Certificate

Program Code: GCERT_446A

CIP Code: 13.1206

Program of Study for the Graduate Certificate in Middle and Secondary Teaching

Admission Requirements: Baccalaureate degree in approved field with relevant coursework in the area of study from an accredited college or university with a minimum 2.7 cumulative GPA; **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.

Note: This certificate with the successful completion of appropriate licensure exams and program requirements will allow candidates to be eligible for a NC Professional Educator's License in one or more of the Career and Technical Education, Middle Grades Education, Secondary Science, or Secondary Mathematics Licensure Areas.

Location: On Campus and Online

Course Requirements for the Graduate Certificate in Middle and Secondary Education

PRAXIS II exams and other specific requirements may be necessary to meet North Carolina A-Level Teaching License requirements.

Total Required (Minimum 21 Hours)

Required Courses (12 Hours)

- **C_I 5550 - Successful Schools for Young Adolescents (3)**
- **C_I 5630 - Instructional Technology (3)**
- **C_I 5750 - Teaching Diverse Young Adolescents (3)**
- **EDU 5900 - Graduate Student Teaching (3)**

Track-based Courses

Choose One Track:

Middle Grades Education (9 Hours)

- **C_I 5650 - Middle Level Instruction and Assessment (3)**
- **C_I 5660 - Developing Expertise in Academic Content (3)**
- **C_I 5850 - Middle Level Curriculum (3)**

~~Career and Technical Education (9 Hours)~~

- ~~CTE 5619 - Curriculum Development in Career and Technical Education (3)~~
- ~~CTE 5650 - Research in Career and Technical Education (3)~~
- ~~CTE 5660 - Advanced Methods in Teaching Career and Technical Education (3)~~

Secondary Mathematics (9 Hours)

- **C_I 5085 - Teaching High School Mathematics (3) [DL]**
- **MAT 5015 - Advanced Seminar in Secondary Mathematics Education (3) [DL]**
- 3 hours of coursework chosen in consultation with a {middle grades, mathematics, science} advisor

Secondary Science (9 Hours)

- **G_S 5403 - Teaching Science in Middle and High Schools (3) [DL]**
- **G_S 5404 - The Meaning and Nature of Science (3) [DL]**
- 3 hours of coursework chosen in consultation with a {middle grades, mathematics, science} advisor

Current Bulletin Copy

PC 5110 - Social and Cultural Diversity in Counseling and Therapy (3)
When Offered: Fall, Spring, Summer Session
An exploration of counseling issues related to a culturally diverse client population.

Proposed Bulletin Copy

CED 5110 - Social and Cultural Diversity in Counseling and Therapy (3)
When Offered: Fall, Spring, Summer Session
An exploration of counseling issues related to a culturally diverse client population.
[Same as MFT 5110]

MFT 5110 - Social and Cultural Diversity in Counseling and Therapy (3)
When Offered: Fall, Spring, Summer Session
An exploration of counseling issues related to a culturally diverse client population.
[Same as CED 5110]

Current Bulletin Copy

HPC 5272 - Individual and Family Development Across the Lifespan (3)
When Offered: Fall, Spring, Summer Session
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.

Proposed Bulletin Copy

CED 5272 - Individual and Family Development Across the Lifespan (3)
When Offered: Fall, Spring, Summer Session
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.
[Same as MFT 5272]

MFT 5272 - Individual and Family Development Across the Lifespan (3) When Offered: Fall, Spring, Summer Session 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. [Same as CED 5272]

Current Bulletin Copy

HPC 5275 - Systemic Family Therapy Institute (3-9)

When Offered: On Demand
Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge topics within the marriage and family therapy field.

Current Bulletin Copy

HPC 6904. Internship in Marriage and Family Therapy (1-6).
When offered: Fall, Spring, Summer.
Supervised practice in the application of skills used in systemic individual, couple and family therapy.
Can be repeated for up to 12 credit hours.
Graded on an S/U basis.

Proposed Bulletin Copy

MFT 6900. Internship in Marriage and Family Therapy (1-6).
When offered: Fall, Spring, Summer.
Supervised practice in the application of skills used in systemic individual, couple and family therapy.
Can be repeated for up to 12 credit hours.
Graded on an S/U basis.

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1. Current: HPC 5270 - Theories of Marriage and Family Therapy I (3)

When Offered: Fall
A study from the systemic perspective of the historical development, theoretical and empirical foundations, and current issues in marriage and family therapy. Major models of marriage, couple and family therapy are surveyed.

Proposed: MFT 5270 - Theories of Marriage and Family Therapy I (3)

When Offered: Fall
A study from the systemic perspective of the historical development, theoretical and empirical foundations, and current issues in marriage and family therapy. Major models of marriage, couple and family therapy are surveyed.

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2. Current: HPC 5271 - Theories of Marriage and Family Therapy II (3)

When Offered: Spring
A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: HPC 5270.

Proposed: MFT 5271 - Theories of Marriage and Family Therapy II (3)

When Offered: Spring
A study of a selected number of theories concerning marriage and family therapy. Class will involve role play, group discussion, and demonstration of marriage and family therapy. Prerequisite: MFT 5270.

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3. Current: HPC 5753 - Legal and Ethical Issues in Marriage and Family Therapy (3)

When Offered: Fall
A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice, professional organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

==Proposed: MFT 5753== - Legal and Ethical Issues in Marriage and Family Therapy (3)

When Offered: Fall
A contextual study of legal and ethical issues related to the profession of marriage and family therapy. Topics include professional identity, scope of practice, professional organizations, licensure, ethical codes, confidentiality, legal responsibility and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

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4. ==Current: 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.

==Proposed: MFT 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: ==MFT 5270.==

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5. ==Current: HPC 6271== - Theories of Marriage and Family Therapy III (3)

When Offered: Summer Session
A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

==Proposed: MFT 6271== - Theories of Marriage and Family Therapy III (3)

When Offered: Summer Session
A comprehensive survey of major models of marriage and family therapy with emphasis on the relationship of theory to practice.

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6. ==Current: 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.

Proposed: MFT 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.

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7. Current: HPC 6280 - Assessment and Diagnosis in Marriage and Family Therapy (3)

When Offered: Spring
A seminar designed to provide a background in diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. Prerequisite: HPC 5271 or permission of the instructor.

Proposed: MFT 6280 - Assessment and Diagnosis in Marriage and Family Therapy (3)

When Offered: Spring
A seminar designed to provide a background in diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. Prerequisite: MFT 5271 or permission of the instructor.

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8. Current: HPC 6525 Advanced Social and Cultural Diversity in Counseling and Therapy (3)

When Offered: On demand
An advanced exploration of social justice and inclusion in the practice of counseling and therapy. The systemic role of power, privilege, marginalization, oppression, positionality, and intersectionality will be addressed throughout the course. Students will develop models of cultural competence in counseling and therapy.
Prerequisite: HPC 5110.

Proposed: MFT 6525 Advanced Social and Cultural Diversity in Counseling and Therapy (3)
When Offered: On demand

An advanced exploration of social justice and inclusion in the practice of counseling and therapy. The systemic role of power, privilege, marginalization, oppression, positionality, and intersectionality will be addressed throughout the course. Students will develop models of cultural competence in counseling and therapy.
Prerequisite: MFT 5110.

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9. Current: 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.

Proposed: MFT 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.

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10. Current: 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.

Proposed: MFT 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.

Marriage and Family Therapy, MA

Program Code: MA_468A
CIP Code: 51.1505

Program of Study for the Master of Arts in Marriage and Family Therapy

Admission Requirements: Baccalaureate degree from an accredited college or university; **complete application to the Graduate School**; official general GRE exam scores, unless waived; a completed ~~Department of Human Development and Psychological Counseling~~ program questionnaire; interview.

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

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

- Achieved a 3.0 undergraduate GPA, **AND**
- Have submitted letters of recommendation from at least two professors with whom they have taken at least one course, **OR**
- Have five or more years of professional human services or family systems-related experience

Location: On Campus

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum

cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Course Requirements for the Master of Arts in Marriage and Family Therapy

Total Required (Minimum 51 Hours)

Required Courses (4~~5~~8 Hours)

Theoretical Foundations of Marital and Family Therapy (3 Hours)

- ~~HPC~~MFT 5270 - Theories of Marriage and Family Therapy I (3)

Assessment and Treatment in Marital and Family Therapy (18 Hours)

- ~~HPC~~MFT 5271 - Theories of Marriage and Family Therapy II (3)
- ~~HPC~~MFT 6270 - Clinical Issues in Marriage and Family Therapy (3)
- ~~HPC~~MFT 6271 - Theories of Marriage and Family Therapy III (3)
- ~~HPC~~MFT 6280 - Assessment and Diagnosis in Marriage and Family Therapy (3)

Choose Two of the Following (6 Hours)

- ~~HPC~~CED 5274 - Substance Abuse in Family Systems (3)
- ~~HPC~~CED 5565 - Introduction to Play Therapy (3)
- ~~HPC~~CED 5580 - Trauma, Suffering, and Loss (3)
- ~~HPC~~MFT 6272 - Couple Therapy (3)
- ~~HPC~~CED 6290 - Child and Adolescent Counseling and Therapy (3)

- **~~HPC~~MFT 6525 - Advanced Social and Cultural Diversity in Counseling and Therapy (3)**
- **~~HPC~~CED 6730 - Sexual Abuse Counseling (3)**

Human Development and Family Studies (9 Hours)

- **~~HPC~~MFT 5110 - Social and Cultural Diversity in Counseling and Therapy (3)**
- **~~HPC~~MFT 5272 - Individual and Family Development Across the Lifespan (3)**
- **~~HPC~~MFT 6710 - Human Sexuality (3)**

Ethics and Professional Studies (3 Hours)

- **~~HPC~~MFT 5753 - Legal and Ethical Issues in Marriage and Family Therapy (3)**

Research (3 Hours)

- **~~HPC~~MFT 6550 - Research Methods in Marriage and Family Therapy (3)**

Supervised Clinical Practice (~~12~~9 Hours)

- **~~HPC 6904~~MFT 6900 - Internship in Marriage and Family Therapy (1-6)** (~~12~~9 Hours)
- (Instructors for ~~HPC 6904~~MFT 6900 are AAMFT approved Supervisors or approved Supervisors in Training. The three internship semesters will cover the whole calendar year, including summer.)

Electives (~~3~~6 Hours)

~~Three~~ Six (~~3~~6) hours of graduate level electives, which may include thesis hours, selected in consultation with your advisor.

Other Requirements for the MA in Marriage and Family Therapy

- **Thesis:** Optional
- **Proficiency:** None required
- **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Required; students should take the required courses (excluding the Internship) prior to taking the comprehensive exam
- **Product of Learning:** None required

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

Educational Leadership - Instructional Technology Leadership, EdD

Return to: **Programs Offered by Degree Type (EdD, MA, etc.)**

Program Code: EDD_702H

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.
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 Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher

in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Course Requirements for the Doctor of Education in Educational Leadership

Total Required (Minimum 60 Hours)

Required Courses (36 Hours)

- **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

- **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)

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. (Please also review the **Dissertation section** on the **List of Academic Policies** page.)

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

Concentration Requirements (18 Hours)

18 hours as listed below or other doctoral and graduate level courses with approval of the Director of the ~~Educational Media Program~~ and the Director of the Doctoral Program.

Media Technology and Learning Design Program

- MTL ~~ITC~~ 6010 - Learning, Design, and Technology (3)
- MTL ~~ITC~~ 6020 - Social, Legal, and Ethical Issues in Utilizing Digital Technologies (3)
- MTL~~ITC~~ 6030 - Planning for Instructional Technology Initiatives (3)
- MTL~~ITC~~ 6040 - Technology Leadership and Management for Systemic Improvement (3)
- MTL~~C I~~ 6050 - Critical Perspectives and Research in New Media and Literacies (3)

Select One of the Courses Below with Advice and Approval of Advisor

- **EDL 7900 - Internship (3-6)** (3)
- MTL~~ITC~~ 6910 - Research and Applications in Instructional Technology Leadership (3)

Other Requirements for the EdD in Educational Leadership

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

Notes

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

- The program requires a minimum of 60 semester hours beyond the student's master's degree. All students must take at least 48 semester hours of doctoral coursework (or a combination of doctoral coursework and approved EdS courses).
- Students entering the doctoral program with an EdS in Higher Education from Appalachian will have fulfilled the requirements for a concentration in Higher Education.
- Students who hold an earned EdS degree from Appalachian State will be exempt from 24 - 30 credit hours of course work in the doctoral program. A student who holds an EdS from a regionally accredited university may be exempt from up to 30 credit hours of coursework in the doctoral program. The exemption is not automatic. Specific EdS coursework that might substitute for doctoral coursework will be identified after evaluation of eligible courses by the Program Director. All other degree requirements remain in effect. For further information on exemptions, contact the program director.

Instructional Technology Leadership Graduate Certificate

⬅ Return to: **Programs Offered by Degree Type (EdD, MA, etc.)**

Program Code: GCERT_431A

CIP Code: 13.0501

Program of Study for the Post-Master's Graduate Certificate in Instructional Technology Leadership

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Admission Requirements: Master's degree in Educational Media, Instructional Technology, or another related field from an accredited college or university; **complete application to the Graduate School**.

Location: Online

Course Requirements for the Graduate Certificate in Instructional Technology Leadership

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Total Required (Minimum 18 Hours)

Required Courses (18 Hours)

- MTL~~ITC~~ 6010 - Learning, Design, and Technology (3)
- MTL~~ITC~~ 6020 - Social, Legal, and Ethical Issues in Utilizing Digital Technologies (3)
- MTL~~ITC~~ 6030 - Planning for Instructional Technology Initiatives (3)
- MTL~~ITC~~ 6040 - Technology Leadership and Management for Systemic Improvement (3)
- MTL~~C I~~ 6050 - Critical Perspectives and Research in New Media and Literacies (3)
- MTL~~ITC~~ 6910 - Research and Applications in Instructional Technology Leadership (3)

Current Bulletin Copy

HPC 5901. Practicum in Student Affairs Administration (3).
When offered: Fall, Spring
This course invites students into a reflective, practical learning experience where they 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. There are over 35 potential practicum host sites on campus. (This is a required course that can be repeated once as an elective.)
Graded on an S/U basis.

Proposed Bulletin Copy

SAA 5900. Practicum in Student Affairs Administration (3).
When offered: Fall, Spring
This course invites students into a reflective, practical learning experience where they 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. There are over 35 potential practicum host sites on campus. (This is a required course that can be repeated once as an elective.)
Graded on an S/U basis.

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Current Bulletin Copy

HPC 6901. Internship in Student Affairs Administration (1-6).
When offered: Spring
This course serves as a capstone experience in which 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, interviewing skills, and on on-the-job skills. Can be repeated for up to 6 credit hours.
Prerequisites: HPC 5901 (Practicum in Student Affairs Administration).
Graded on an S/U basis.

Proposed Bulletin Copy

SAA 6900. Internship in Student Affairs Administration (1-6).
When offered: Spring
This course serves as a capstone experience in which 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, interviewing skills, and on on-the-job skills. Can be repeated for up to 6 credit hours.
Prerequisites: SAA 5900 (Practicum in Student Affairs Administration).
Graded on an S/U basis.

G_COE_HPC_2022_11
Content for 3a and b

1. Current: 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.

Proposed: SAA 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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2. Current: HPC 5380. College Students and Their Environments (3).

When offered: Fall
The purpose of this course is to examine and study the characteristics of diverse student populations and understand the complex and diverse system of higher education institutions in the United States. Additionally, this course is designed to explore the impact of college attendance and college environments on students.

Proposed: SAA 5380. College Students and Their Environments (3).

When offered: Fall
The purpose of this course is to examine and study the characteristics of diverse student populations and understand the complex and diverse system of higher education institutions in the United States. Additionally, this course is designed to explore the impact of college attendance and college environments on students.

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3. Current: HPC 5410 - Introduction to Student Affairs (3)

When Offered: Fall

An introduction and overview of student affairs functions within institutions of higher education emphasizing the history, student affairs programming models, professional standards and ethics in professional conduct, professional associations, organizational models and staffing patterns, and issues and trends in student affairs practice.

Proposed: SAA 5410 - Introduction to Student Affairs (3)

When Offered: Fall
An introduction and overview of student affairs functions within institutions of higher education emphasizing the history, student affairs programming models, professional standards and ethics in professional conduct, professional associations, organizational models and staffing patterns, and issues and trends in student affairs practice.

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4. Current: HPC 5441. Historical Perspectives on College Student Support Services (3).
When offered: Spring.
This course provides students with an opportunity to compare and contrast educational systems globally, with a focus on student affairs or its equivalent in other countries. Students will learn about the history of higher education and current student support offerings at campuses in the other countries. Students in this course will have the option to engage in a two week learning abroad experience, visiting campuses and participating in local culture and attractions.

Proposed: SAA 5441. Historical Perspectives on College Student Support Services (3).
When offered: Spring.
This course provides students with an opportunity to compare and contrast educational systems globally, with a focus on student affairs or its equivalent in other countries. Students will learn about the history of higher education and current student support offerings at campuses in the other countries. Students in this course will have the option to engage in a two week learning abroad experience, visiting campuses and participating in local culture and attractions.

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5. Current: HPC 5751. Ethics and Law in Student Affairs Administration (3).
When offered: Fall
A study of current legal and ethical issues confronting student affairs professionals. Course topics include authority and environment of ethics and law; ethical decision analysis; and issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and

other related ethical and legal concepts. The course goal is to provide future practitioner-scholars with a working knowledge of ethical and legal issues to inform good practice.

Proposed: SAA 5751. Ethics and Law in Student Affairs Administration (3).
When offered: Fall
A study of current legal and ethical issues confronting student affairs professionals. Course topics include authority and environment of ethics and law; ethical decision analysis; and issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and other related ethical and legal concepts. The course goal is to provide future practitioner-scholars with a working knowledge of ethical and legal issues to inform good practice.

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6. Current: HPC 5820. College Student Development Theories (3).
When offered: Fall
This course provides an overview of student development theories—including cognitive, identity, psychosocial, and moral development theories—and a general introduction to leadership and career theories. Particular emphasis will be placed on utilizing theory to understand and describe student learning and human behavior and development in practice. A social justice lens will be applied to the study of these theories.

Proposed: SAA 5820. College Student Development Theories (3).
When offered: Fall
This course provides an overview of student development theories—including cognitive, identity, psychosocial, and moral development theories—and a general introduction to leadership and career theories. Particular emphasis will be placed on utilizing theory to understand and describe student learning and human behavior and development in practice. A social justice lens will be applied to the study of these theories.

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7. Current: HPC 5821. Social Justice & Inclusion in Student Affairs (3).
When offered: Spring
This course provides students with space and time to engage in critical reflection about their own biases and privileges and examine systemic social justice issues in U.S. higher education based on identities and socialization practices. The course will also invite students to consider a call to action in creating more equitable higher education experiences for students, administrators, and faculty members.
Prerequisite: HPC 5820

Proposed: SAA 5821. Social Justice & Inclusion in Student Affairs (3).
When offered: Spring
This course provides students with space and time to engage in critical reflection about their own biases and privileges and examine systemic social justice issues in U.S. higher education

based on identities and socialization practices. The course will also invite students to consider a call to action in creating more equitable higher education experiences for students, administrators, and faculty members.
Prerequisite: SAA 5820

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8. Current: 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.

Proposed: SAA 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.

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9. Current: HPC 6410. Student Affairs Administration (3).
When offered: Fall
This course focuses on practical, administrative skills student affairs professionals need in the reality of their daily work, including but not limited to organizational analysis; budget and funding streams; human resources, management, and supervision (e.g., hiring, onboarding, supporting, evaluating); policy creation and review; political savvy and navigation; and adaptability, flexibility, and problem-solving.
Prerequisite: HPC 5410.

Proposed: SAA 6410. Student Affairs Administration (3).
When offered: Fall
This course focuses on practical, administrative skills student affairs professionals need in the reality of their daily work, including but not limited to organizational analysis; budget and funding streams; human resources, management, and supervision (e.g., hiring, onboarding,

supporting, evaluating); policy creation and review; political savvy and navigation; and adaptability, flexibility, and problem-solving.
Prerequisite: SAA 5410.

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10. Current: 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.

Proposed: SAA 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.

Student Affairs Administration, MA

Program Code: MA_712A

CIP Code: 13.1102

Program of Study for the Master of Arts in Student Affairs Administration

Admission Requirements: Baccalaureate degree from an accredited college or university; **complete application to the Graduate School**; official general GRE exam scores, unless waived; a completed Department of Human Development and Psychological Counseling questionnaire; an interview.

Student Affairs Assistantships: Applicants should complete the Division of Student Affairs' assistantship application: **http://assistantships.appstate.edu**.

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

Standardized Exam Waiver Eligibility: The standardized exam (GRE) requirement may be waived for applicants who have one or more years of student engagement/involvement experience (e.g., served as a Resident Assistant or as a student leader in a club or organization) or higher education-related work experience.

Location: On Campus

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3

or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Course Requirements for the Master of Arts in Student Affairs Administration

Total Required (Minimum 45 Hours)

Required Courses (36 Hours)

Additional courses may be required as part of, or in addition to, the listed requirements and electives. The required internship (~~HPC 6901~~SAA 6900) occurs during the last semester of matriculation. ~~HPC 6901~~SAA 6900 is 6 credit hours.

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

- **~~HPC~~SAA 5190 - Advising and Supporting in Student Affairs (3)**
- **~~HPC~~SAA 5380 - College Students and Their Environments (3)**
- **~~HPC~~SAA 5410 - Introduction to Student Affairs (3)**
- **~~HPC~~SAA 5751 - Ethics and Law in Student Affairs Administration (3)**
- **~~HPC~~SAA 5820 - College Student Development Theories (3)**
- **~~HPC~~SAA 5821 - Social Justice and Inclusion in Student Affairs (3)**
- **~~HPC 5901~~SAA 5900 - Practicum in Student Affairs Administration (3)**
- **~~HPC~~SAA 6330 - Assessment and Applied Research in Student Affairs (3)**
- **~~HPC~~SAA 6410 - Student Affairs Administration (3)**
- **~~HPC~~SAA 6420 - Contemporary Issues in Student Affairs Administration (3)**
- **~~HPC 6901~~SAA 6900 - Internship in Student Affairs Administration (1-6)** (6 Hours)

Electives (9 Hours)

Students may take other approved graduate level courses from a wide range of courses as electives provided that they have taken any necessary prerequisite and the course is consistent with the student's interests and career goals and approved by their advisor.

Other Requirements for the MA in Student Affairs Administration

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

Current Bulletin Copy

HPC 5560 - The Addictive Process (3)

When Offered: Fall, Spring
An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse.
[Dual-listed with HPC 4570.]

HPC 4570 - The Addictive Process (3) When Offered: Fall; Spring An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and prevention program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. [Dual-listed with HPC 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Proposed Bulletin Copy

CED 5560 - The Addictive Process (3)

When Offered: Fall, Spring
An examination of sociological and psychological contributions to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and preventive program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse.

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Current Bulletin Copy

HPC 5790 - Group Methods and Processes (3)
When Offered: Fall, Spring, Summer Session
A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings.
[Dual-listed with HPC 4790.]

HPC 4790 - Group Methods and Processes (3)
When Offered: Fall; Spring
A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 5790.]
Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Proposed Bulletin Copy

CED 5790 - Group Methods and Processes (3)
When Offered: Fall, Spring, Summer Session
A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings.

For HPC 4790 - NA

Current Bulletin Copy

HPC 5870 - Creative Process, Movement, and Therapy (3)
When Offered: Fall, Odd-numbered years
An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing.
[Dual-listed with DAN 4870.]

Proposed Bulletin Copy

CED 5870 - Creative Process, Movement, and Therapy (3)
When Offered: Fall, Odd-numbered years
An examination of body awareness, creative expression, and movement in therapy. Particular attention will be paid to the concept of creative process and how it relates to human development, personality integration, and healing.
[Dual-listed with DAN 4870.]

G_COE_HPC_2022_9
Content for 3a and b

1. Current: 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.

Proposed: CED 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.

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2. Current: HPC 5130 - Women's Issues in Counseling (3)

When Offered: Spring, Even-numbered years
Based on study of historical, social, multicultural, and familial influences on the development of women, this course addresses counseling issues related to women's identity, self-esteem and relationships.

Proposed: CED 5130 - Women's Issues in Counseling (3)

When Offered: Spring, Even-numbered years
Based on study of historical, social, multicultural, and familial influences on the development of women, this course addresses counseling issues related to women's identity, self-esteem and relationships.

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3. Current: 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.

Proposed: CED 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.

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4. Current: HPC 5210 - Career Development and Counseling (3)

When Offered: Fall, Summer Session
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.

Proposed: CED 5210 - Career Development and Counseling (3)

When Offered: Fall, Summer Session
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.

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5. Current: HPC 5220 - Counseling Theory and Techniques (3)

When Offered: Fall, Spring
Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning and "problems" will be stressed.

When Offered: Fall, Spring
Several selected theories of counseling will be studied in depth, emphasizing primary sources. Other theories will be studied, giving breadth to this area of knowledge. Interrelationships of personality development, learning and "problems" will be stressed.

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6. Current: 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.

Proposed: CED 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.

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7. Current: HPC 5274 - Substance Abuse in Family Systems (3)

When Offered: Spring
An examination of the range of substance abuse issues impacting the family system. Topics will include etiology of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery

issues. Special attention will be given to the topics of co-dependency and core issues of adult children of dysfunctional families.
Prerequisites: HPC 5270, HPC 5560, or permission of the instructor.

Proposed: CED 5274 - Substance Abuse in Family Systems (3)

When Offered: Spring
An examination of the range of substance abuse issues impacting the family system. Topics will include etiology of substance abuse and addiction within the family, impact upon members of the system and its dynamics, intervention and treatment approaches, and long-term recovery issues. Special attention will be given to the topics of co-dependency and core issues of adult children of dysfunctional families.
Prerequisites: CED 5270, CED 5560, or permission of the instructor.

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8. Current: 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.

Proposed: CED 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.

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9. Current: HPC 5550 - Equine Assisted Therapy (3)

When Offered: Summer Session
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.

Proposed: CED 5550 - Equine Assisted Therapy (3)

When Offered: Summer Session
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.

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10. Current: 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.

Proposed: CED 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.

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11. Current: 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.

Proposed: CED 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.

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12. Current: HPC 5570 - Counseling the Addicted Person (3)

When Offered: Fall, Spring
An in-depth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-à-vis the helping relationship are discussed. Prerequisite: HPC 5560.

Proposed: CED 5570 - Counseling the Addicted Person (3)

When Offered: Fall, Spring
An in-depth study of the various intervention and therapeutic models utilized with addicted clients, including individual, group, and family counseling approaches. Unique aspects, demands, and imperatives of the addiction vis-à-vis the helping relationship are discussed. Prerequisite: CED 5560.

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13. Current: HPC 5575. Advanced Theories and Models of Addiction (3).

When offered: On demand
This course will explore prominent theories and models of addiction. Concepts of the etiology, development, and treatment of addiction will be highlighted utilizing these models. Students will be able to explore different assessment, diagnosis, and treatment protocols of addiction through the lens of different theoretical approaches.

Proposed: CED 5575. Advanced Theories and Models of Addiction (3).

When offered: On demand
This course will explore prominent theories and models of addiction. Concepts of the etiology, development, and treatment of addiction will be highlighted utilizing these models. Students will be able to explore different assessment, diagnosis, and treatment protocols of addiction through the lens of different theoretical approaches.

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14. Current: HPC 5580. Trauma, Suffering, and Loss (3).
When offered: On demand
This course provides an introduction to the impact of mental trauma, suffering, and loss on diverse individuals and communities. Content focuses on disasters and crises as well as grief and bereavement. Students will examine current research and engage in dialogue to identify individual and systemic interventions relevant in schools and communities and with diverse populations.

Proposed: CED 5580. Trauma, Suffering, and Loss (3).
When offered: On demand
This course provides an introduction to the impact of mental trauma, suffering, and loss on diverse individuals and communities. Content focuses on disasters and crises as well as grief and bereavement. Students will examine current research and engage in dialogue to identify individual and systemic interventions relevant in schools and communities and with diverse populations.

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15. Current: HPC 5752 - Legal and Ethical Issues in Clinical Mental Health Counseling (3)

When Offered: Spring
A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning; tort liability; confidentiality; privacy; libel; slander; due process; federal and state rules, regulations, and statutes; and other important concepts and actions resulting in legal and ethical questions.
Prerequisites: HPC 5120 and registration is restricted to Clinical Mental Health Counseling majors.

Proposed: CED 5752 - Legal and Ethical Issues in Clinical Mental Health Counseling (3)

When Offered: Spring
A study of legal and ethical issues confronting community agency, mental health and rehabilitation counselors. Topics include moral reasoning; tort liability; confidentiality; privacy;

libel; slander; due process; federal and state rules, regulations, and statutes; and other important concepts and actions resulting in legal and ethical questions.
Prerequisites: CED 5120 and registration is restricted to Clinical Mental Health Counseling majors.

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16. Current: HPC 5754 - Legal and Ethical Issues in Professional School Counseling (3)

When Offered: Spring
An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

Proposed: CED 5754 - Legal and Ethical Issues in Professional School Counseling (3)

When Offered: Spring
An exploration of ethical and legal standards, and applications specific to professional school counseling. General topics will include the ethical decision-making process, confidentiality, privileged communication, informed consent, duty to warn, dual relationships, record keeping, parental rights, the rights of minors, testifying in court, and testing. Special topics and the needs of special populations will be examined.

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17. Current: HPC 5860 - Dreamwork: Clinical Methods (3)

When Offered: Spring, Odd-numbered years
An in-depth study of dreamwork as a clinical method, including theoretical approaches to dreams, clinical issues and current trends, and cross-cultural perspectives on the role of dreams, myths, and symbols in psychological healing.

Proposed: CED 5860 - Dreamwork: Clinical Methods (3)

When Offered: Spring, Odd-numbered years
An in-depth study of dreamwork as a clinical method, including theoretical approaches to dreams, clinical issues and current trends, and cross-cultural perspectives on the role of dreams, myths, and symbols in psychological healing.

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18. Current: HPC 5902. Practicum in Clinical Mental Health Counseling (3).
When offered: Fall
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.
Prerequisites: HPC 5110, HPC 5120, HPC 5220, HPC 5225, HPC 5790.
Graded on an S/U basis.

Proposed: CED 5902. Practicum in Clinical Mental Health Counseling (3).
When offered: Fall
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.
Prerequisites: CED 5110, CED 5120, CED 5220, CED 5225, CED 5790.
Graded on an S/U basis.

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19. Current: HPC 5903. Practicum in Professional School Counseling (3).
When offered: Fall
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.
Prerequisites: HPC 5110, HPC 5220, HPC 5225, HPC 5310, HPC 5790.
Graded on an S/U basis.

Proposed: CED 5903. Practicum in Professional School Counseling (3).
When offered: Fall
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.
Prerequisites: CED 5110, CED 5220, CED 5225, CED 5310, CED 5790.
Graded on an S/U basis.

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20. Current: HPC 6120 - Developmental Assessment and Diagnosis in Counseling (3)

When Offered: Fall, Spring

An in-depth and critical examination of developmental assessment and diagnosis in a variety of counseling settings. Specific attention will be given to the interface of the assessment and diagnostic process, the sociocultural context of individuals, and an understanding of basic psychopharmacology within a developmental and humanistic framework.
Prerequisites: HPC 5120 or HPC 5310 and registration is restricted to Clinical Mental Health and Professional School Counseling majors.

Proposed: CED 6120 - Developmental Assessment and Diagnosis in Counseling (3)

When Offered: Fall, Spring
An in-depth and critical examination of developmental assessment and diagnosis in a variety of counseling settings. Specific attention will be given to the interface of the assessment and diagnostic process, the sociocultural context of individuals, and an understanding of basic psychopharmacology within a developmental and humanistic framework.
Prerequisites: CED 5120 or CED 5310 and registration is restricted to Clinical Mental Health and Professional School Counseling majors.

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21. Current: HPC 6160 - Gestalt Therapy (3)

When Offered: Fall
An examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.

Proposed: CED 6160 - Gestalt Therapy (3)

When Offered: Fall
An examination of the Gestalt Therapy model. The course combines experiential and conceptual approaches. Emphasis is placed on developing personal and unique styles of interventions within the framework of Gestalt Therapy.

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22. Current: 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.

Proposed: CED 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.

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23. Current: HPC 6340 - Ecotherapy (3)

When Offered: On Demand
This course will examine emerging paradigms in psychology and counseling in systems theory, the nature of consciousness, and ecopsychology.

Proposed: CED 6340 - Ecotherapy (3)

When Offered: On Demand
This course will examine emerging paradigms in psychology and counseling in systems theory, the nature of consciousness, and ecopsychology.

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24. Current: HPC 6350 - Body/Mind (3)

When Offered: Spring, Even-numbered years
A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

Proposed: CED 6350 - Body/Mind (3)

When Offered: Spring, Even-numbered years
A study of the interrelationship of physical and mental functioning as it pertains to counseling, including the mind/body problem as a systematic issue in psychology, exploration of the current resurgence of interest in mind/body functioning relative to total well-being, and an overview of current uses of mind/body experiences as therapeutic techniques.

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25. Current: HPC 6355 - Mindfulness Based Counseling (3)

When Offered: Fall
This course will introduce students to mindfulness based counseling modeled on the program developed at the University of Massachusetts Medical School's Stress Reduction Clinic. Within the context of educational and health care services, mindfulness is aimed at assisting individuals to develop an array of self-regulatory, selfcare skills. The effectiveness of mindfulness based interventions is predicated on providers who are substantively grounded in mindfulness meditation practice, hence the strong experiential component to the course.

Proposed: CED 6355 - Mindfulness Based Counseling (3)

When Offered: Fall
This course will introduce students to mindfulness based counseling modeled on the program developed at the University of Massachusetts Medical School's Stress Reduction Clinic. Within the context of educational and health care services, mindfulness is aimed at assisting individuals to develop an array of self-regulatory, selfcare skills. The effectiveness of mindfulness based interventions is predicated on providers who are substantively grounded in mindfulness meditation practice, hence the strong experiential component to the course.

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26. Current: HPC 6360 - Therapy and the Expressive Arts (3)

When Offered: Fall, Spring
An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

Proposed: CED 6360 - Therapy and the Expressive Arts (3)

When Offered: Fall, Spring
An examination of the relationship between artistic expression and individual mental health. Theories and techniques of various arts therapies will be studied relative to diagnosis and treatment as well as to personality integration and personal growth.

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27. Current: HPC 6365 - Expressive Arts Summer Institute (3-9)

When Offered: Summer Session
Variable content. Barring duplication a student may repeat the course and earn up to a total of nine semester hours. This intensive institute provides practicing therapists, counselors, graduate students, and artists opportunities to explore cutting edge practices in the integration of expressive arts in counseling. The Appalachian approach to Expressive Arts Therapy

emphasizes the power of the arts to build community and support a space of temenos, where the arts can help us to access our individual and collective resources for living. This course will include theoretical background in Expressive Arts Therapy, as well as a variety of experiential large group, small group, and individual art making activities.

Proposed: CED 6365 - Expressive Arts Summer Institute (3-9)

When Offered: Summer Session
Variable content. Barring duplication a student may repeat the course and earn up to a total of nine semester hours. This intensive institute provides practicing therapists, counselors, graduate students, and artists opportunities to explore cutting edge practices in the integration of expressive arts in counseling. The Appalachian approach to Expressive Arts Therapy emphasizes the power of the arts to build community and support a space of temenos, where the arts can help us to access our individual and collective resources for living. This course will include theoretical background in Expressive Arts Therapy, as well as a variety of experiential large group, small group, and individual art making activities.

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28. Current: HPC 6366 - EXA Child/Adolescents (3-6)

When Offered: Summer Session
Variable content. Barring duplication a student may repeat the course and earn up to a total of six semester hours. This annual summer institute is designed to present a comprehensive and developmentally oriented approach for the application of play theories, techniques, and the creative/expressive arts to the process of counseling children and adolescents. The course will consist of class discussions, presentations, cooperative and group experiential learning activities, and "hands on" type of activities/projects which students will prepare and present. Students will learn techniques of play therapy, art, music, movement, creative dramatics, imagery, writing, and poetry for use in both the school and agency setting.

Proposed: CED 6366 - EXA Child/Adolescents (3-6)

When Offered: Summer Session
Variable content. Barring duplication a student may repeat the course and earn up to a total of six semester hours. This annual summer institute is designed to present a comprehensive and developmentally oriented approach for the application of play theories, techniques, and the creative/expressive arts to the process of counseling children and adolescents. The course will consist of class discussions, presentations, cooperative and group experiential learning activities, and "hands on" type of activities/projects which students will prepare and present. Students will learn techniques of play therapy, art, music, movement, creative dramatics, imagery, writing, and poetry for use in both the school and agency setting.

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- Intermodal Expressive Arts (3)

When Offered: Fall, Spring
An examination of theories, techniques, and functions of psychotherapeutic approaches using intermodal expressive arts, emphasizing cross-cultural contexts of creative expression and human development.
Prerequisite: HPC 6360.

Proposed: CED 6370 - Intermodal Expressive Arts (3)

When Offered: Fall, Spring
An examination of theories, techniques, and functions of psychotherapeutic approaches using intermodal expressive arts, emphasizing cross-cultural contexts of creative expression and human development.
Prerequisite: CED 6360.

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30. Current: HPC 6380 - Therapeutic Writing (3)

When Offered: Fall, Even-numbered years
An exploration of writing and the therapeutic process. Students will experience a variety of methods in using the written word to enhance client change as well as for self-care for the therapist.

Proposed: CED 6380 - Therapeutic Writing (3)

When Offered: Fall, Even-numbered years
An exploration of writing and the therapeutic process. Students will experience a variety of methods in using the written word to enhance client change as well as for self-care for the therapist.

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31. Current: HPC 6390 - Current Issues in Expressive Arts Therapy (3)

When Offered: Spring, Even-numbered years
An examination of current issues in expressive arts therapy, emphasizing cross-cultural contexts of creative expression and human development.
Prerequisite: HPC 6360.

Proposed: CED 6390 - Current Issues in Expressive Arts Therapy (3)

When Offered: Spring, Even-numbered years
An examination of current issues in expressive arts therapy, emphasizing cross-cultural contexts of creative expression and human development.
Prerequisite: CED 6360.

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32. Current: 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; and registration is restricted to Clinical Mental Health Counseling majors.
Prerequisite or Corequisite: HPC 5900.

Proposed: CED 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: CED 5210, CED 5220, CED 5752, CED 5790; and registration is restricted to Clinical Mental Health Counseling majors.
Prerequisite or Corequisite: CED 5902.

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33. Current: HPC 6452 - Seminar in Professional School Counseling (3)

When Offered: Summer Session
This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied.
Prerequisite: HPC 5310.

Proposed: CED 6452 - Seminar in Professional School Counseling (3)

When Offered: Summer Session

This course is designed to provide opportunities for students to further develop knowledge and skills in order to deliver a comprehensive and developmental school counseling program. A wide variety of topics currently addressed in professional school counseling literature will be studied.
Prerequisite: CED 5310.

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34. Current: HPC 6570 - The Appalachian Addictions Institute (3-9)

When Offered: Summer Session
Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field.

Proposed: CED 6570 - The Appalachian Addictions Institute (3-9)

When Offered: Summer Session
Variable content. Barring duplication, a student may repeat the course and earn up to a total of nine semester hours. This annual summer institute is designed to provide graduate students and working professionals with an opportunity for in-depth exploration of cutting-edge, clinical issues and topics within the addictions field.

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35. Current: HPC 6620 - School-Based Consultation (3)

When Offered: Fall
For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress.
(Same as PSY 6620.)

Proposed: CED 6620 - School-Based Consultation (3)

When Offered: Fall
For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis

will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress.
(Same as PSY 6620.)

Proposed: PSY 6620 - School-Based Consultation (3)

When Offered: Fall
For school psychologists, counselors and other human service personnel in various fields who deal with parents and/or teachers in a consultative and educational capacity. The course will include a review of consultation models and theories of both a group and triadic nature. It will also provide an opportunity for role play which reflects actual consulting situations. Emphasis will be placed on concerns related to academic deficit, behavioral problems in the school and home, and family stress.
(Same as CED 6620.)

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36. Current: HPC 6720 - Group Counseling/Therapy (3)

When Offered: On Demand
Theory and practice of group counseling/therapy, including group process, leadership style, and outcome.
Prerequisite: HPC 5790 or equivalent.

Proposed: CED 6720 - Group Counseling/Therapy (3)

When Offered: On Demand
Theory and practice of group counseling/therapy, including group process, leadership style, and outcome.
Prerequisite: CED 5790 or equivalent.

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37. Current: HPC 6770 - Current Issues and Special Populations in Addictions Counseling (3)

When Offered: On Demand
Current issues in the addictions field as they impact both counselors and their clients are addressed. Both practical and theoretical orientations of working with addicted clients are discussed. An emphasis is placed in the course on working with rural and minority clients.

Proposed: CED 6770 - Current Issues and Special Populations in Addictions Counseling (3)

When Offered: On Demand

Current issues in the addictions field as they impact both counselors and their clients are addressed. Both practical and theoretical orientations of working with addicted clients are discussed. An emphasis is placed in the course on working with rural and minority clients.

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38. Current: HPC 6902. Internship in Clinical Mental Health Counseling (1-6).
When offered: Fall, Spring, Summer.
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. Can be repeated for up to 6 credit hours.
Prerequisites: HPC 5110, HPC 5120, HPC 5220, HPC 5225, HPC 5790, HPC 5902, and admission to candidacy.
Graded on an S/U basis.

Proposed: CED 6902. Internship in Clinical Mental Health Counseling (1-6).
When offered: Fall, Spring, Summer.
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. Can be repeated for up to 6 credit hours.
Prerequisites: CED 5110, CED 5120, CED 5220, CED 5225, CED 5790, CED 5902, and admission to candidacy.
Graded on an S/U basis.

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39. Current: HPC 6903. Internship in Professional School Counseling (1-6).
When offered: Spring.
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. Can be repeated for up to 6 credit hours.
Prerequisites: HPC 5110, HPC 5140, HPC 5210, HPC 5220, HPC 5225, HPC 5310, HPC 5754, HPC 5790, HPC 5903, HPC 6620, and admission to candidacy.
Graded on an S/U basis.

Proposed: CED 6903. Internship in Professional School Counseling (1-6).

When offered: Spring.

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. Can be repeated for up to 6 credit hours.

Prerequisites: CED 5110, CED 5140, CED 5210, CED 5220, CED 5225, CED 5310, CED 5754, CED 5790, CED 5903, CED 6620, and admission to candidacy.

Graded on an S/U basis.

Proposed Bulletin Copy

CED 5000 Counseling Research and Evaluation (3)
When offered: Fall
This course provides an overview of foundational concepts in research and evaluation specific to the practice of counseling.

Addiction Counseling Graduate Certificate

Program Code: GCERT_423A CIP
Code: 13.1102

~~Learn more about the~~ **~~Department of Human Development and Psychological Counseling~~**.

Program of Study for the Graduate Certificate in Addiction Counseling

Admission Requirements: Baccalaureate degree from an accredited college or university and working in a mental health-related field or enrollment in or completion of a master's degree program in a mental health-related field from an accredited college or university; **complete application to the Graduate School**; a completed ~~Department of Human Development and Psychological Counseling~~ program questionnaire.

Location: On Campus

Course Requirements for the Graduate Certificate in Addiction Counseling

Total Required (Minimum 12 Hours)

Required Courses (9 Hours)

- **~~HPC~~CED 5274 - Substance Abuse in Family Systems (3)**

- HPC~~CED~~ 5560 - The Addictive Process (3) ~~[DL]~~
- HPC~~CED~~ 5570 - Counseling the Addicted Person (3)

Electives (3 Hours)

Choose One of the Following Courses

- HPC~~CED~~ 5555 - The Neurobiology of Addiction (3)
- HPC~~CED~~ 5575 - Advanced Theories and Models of Addiction (3)
- HPC~~CED~~ 6570 - The Appalachian Addictions Institute (3-9) (3 Hours)
- HPC~~CED~~ 6770 - Current Issues and Special Populations in Addictions Counseling (3)

Expressive Arts Therapy Graduate Certificate

Program Code: GCERT_425A
CIP Code: 13.1102

Program of Study for the Graduate Certificate in Expressive Arts Therapy

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

Master's degree or higher in a mental health field (e.g., counseling, therapy, social work) from a professionally accredited college or university; complete application to the Graduate School; completed program admissions questionnaire; interview.

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

Additional Information for Alternate Admission: Individuals enrolled in a master's-level or higher degree program in a mental health-related field at App State may submit a request to add this certificate program and complete it concurrently with their degree.

Location: On Campus

Course Requirements for the Graduate Certificate in Expressive Arts Therapy

Total Required (Minimum ~~18~~15 Hours)

Required Courses (~~18~~ 9Hours)

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

~~Choose from the Following~~ Elective Courses (~~6~~9 Hours)

Choose ~~9~~ 6 hours from the following courses (or other courses as approved by the Advisor)

- DAN 5460 - Somatics (3) [DL]
- CED 5550 – Equine Assisted Therapy (3)
- CED 5565 – Introduction to Play Therapy (3)
- ~~HPC~~CED 5860 - Dreamwork: Clinical Methods (3)
- CED 5870 – Creative Process, Movement and Therapy (3)
- ~~HPC~~CED 6160 - Gestalt Therapy (3)
- CED 6340 – Ecotherapy (3)
- ~~HPC~~CED 6350 - Body/Mind (3)
- CED 6355 – Mindfulness Based Counseling (3)
- CED 6365 – Expressive Arts Summer Institute (3)
- CED 6366 – EXA Child/Adolescents (3)
- CED 6380 – Therapeutic Writing (3)
- CED 6902 – CMHC Internship (3)
- ~~MUS 5006 - Philosophy of Music (3)~~
- MUS 5060 - Bonny Method of GIM (3)

Professional School Counseling, MA

Program Code: MA_427A
CIP Code: 13.1101

Learn more about the **Department of Human Development and Psychological Counseling**.

Program of Study for the Master of Arts in Professional School Counseling

Admission Requirements: Baccalaureate degree from an accredited college or university; **complete application to the Graduate School**; official general GRE exam scores, unless waived; completed Department of Human Development and Psychological Counseling Professional School Counseling questionnaire; interview.

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

Standardized Exam Waiver Eligibility: The standardized exam requirement may be waived for applicants with:

- A written statement addressing prior experiences working with children/adolescents; OR
- One or more years of paid or volunteer experience in a school setting; OR
- Reference letters from faculty or employers describing aptitude for working with children/adolescents; OR
- An undergraduate degree in psychology, education, social work, or helping-related program with a GPA of 3.0 or higher.

Location: On Campus

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Course Requirements for the Master of Arts in Professional School Counseling

Total Required (Minimum 60 Hours)

Required Courses (48 Hours)

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

- **~~RES~~CED 5000 - ~~Research Methods~~ Counseling Research and Evaluation (3)**
- **~~HPC~~CED 5110 - Social and Cultural Diversity in Counseling and Therapy (3)**
- **~~HPC~~CED 5140 - Counseling Assessment and Testing (3)**
- **~~HPC~~CED 5210 - Career Development and Counseling (3)**
- **~~HPC~~CED 5220 - Counseling Theory and Techniques (3)**
- **~~HPC~~CED 5225 - The Helping Relationship (3)**

- **~~HPC~~CED 5272 - Individual and Family Development Across the Lifespan (3)**
- **~~HPC~~CED 5310 - Introduction to Professional School Counseling (3)**
- **~~HPC~~CED 5754 - Legal and Ethical Issues in Professional School Counseling (3)**
- **~~HPC~~CED 5790 - Group Methods and Processes (3) ~~[DL]~~**
- **~~HPC~~CED 5903 - Practicum in Professional School Counseling (3)**
- **~~HPC~~CED 6120 - Developmental Assessment and Diagnosis in Counseling (3)**
- **~~HPC~~CED 6290 - Child and Adolescent Counseling and Therapy (3)**
- **~~HPC~~CED 6620 - School-Based Consultation (3) [CL]**
- **~~HPC~~CED 6903 - Internship in Professional School Counseling (1-6)** (6 Hours)

Elective Courses (12 Hours)

12 hours of approved graduate electives~~; specific elective courses chosen for this concentration must be~~ approved by the graduate advisor in advance

Other Requirements for the MA in Professional School Counseling

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

Notes

Completion of the above program leads to eligibility for licensure in North Carolina on the condition that minimum PRAXIS test requirements are met.

Endorsement for professional school counseling licensure from Appalachian requires that applicants complete a master's degree program in professional school counseling. Applicants with a master's degree in fields other than ~~professional~~ school counseling must complete a second master's degree after following the regular admissions process through the Graduate School. Graduates from another ~~HPC~~ counseling Master's degree program will be considered on an individual basis.

Internship: The internship (~~HPC~~CED **6903**) is designed to be a full-time experience engaging in all of the activities of a counselor in a public school. These placements are arranged through consultation with the student's advisor. Part-time students already employed as school counselors may, with permission, complete their internship within the context of their job setting.

Students will need to receive clearance on a criminal background check and have a TB test prior to beginning practicum and internship placements.

Clinical Mental Health Counseling ~~- Clinical Mental Health Counseling, General Concentration~~, MA

Program Code: MA_709~~D~~A
CIP Code: 13.1102

~~Learn more about the~~ ~~**Department of Human Development and Psychological Counseling**~~.

Program of Study for the Master of Arts in Clinical Mental Health Counseling

Admission Requirements: Baccalaureate degree from an accredited college or university; **complete application to the Graduate School**; official general GRE exam scores (unless waived); a completed ~~Department of Human Development and Psychological Counseling~~ program questionnaire; ~~and attendance of an on campus group~~ interview.
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 earned a cumulative undergraduate GPA of 3.0 or higher.
Location: On Campus

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review

and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Course Requirements for the Master of Arts in Clinical Mental Health Counseling

Total Required (Minimum 60 Hours)

Required Courses (~~42~~ 48 Hours)

- ~~**RES**~~**CED 5000 - **~~**Research Methods (3)**~~ Counseling Research and Evaluation (3)
- ~~**HPC**~~**CED 5110 - Social and Cultural Diversity in Counseling and Therapy (3)**
- ~~**HPC**~~**CED 5120 - Introduction to Clinical Mental Health Counseling (3)**
- ~~**HPC**~~**CED 5140 - Counseling Assessment and Testing (3)**
- ~~**HPC**~~**CED 5210 - Career Development and Counseling (3)**
- ~~**HPC**~~**CED 5220 - Counseling Theory and Techniques (3)**
- ~~**HPC**~~**CED 5225 - The Helping Relationship (3)**
- ~~**HPC**~~**CED 5272 - Individual and Family Development Across the Lifespan (3)**
- CED 5560 – The Addictive Process (3)
- CED 5580 – Trauma, Suffering, and Loss (3)
- ~~**HPC**~~**CED 5752 - Legal and Ethical Issues in Clinical Mental Health Counseling (3)**
- ~~**HPC**~~**CED 5790 - Group Methods and Processes (3) **~~**[DL]**~~
- ~~**HPC**~~**CED 5902 - Practicum in Clinical Mental Health Counseling (3)**
- ~~**HPC**~~**CED 6120 - Developmental Assessment and Diagnosis in Counseling (3)**
- ~~**HPC**~~**CED 6902 - Internship in Clinical Mental Health Counseling (1-6)** (6 Hours) ~~(designed to meet objectives for the chosen concentration)~~

~~Concentration Requirements (9 Hours)~~

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

- ~~9 hours of graduate electives (SEE **ELECTIVES LIST***)~~

~~Thesis Option (9 Hours)~~

~~Choose one:~~

~~With Thesis~~

- ~~**HPC 5999 - Thesis (1-4)**~~
- ~~5 hours of graduate electives (SEE **ELECTIVES LIST***)~~

~~Without Thesis~~

- ~~9 hours of graduate electives (SEE **ELECTIVES LIST***)~~

Elective Courses (12 hours)
12 hours of graduate electives approved by the advisor.

Other Requirements for the MA in Clinical Mental Health Counseling

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

Reminders ~~for ALL Concentrations in the MA in Clinical Mental Health Counseling~~

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

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

Internship: The internship (~~HPC~~CED **6902**) is designed to be a full-time learning experience (600 clock hours) in an agency setting. These placements are arranged through consultation with the student's advisor and in most cases will be with agencies outside of the immediate Boone area. Students employed in agency settings may, with permission, complete their internship within the context of their work setting.

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

National Accreditation: This program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and, thus, graduates are immediately eligible to take the examination to become a National Certified Counselor (NCC). Graduates of this program with appropriate experience will be eligible to take an examination given by the National Academy of Clinical Mental Health Counselors. Successful completion of the examination will qualify the individual to become a Certified Clinical Mental Health Counselor.

GU_COE_RESE_2022_1

Programs affected by the change in program prefix from R_E ~ RE to LIT

GAPP

Reading Education MA Classroom Clinical MA_477E
All courses
Notified: Woodrow Trathen, Beth Frye, Beth Buchholz

Reading Education MA Adult Literacy MA_477B
All courses
Notified: Woodrow Trathen, Beth Frye, Beth Buchholz

Special Education MA_476A
Multiple courses
Notified: Woodrow Trathen, Beth Frye, Aftynne Cheek

Reading Education GCERT_449A
All courses
Notified: Woodrow Trathen, Beth Frye, Beth Buchholz

Special Education GCERT_720A
Multiple courses
Notified: Woodrow Trathen, Beth Frye, Aftynne Cheek

Autism GCERT_718A
R_E 5010
Notified: Woodrow Trathen, Beth Frye, Aftynne Cheek

EDD Literacy in Exceptionalities Concentration EDD_702I
Multiple courses
Notified: Woodrow Trathen, Beth Frye, Beth Buchholz, Vachel Miller

Elementary Education, MA_422A [currently closed]
R_E 5040 (choice)
Notified: Beth Campbell, Lisa Poling

Middle Grades Education - [all concentrations], MA [currently closed]
Program Code: MA_472B [Lang. Arts]
Program Code: MA_472C [Math]
Program Code: MA_472D [Science]
Program Code: MA_472E [Social Studies]
R_E 5040 (choice)
Notified: Beth Campbell, Lisa Poling, Chris Cook

Program of Study for the Master of Arts in History - Teaching Concentration MA_255F
> R_E 5040 (choice)
> Notified: James Goff, Rwany Sibaja

Elementary Education Graduate Certificate GCERT_429A
> R_E 5100
> Notified: Beth Campbell, Lisa Poling, Chrystal Dean

AP&P

Special Education, General Curriculum BS 478*/478B
> Multiple courses
> Notified: Woodrow Trathen, Beth Frye, Aftynne Cheek

Special Education, Adapted Curriculum BS 478*/478C
> Multiple courses
> Notified: Woodrow Trathen, Beth Frye, Aftynne Cheek

Elementary Education BS 441A
> Multiple courses
> Notified: Beth Campbell, Lisa Poling, Leslie Bradbury

Middle Grades Education - [all 3 concentrations w/Lang. Arts]
Language Arts and Mathematics Concentrations, BS (470K)
Language Arts and Science Concentrations, BS (470L)
Language Arts and Social Studies Concentrations, BS (470M)
> RE 3070; RE 3150
> Notified: Beth Campbell, Lisa Poling, Chris Cook

Child Development - Birth to Kindergarten Concentration, BS 510*/510G
> RE 3902
> Notified: Denise Brewer, Dionne Busio

Child Development - Family and Child Studies Concentration, BS 510*/510H
> RE 3240 [choice]; RE 3902 [choice]
> Notified: Denise Brewer, Teressa Sumrall

English, Secondary Education, BS 234A
> RE 4620
> Notified: Leonardo Flores, Leslie Cook

Language & Literacy SAC LLT

    Multiple courses

    Notified: Woodrow Trathen, Beth Frye, Beth Buchholz, Beth Campbell, Lisa Poling, Leslie Bradbury

Exceptional Learners SAC EXL

    Multiple courses

    Notified: Woodrow Trathen, Beth Frye, Aftynne Cheek, Beth Campbell, Lisa Poling, Leslie Bradbury

Language Learning for ELLs Second Academic Concentration SAC LLE

    Multiple courses

    Notified: Woodrow Trathen, Beth Frye, Beth Buchholz

Diversity Studies Second Academic Concentration SAC D I

English

    RE 3240 [choice]

    Notified: Leonardo Flores, Leslie Cook

English/Language Arts Second Academic Concentration SAC ELA

    RE 3240 [choice]

    Notified: Leonardo Flores, Leslie Cook

G_COE_RESE_2022_1

Change all courses listed from R_E prefix to LIT prefix:

This first list is for 3a

R_E 5010 - Literacy Instruction and Assessment for Students with Autism (3)

When Offered: Fall, Spring
This course will address issues, strategies, technologies, materials and methods of successful literacy instruction and assessment of students with autism. Inclusive and self-contained settings will be addressed through examples and experiences with students on the autism spectrum.

R_E 5040 - Teacher as Researcher (3) [CL]

When Offered: Fall, Spring, Summer
This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research.
(Same as C_I 5040/RES 5040/SPE 5040.)

R_E 5100 - Teaching Beginning Readers and Writers (3)

When Offered: Fall
Various approaches to teaching beginning readers and writers are introduced (K-3). There is an emphasis on teaching methods that capitalize on the language competence students bring with them to school. Word recognition, comprehension, and writing instruction are considered within the framework of a meaningful, integrated reading/language arts program.

R_E 5111 - Issues, Trends, and Practices in Reading (2-3)

When Offered: On Demand
Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

R_E 5120 - Psychological Bases of Reading (3)

When Offered: On Demand
The thrust of this course is toward providing advanced reading majors with a comprehensive over-view of contemporary theories of psychology and instruction as they can be applied to explicating the complex processes underlying reading behavior. Basically, the course deals with the following areas: (1) definitions of reading; (2) reading as verbal behavior; (3) perception and sensation in reading; (4) reading and cognition; (5) learning and reading; (6) growth and development and reading; (7) attention, motivation, and reading; (8) personality and reading; (9) learning from written materials; and, (10) individual differences and reading.

R_E 5130 - Teaching the Language Arts (3)

When Offered: Fall
A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

R_E 5140 - Advanced Study of Children's Literature (3)

When Offered: Spring
Provides an opportunity for students to extend their knowledge of children's books. Emphasis will be placed on an examination of the history of major publishers of children's literature, multicultural perspectives in reading and writing, and the theories of response to literature. Consideration will be given to how literature contributes to learning and language development.

R_E 5200 - The Politics of Literacy (3)

When Offered: On Demand
This course examines literacy from political, historical and theoretical perspectives. The role of special interest groups and federal and state agencies on literacy instruction will be examined. A strong emphasis throughout the course will be on the development of students as thinkers, researchers, writers, and advocates for effective literacy policy.

R_E 5210 - Educating Students with Reading Disabilities (3)

When Offered: On Demand
This course examines the federal policy and school-level practices that affect the education of students with reading disabilities. Changes in federal policy will be examined across a historical context. Students will be challenged to think critically about these changes and evaluate the degree to which federal policy facilitates the education of students with reading disabilities.

R_E 5220 - Teaching Intermediate Struggling Readers (3)

When Offered: On Demand
This course acquaints teachers with issues involved in providing effective reading instruction to struggling readers in grades fourth through eighth. Among these issues are assessment, materials selection, grouping and management concerns, and instruction (including comprehension, word recognition, fluency, and vocabulary). Participating teachers should leave the course with a better conceptual understanding of the specific challenges they face and strategies and tools for meeting these challenges.

R_E 5500 - Independent Study (1-4)

When Offered: Fall, Spring

R_E 5510 - Field Experience in Teaching Reading (1-6)

When Offered: Fall, Spring
Students register only by permission of the advisor.

R_E 5525 - Product of Learning (1-3) [CL]

When Offered: On Demand
Graded on an S/U basis. (Same as SPE 5525.)

R_E 5530-5549 - Selected Topics (1-4)

When Offered: On Demand

R_E 5570 - Reading Curriculum: Organization, Supervision and Assessment (3)

When Offered: On Demand
Studies are made of reading curriculum designs, and the implementation, supervision and evaluation of reading programs.
Prerequisite: 18 hours in reading or permission of the advisor.

R_E 5671 - Research in Current Literature in Reading (3)

When Offered: On Demand
Research and critical analyses are made in current periodicals, journals, and recent books on critical areas of reading.
Prerequisite: 18 hours in reading or permission of the advisor.

R_E 5715 - Reading Assessment and Correction (3)

When Offered: Fall, Spring
An in-depth examination of informal reading assessment practices and remedial teaching techniques. This course includes practicum experiences in administering and interpreting informal word recognition, contextual reading, and spelling instruments.

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

When Offered: On Demand
Provides students with a closely supervised practicum experience in which they assess and teach children/adults who are experiencing reading difficulties.
Prerequisite: LIT 5715.

R_E 5730 - Reading and Writing Instruction for Intermediate and Advanced Learners (3)

When Offered: Spring
Strategies for helping students use reading and writing as tools for comprehension of texts and for learning in content-area disciplines are explored. A broad cultural view of literacy forms the context for reviewing the research on strategic teaching and learning. The general focus is on third-grade through adult learners.

R_E 5735 - Practicum in Teaching Severely Disabled Readers (3)

When Offered: On Demand
This course provides a supervised clinical teaching experience with severely disabled readers. Students are guided in the use of systematic multisensory reading instruction. The topic of reading disability will be investigated throughout the semester.
Prerequisite: LIT 5715.

R_E 5740 - Seminar in the Clinical Teaching of Reading (3)

When Offered: On Demand
Provides students with experiences designed to enable application to general education settings of insights gained through assessing and teaching children/adults who are experiencing reading difficulties.
Prerequisite: LIT 5715.

R_E 5760 - Adult Literacy Instruction (3)

When Offered: On Demand
An in-depth review of assessing and teaching literacy skills in Adult Basic Education programs.

R_E 5900 - Internship (3-9)

When Offered: Fall, Spring
An internship in the area of reading education.
Prerequisite: Permission of the advisor.
Graded on an S/U basis.

R_E 5989 - Graduate Research (1-9)

When Offered: Fall, Spring
This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. LIT 5989 does not count toward a degree.
Graded on an S/U basis.

R_E 5999 - Thesis (1-4)

When Offered: Fall, Spring
Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

R_E 6120 - Psychological Processes in Reading (3)

When Offered: On Demand
This course examines current theories of reading processes, supporting research, and implications for teaching reading. The course is approached from a cognitive psychological perspective, where the nature of mature reading is considered first, followed by consideration of developmental issues in reading. Course topics will include research on eye movements, comprehension, phonemic awareness and decoding, beginning reading, and fluency, as well as other current theoretical issues.

R_E 6568 - Language and Linguistics in Reading (3)

When Offered: On Demand
This course examines language acquisition and language structure from both theoretical and practical perspectives. Students will have the opportunity to learn about cognitive, social, and cultural aspects of language. Emphasis will be placed on understanding psycholinguistic and sociolinguistic perspectives; language acquisition; and components of language, including pragmatics, semantics, syntax, morphology, and phonology. Concepts of oral and written language will be explored within the context of community and classroom discourse and literacy practice.

R_E 6575 - Technology and Literacy (3)

When Offered: On Demand
This course provides students an opportunity to critically examine the central issues and theoretical perspectives in research on technology and literacy, with an emphasis on critically examining the educational function of communication technology, assisted technology, digital and multimedia text, and educational software. Students will study the nature of technology and literacy, related classroom implementation issues, and specialized use of technology for students with disabilities.

R_E 6700 - Historical Trends in Reading Theory and Research (3)

When Offered: On Demand
This course examines significant trends and developments in reading theory and research from the early 1900s up to the present. Emphasis will be placed on three time periods: 1910-1930 which featured behavioral psychology, the development of basal readers and the first university-based reading clinics; 1955-1965 which featured the "Great Debate" between advocates of phonics and whole-word reading methodologies; and 1975-1995 which ushered in cognitive theories of reading and two competing psycholinguistic explanations of the reading process. Throughout the course, connections will be drawn between predominant reading theories and their effects on classroom reading materials and instructional methods.

R_E 6731 - Advanced Issues in Literacy and Learning (3)

When Offered: On Demand
This course provides opportunities for students to investigate current theory and research related to specific literacy topics. The course also engages students in analyzing current literacy programs and practices to identify the theoretical orientation, research base, historical context, and political agendas that inform them. Representative topics include: comprehension, composition, classroom discourse, vocabulary, English language learners, and evolving representations of literacy and text.

R_E 6735 - Severe Reading Disability (3)

When Offered: On Demand
This course takes an in-depth look at the topic of severe reading disability as it is currently understood. To this end, relevant research, discussion, and practices are surveyed and studied.

R_E 7570 - Administering Reading/Language Arts Programs: The Research Base (3)

When Offered: On Demand
Provides the theoretical framework administrators need to supervise comprehensive classroom reading and language arts programs. The current research literature will be examined across several areas, including: psychological models of the reading process, reading/writing relationships, academic work, teacher effectiveness, and observation of instruction. This literature will form the basis for examining existing program approaches to teaching reading and language arts in the elementary school and for content area programs in middle and secondary schools. Next, "ideal" program models will be developed, and, finally, methods for implementing, supervising and evaluating programs will be analyzed.

R_E 7710 - Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3)

When Offered: On Demand
This seminar will focus on real world problems that administrators face in planning, implementing, and evaluating reading/language arts programs in public school settings. Discussion of pre-selected problems (with corresponding reading lists) will form the core of the course. Students will be encouraged to focus on specific reading and writing issues and problems in their own school districts.
Prerequisite: LIT 7570

R_E 7989 - Doctoral Research (1-9)

When Offered: Fall, Spring

This course is designed to provide access to University facilities for continuing doctoral research.

LIT 7989 does not count toward a degree.

Graded on an S/U basis.

Change all courses listed from R_E prefix to LIT prefix:

3b

LIT 5010 - Literacy Instruction and Assessment for Students with Autism (3)

When Offered: Fall, Spring
This course will address issues, strategies, technologies, materials and methods of successful literacy instruction and assessment of students with autism. Inclusive and self-contained settings will be addressed through examples and experiences with students on the autism spectrum.

LIT 5040 - Teacher as Researcher (3) [CL]

When Offered: Fall, Spring, Summer
This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research.
(Same as C_I 5040/RES 5040/SPE 5040.)

LIT 5100 - Teaching Beginning Readers and Writers (3)

When Offered: Fall
Various approaches to teaching beginning readers and writers are introduced (K-3). There is an emphasis on teaching methods that capitalize on the language competence students bring with them to school. Word recognition, comprehension, and writing instruction are considered within the framework of a meaningful, integrated reading/language arts program.

LIT 5111 - Issues, Trends, and Practices in Reading (2-3)

When Offered: On Demand
Provides students with an in-depth study of significant issues, trends, and practices in reading at all educational levels. The course is designed to deal with questions and problems of the type facing key teachers, supervisors, and administrators. Because the course is concerned with current trends and issues, it is assumed that the course will undergo periodic changes in terms of what is current.

LIT 5120 - Psychological Bases of Reading (3)

When Offered: On Demand

The thrust of this course is toward providing advanced reading majors with a comprehensive over-view of contemporary theories of psychology and instruction as they can be applied to explicating the complex processes underlying reading behavior. Basically, the course deals with the following areas: (1) definitions of reading; (2) reading as verbal behavior; (3) perception and sensation in reading; (4) reading and cognition; (5) learning and reading; (6) growth and development and reading; (7) attention, motivation, and reading; (8) personality and reading; (9) learning from written materials; and, (10) individual differences and reading.

LIT 5130 - Teaching the Language Arts (3)

When Offered: Fall

A study of the latest research, practices, interpretation, methods, materials and strategies in teaching the language arts.

LIT 5140 - Advanced Study of Children's Literature (3)

When Offered: Spring

Provides an opportunity for students to extend their knowledge of children's books. Emphasis will be placed on an examination of the history of major publishers of children's literature, multicultural perspectives in reading and writing, and the theories of response to literature. Consideration will be given to how literature contributes to learning and language development.

LIT 5200 - The Politics of Literacy (3)

When Offered: On Demand

This course examines literacy from political, historical and theoretical perspectives. The role of special interest groups and federal and state agencies on literacy instruction will be examined. A strong emphasis throughout the course will be on the development of students as thinkers, researchers, writers, and advocates for effective literacy policy.

LIT 5210 - Educating Students with Reading Disabilities (3)

When Offered: On Demand
This course examines the federal policy and school-level practices that affect the education of students with reading disabilities. Changes in federal policy will be examined across a historical context. Students will be challenged to think critically about these changes and evaluate the degree to which federal policy facilitates the education of students with reading disabilities.

LIT 5220 - Teaching Intermediate Struggling Readers (3)

When Offered: On Demand
This course acquaints teachers with issues involved in providing effective reading instruction to struggling readers in grades fourth through eighth. Among these issues are assessment, materials selection, grouping and management concerns, and instruction (including comprehension, word recognition, fluency, and vocabulary). Participating teachers should leave the course with a better conceptual understanding of the specific challenges they face and strategies and tools for meeting these challenges.

LIT 5500 - Independent Study (1-4)

When Offered: Fall, Spring

LIT 5510 - Field Experience in Teaching Reading (1-6)

When Offered: Fall, Spring
Students register only by permission of the advisor.

LIT 5525 - Product of Learning (1-3) [CL]

When Offered: On Demand
Graded on an S/U basis. (Same as SPE 5525.)

LIT 5530-5549 - Selected Topics (1-4)

When Offered: On Demand

LIT 5570 - Reading Curriculum: Organization, Supervision and Assessment (3)

When Offered: On Demand
Studies are made of reading curriculum designs, and the implementation, supervision and evaluation of reading programs.
Prerequisite: 18 hours in reading or permission of the advisor.

LIT 5671 - Research in Current Literature in Reading (3)

When Offered: On Demand
Research and critical analyses are made in current periodicals, journals, and recent books on critical areas of reading.
Prerequisite: 18 hours in reading or permission of the advisor.

LIT 5715 - Reading Assessment and Correction (3)

When Offered: Fall, Spring
An in-depth examination of informal reading assessment practices and remedial teaching techniques. This course includes practicum experiences in administering and interpreting informal word recognition, contextual reading, and spelling instruments.

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

When Offered: On Demand
Provides students with a closely supervised practicum experience in which they assess and teach children/adults who are experiencing reading difficulties.
Prerequisite: LIT 5715.

LIT 5730 - Reading and Writing Instruction for Intermediate and Advanced Learners (3)

When Offered: Spring
Strategies for helping students use reading and writing as tools for comprehension of texts and for learning in content-area disciplines are explored. A broad cultural view of literacy forms the context for reviewing the research on strategic teaching and learning. The general focus is on third-grade through adult learners.

LIT 5735 - Practicum in Teaching Severely Disabled Readers (3)

When Offered: On Demand
This course provides a supervised clinical teaching experience with severely disabled readers. Students are guided in the use of systematic multisensory reading instruction. The topic of reading disability will be investigated throughout the semester.
Prerequisite: LIT 5715.

LIT 5740 - Seminar in the Clinical Teaching of Reading (3)

When Offered: On Demand
Provides students with experiences designed to enable application to general education settings of insights gained through assessing and teaching children/adults who are experiencing reading difficulties.
Prerequisite: LIT 5715.

LIT 5760 - Adult Literacy Instruction (3)

When Offered: On Demand
An in-depth review of assessing and teaching literacy skills in Adult Basic Education programs.

LIT 5900 - Internship (3-9)

When Offered: Fall, Spring
An internship in the area of reading education.
Prerequisite: Permission of the advisor.
Graded on an S/U basis.

LIT 5989 - Graduate Research (1-9)

When Offered: Fall, Spring
This course is designed to provide access to University facilities for continuing graduate research at the master's and specialist's levels. LIT 5989 does not count toward a degree.
Graded on an S/U basis.

LIT 5999 - Thesis (1-4)

When Offered: Fall, Spring
Graded on an SP/UP basis until the thesis has been successfully defended and received final approval, at which time all grades will be changed to S.

LIT 6120 - Psychological Processes in Reading (3)

When Offered: On Demand
This course examines current theories of reading processes, supporting research, and implications for teaching reading. The course is approached from a cognitive psychological perspective, where the nature of mature reading is considered first, followed by consideration of developmental issues in reading. Course topics will include research on eye movements, comprehension, phonemic awareness and decoding, beginning reading, and fluency, as well as other current theoretical issues.

LIT 6568 - Language and Linguistics in Reading (3)

When Offered: On Demand
This course examines language acquisition and language structure from both theoretical and practical perspectives. Students will have the opportunity to learn about cognitive, social, and cultural aspects of language. Emphasis will be placed on understanding psycholinguistic and sociolinguistic perspectives; language acquisition; and components of language, including pragmatics, semantics, syntax, morphology, and phonology. Concepts of oral and written language will be explored within the context of community and classroom discourse and literacy practice.

LIT 6575 - Technology and Literacy (3)

When Offered: On Demand
This course provides students an opportunity to critically examine the central issues and theoretical perspectives in research on technology and literacy, with an emphasis on critically examining the educational function of communication technology, assisted technology, digital and multimedia text, and educational software. Students will study the nature of technology and literacy, related classroom implementation issues, and specialized use of technology for students with disabilities.

LIT 6700 - Historical Trends in Reading Theory and Research (3)

When Offered: On Demand
This course examines significant trends and developments in reading theory and research from the early 1900s up to the present. Emphasis will be placed on three time periods: 1910-1930 which featured behavioral psychology, the development of basal readers and the first university-based reading clinics; 1955-1965 which featured the "Great Debate" between advocates of phonics and whole-word reading methodologies; and 1975-1995 which ushered in cognitive theories of reading and two competing psycholinguistic explanations of the reading process. Throughout the course, connections will be drawn between predominant reading theories and their effects on classroom reading materials and instructional methods.

LIT 6731 - Advanced Issues in Literacy and Learning (3)

When Offered: On Demand
This course provides opportunities for students to investigate current theory and research related to specific literacy topics. The course also engages students in analyzing current literacy programs and practices to identify the theoretical orientation, research base, historical context, and political agendas that inform them. Representative topics include: comprehension, composition, classroom discourse, vocabulary, English language learners, and evolving representations of literacy and text.

LIT 6735 - Severe Reading Disability (3)

When Offered: On Demand
This course takes an in-depth look at the topic of severe reading disability as it is currently understood. To this end, relevant research, discussion, and practices are surveyed and studied.

LIT 7570 - Administering Reading/Language Arts Programs: The Research Base (3)

When Offered: On Demand

Provides the theoretical framework administrators need to supervise comprehensive classroom reading and language arts programs. The current research literature will be examined across several areas, including: psychological models of the reading process, reading/writing relationships, academic work, teacher effectiveness, and observation of instruction. This literature will form the basis for examining existing program approaches to teaching reading and language arts in the elementary school and for content area programs in middle and secondary schools. Next, "ideal" program models will be developed, and, finally, methods for implementing, supervising and evaluating programs will be analyzed.

LIT 7710 - Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3)

When Offered: On Demand

This seminar will focus on real world problems that administrators face in planning, implementing, and evaluating reading/language arts programs in public school settings. Discussion of pre-selected problems (with corresponding reading lists) will form the core of the course. Students will be encouraged to focus on specific reading and writing issues and problems in their own school districts.
Prerequisite: LIT 7570

LIT 7989 - Doctoral Research (1-9)

When Offered: Fall, Spring

This course is designed to provide access to University facilities for continuing doctoral research.

LIT 7989 does not count toward a degree.

Graded on an S/U basis.

Current Bulletin Copy

R_E 5710 - Seminar in Reading and Language Arts Research (3)
 When Offered: On Demand
Current theory and research in reading and the language arts are examined. Students select a topic in which to pursue in-depth study and then their newly-acquired knowledge is applied to classroom teaching. Emphasis is placed on assisting teachers to be leaders in school settings. This course should be taken at the end of the Master of Arts program.

Proposed Bulletin Copy

LIT 5710 - Seminar in Reading and Language Arts Research (3)
 When Offered: On Demand
Current theory and research in reading and the language arts are examined. Students select a topic in which to pursue in-depth study and then their newly-acquired knowledge is applied to classroom teaching. Emphasis is placed on assisting teachers to be leaders in school settings.

Special Education Graduate Certificate

Program Code: GCERT_720A

CIP Code: 13.1011

Program of Study for the Graduate Certificate in Special Education

This certificate with the successful completion of appropriate licensure exams will allow candidates to be eligible for a NC license in Special Education: 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 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

Total Required (Minimum 27 Hours)

Required Courses (27 Hours)

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

- **~~R E~~LIT 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) [CL]**
- OR
- **C I 5240 - Mathematics for Special Education Teachers (3) [CL]**
-
- **SPE 5250 - Teaching Mathematics to Students with Learning Disabilities (3)**
- **SPE 5595 - Individual Differences (3)**
- **SPE 5610 - Classroom Management for Effective Instruction (3)**
- **SPE 5901 - Practicum (1-3)** (1+1+1=3)
- **EDU 5900 - Graduate Student Teaching (3)**

Autism Graduate Certificate

Program Code: GCERT_718A
CIP Code: 13.1013

Learn more about the **Department of Reading Education and Special Education**.

Program of Study for the Graduate Certificate in Autism

Admission Requirements: Baccalaureate degree from an accredited college or university; **complete the application to the Graduate School**.

Note: This certificate does not lead to NC licensure, but may be used toward the fulfillment of the 36-hour requirement for the MA degree in Special Education.

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

Location: On Campus

Course Requirements for the Graduate Certificate in Autism

Total Required (Minimum 12 Hours)

Required Courses (12 Hours)

Choose Four from the Following Courses

- **R ELIT 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 5500 - Independent Study (1-4)** (when the topic is related to Autism, 3 Hours)
- **SPE 5530-5539 - Selected Topics (1-4)** (when the topic is related to Autism, 3 Hours)
- **CSD 5530-5549 - Selected Topics (1-4)** (when the topic is related to Autism, 3 Hours)

Special Education, MA

Program Code: MA_476A
CIP Code: 13.1001

Program of Study for the Master of Arts in Special Education

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 these criteria 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.

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

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Accelerated Master's Program

This program offers an **Accelerated Master's** option for undergraduate students currently enrolled at Appalachian State University.

Course Requirements for the Master of Arts in Special Education

Total Required (Minimum 36 Hours)

Required Courses (21 Hours)

- **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)

- **SPE 5030 - Research Informing Practice in Special Education (3)**
- **R ~~E~~LIT 5040 - Teacher as Researcher (3) [CL]**
- **SPE 5040 - Teacher as Researcher (3) [CL]**
- **RES 5000 - Research Methods (3)**

Choose From the Following Practicum Courses (3 Hours)

- **~~R~~ ELIT 5725 - Practicum in the Clinical Teaching of Reading (3)**
- **~~R~~ ELIT 5735 - Practicum in Teaching Severely Disabled Readers (3)**
- **SPE 5901 - Practicum (1-3)** (3 Hours)

Choose one course from each disability area (9 Hours)

Emotional/Behavioral Disorders

- **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

- **SPE 5220 - Characteristics, Assessment, and Identification of Individuals with Specific Learning Disabilities (3)**
- **SPE 5636 - Advanced Studies in Specific Learning Disabilities (3)**

Intellectual Disabilities

- **SPE 5230 - Assessment and Instruction of Individuals with Intellectual Disabilities (3)**
- **SPE 5626 - Advanced Studies in Intellectual Disabilities (3)**

Thesis Option (15 Hours)

Choose One:

With Thesis (15 Hours)

- **SPE 5999 - Thesis (1-4)** (3 Hours)
- 12 hours of graduate electives chosen with the graduate advisor's approval, see the list of Suggested Electives below

Without Thesis (15 Hours)

- **~~R~~ ELIT 5525 - Product of Learning (1-3) [CL]** (3 Hours)
- or

- **SPE 5525 - Product of Learning (1-3) [CL]** (3 Hours)

- 12 hours of graduate electives chosen with the graduate advisor's approval, see the list of Suggested Electives below

Suggested Electives

Elective hours must be chosen in consultation with the advisor from Special Education or related areas such as ~~Reading~~Literacy Education, 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~~LIT 5010 - Literacy Instruction and Assessment for Students with Autism (3)**
- **LIT 5100 – Teaching Beginning Readers and Writers (3)**
- **LIT 5210 – Educating Students with Reading Disabilities (3)**
- **SPE 5045 - Advanced Topics in Diversity (3) [CL]**
- **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) [DL]**
- **SPE 5240 – Mathematics for Special Education Teachers (3)**
- **SPE 5250 – Teaching Mathematics to Students with Learning Disabilities (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

- **Thesis:** Optional
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Not required
- **Product of Learning:** ~~R E~~LIT 5525 or SPE 5525 required unless the thesis option is selected

Educational Leadership - Literacy in Exceptionalities Concentration, EdD

Program Code: EDD_702I

CIP Code: 13.0401

Program of Study for the Doctor of Education in Educational Leadership

Admission Requirements: Master's degree from an accredited college or university or the Education Specialist from Appalachian; **complete application to the Graduate School**; official general GRE exam scores, 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.

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 Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Course Requirements for the Doctor of Education in Educational Leadership

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Total Required (Minimum 60 Hours)

Required Courses (36 Hours)

- **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)

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. (Please also review the **Dissertation section** on the **List of Academic Policies** page.)

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

Concentration Requirements (18 Hours)

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

Select From the Following (12 or 15 Hours)

Select one ~~R E~~ LITprefixed course and one SPE prefixed course and an additional 6 - 9 hours from the following courses or other doctoral and graduate level courses with the approval of the Doctoral Program Director for a total of 12 or 15 hours in the concentration:

- **~~R E~~LIT 6120 - Psychological Processes in Reading (3)**
- **SPE 6110 - Literacy Instruction for Students with Challenging Behaviors (3)**
- **~~R E~~LIT 6568 - Language and Linguistics in Reading (3)**
- **~~R E~~LIT 6735 - Severe Reading Disability (3)**
- **SPE 7120 - Issues and Trends in Special Education (3)**
- **SPE 7121 - Organizational Design and Implementation of Special Education Programs (3)**
- **~~R E~~LIT 6731 - Advanced Issues in Literacy and Learning (3)**
- **~~R E~~LIT 7570 - Administering Reading/Language Arts Programs: The Research Base (3)**
- **~~R E~~LIT 7710 - Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3)**

Other Requirements for the EdD in Educational Leadership

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

Notes

- As required by UNC Board of Governors policy, doctoral students must remain enrolled in at least one hour each Fall and Spring semester until graduation once 6 dissertation semester hours are completed.
- 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.
- The program requires a minimum of 60 semester hours beyond the student's master's degree. All students must take at least 48 semester hours of doctoral coursework (or a combination of doctoral coursework and approved EdS courses).
- Students entering the doctoral program with an EdS in Higher Education from Appalachian will have fulfilled the requirements for a concentration in Higher Education.
- Students who hold an earned EdS degree from Appalachian State will be exempt from 24 - 30 credit hours of course work in the doctoral program. A student who holds an EdS from a regionally accredited university may be exempt from up to 30 credit hours of coursework in the doctoral program. The exemption is not automatic. Specific EdS coursework that might substitute for doctoral coursework will be identified after evaluation of eligible courses by the Program Director. All other degree requirements remain in effect. For further information on exemptions, contact the program director.

~~Reading~~ Literacy Education - Classroom/Clinical Concentration (leads to advanced teaching licensure), MA

Program Code: ~~MA_477E~~MA_857C
CIP Code: 13.1315

Program of Study for the Master of Arts in ~~Reading~~ Literacy Education, General With A Concentration in Classroom/Clinical

Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level (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 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 these criteria 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.

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Distance Education for locations (**distance.appstate.edu**).

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Accelerated Master's Program

This program offers an **Accelerated Master's** option for undergraduate students currently enrolled at Appalachian State University.

Course Requirements for the Master of Arts in ~~Reading~~ Literacy Education, General with a Concentration in Classroom/Clinical

Total Required (Minimum 36 Hours)

Required Courses (6 Hours)

Research Course (3 Hours)

Choose one:

- **R ELIT 5040 - Teacher as Researcher (3) [CL]**
- **RES 5040 - Teacher as Researcher (3) [CL]**
- **SPE 5040 - Teacher as Researcher (3) [CL]**
- **RES 5000 - Research Methods (3)**
- **RES 5560 - Classroom Assessment (3)**
- **SPE 5030 - Research Informing Practice in Special Education (3)**

Clinical Teaching Course (3 Hours)

Choose one:

- **R ELIT 5220 - Teaching Intermediate Struggling Readers (3)**
- **R ELIT 5725 - Practicum in the Clinical Teaching of Reading (3)**
- **R ELIT 5735 - Practicum in Teaching Severely Disabled Readers (3)**

Concentration Requirements (15 Hours)

- **R ELIT 5100 - Teaching Beginning Readers and Writers (3)**
- **R ELIT 5130 - Teaching the Language Arts (3)**
- **R ELIT 5140 - Advanced Study of Children's Literature (3)**
- **R ELIT 5715 - Reading Assessment and Correction (3)**
- **R ELIT 5730 - Reading and Writing Instruction for Intermediate and Advanced Learners (3)**
- Equivalent graduate course approved by the advisor may substitute for any of the courses above.

Thesis Option (15 Hours)

Choose one:

With Thesis (15 Hours)

- **R ELIT 5999 - Thesis (1-4)** (3 Hours)
- 12 hours of graduate electives chosen with the graduate advisor's approval

Without Thesis (15 Hours)

- **R ELIT 5525 - Product of Learning (1-3) [CL]** (3 Hours)

- Or
- SPE 5525 – Product of Learning (1-3) [CL} (3 Hours)
- 12 hours of graduate electives chosen with the graduate advisor's approval

Other Requirements for the MA in ~~Reading~~ Literacy Education, General (Classroom/Clinical Concentration)

- **Thesis**: Optional
- **Proficiency**: None required
- **Candidacy**: Not Required
- **Comprehensive**: Not Required
- **Product of Learning**: ~~R~~ ELIT 5525 or SPE 5525 is required unless the thesis option is selected.

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Reading Literacy Education - Adult Literacy Concentration, MA

Program Code: MA_477BMA_857B
CIP Code: 13.1315

Program of Study for the Master of Arts in Reading Literacy Education, General With A Concentration in Adult Literacy

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

To be considered for admission, applicants must meet the **criteria for admission to the Graduate School**. Meeting these criteria 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.

Location: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Distance Education for locations (**distance.appstate.edu**).

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Accelerated Master's Program

This program offers an **Accelerated Master's** option for undergraduate students currently enrolled at Appalachian State University.

Course Requirements for the Master of Arts in ~~Reading~~ Literacy Education, General with a Concentration in Adult Literacy

Total Required (Minimum 36 ~~W/ Thesis or 39~~ Hours)

Required Courses (6 Hours)

Research Course (3 Hours)

Choose One:

- LIT 5040 – Teacher as Researcher (3) [CL]
- **C I 5040 - Teacher as Researcher (3) [CL]**
- ~~R E 5040 - Teacher as Researcher (3) [CL]~~
- **RES 5040 - Teacher as Researcher (3) [CL]**
- **SPE 5040 - Teacher as Researcher (3) [CL]**
- **RES 5000 - Research Methods (3)**

- **RES 5560 - Classroom Assessment (3)**

Clinical Teaching~~Practicum~~ **Course (3 Hours)**

Choose one:

- **LIT 5220 – Teaching Intermediate Struggling Readers (3)**

- **R E**~~LIT~~ **5725 - Practicum in the Clinical Teaching of Reading (3)**
- **R E**~~LIT~~ **5735 - Practicum in Teaching Severely Disabled Readers (3)**

Concentration Requirements (~~18~~ 15Hours)

- ~~H E 5630 - The Adult Learner (3)~~
- **R E**~~LIT~~ **5100 - Teaching Beginning Readers and Writers (3)**
- **R E**~~LIT~~ **5710 - Seminar in Reading and Language Arts Research (3)**
- **R E**~~LIT~~ **5715 - Reading Assessment and Correction (3)**
- **R E**~~LIT~~ **5730 - Reading and Writing Instruction for Intermediate and Advanced Learners (3)**
- **R E**~~LIT~~ **5760 - Adult Literacy Instruction (3)**

Thesis Option (~~12~~ 15 Hours)

Choose one:

With Thesis (1~~5~~2 Hours)

- **R E**~~LIT~~ **5999 - Thesis** ~~(1-4)~~ (3 Hours)
- 12~~9~~ hours of graduate electives chosen with the graduate advisor's approval, see the ~~Reading~~ Literacy Education, Adult Literacy concentration check sheet for a list of suggested electives

Without Thesis (15 Hours)

- **R E**~~LIT~~ **5525 - Product of Learning** ~~(1-3)~~ **[CL]** (3 Hours)
- 12 hours of graduate electives chosen with the graduate advisor's approval, see the ~~Reading~~ Literacy Education, Adult Literacy concentration check sheet for a list of suggested electives

Other Requirements for the MA in Reading Education, General (Adult Literacy Concentration)

- **Thesis**: Optional
- **Proficiency**: None required
- **Candidacy**: Not Required~~Required; see the program director for specific timeline and requirements for admission to candidacy~~
- **Comprehensive**: Required
- **Product of Learning**: ~~R E~~LIT 5525 is required unless thesis option is selected.

~~Reading~~ Literacy Education Graduate Certificate

Program Code: GCERT_ ~~449A~~ 856A
CIP Code: 13.1315

Program of Study for the Graduate Certificate in ~~Reading~~ Literacy Education

This certificate does not lead to NC licensure; however, completion of the 18-hour certificate partially fulfills the 24-hour requirement for the add-on Reading Education license for NC and may be used toward the fulfillment of the 36-hour requirement for the MA degree in ~~Reading~~ Literacy Education.

Admission Requirements: Baccalaureate degree in Education, Reading, or a related 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: On Campus and Off Campus; Off-Campus applications are accepted on a rolling basis; please contact the Office of Distance Education for locations (**distance.appstate.edu**).

Course Requirements for the Graduate Certificate in ~~Reading~~ Literacy Education

Total Required (Minimum 18 Hours)

Required Courses (18 Hours)

Students will select six courses for 18 hours from the following:

- **~~R~~ ELIT 5010 - Literacy Instruction and Assessment for Students with Autism (3)**
- **~~R~~ ELIT 5040 - Teacher as Researcher (3) [CL]**
- **~~R~~ ELIT 5100 - Teaching Beginning Readers and Writers (3)**
- **~~R~~ ELIT 5111 - Issues, Trends, and Practices in Reading (2-3)**
- **~~R~~ ELIT 5130 - Teaching the Language Arts (3)**
- **~~R~~ ELIT 5140 - Advanced Study of Children's Literature (3)**
- **~~R~~ ELIT 5210 - Educating Students with Reading Disabilities (3)**
- **~~R~~ ELIT 5220 - Teaching Intermediate Struggling Readers (3)**
- **~~R~~ ELIT 5530-5549 - Selected Topics (1-4)**
- **~~R~~ ELIT 5570 - Reading Curriculum: Organization, Supervision and Assessment (3)**
- **~~R~~ ELIT 5710 - Seminar in Reading and Language Arts Research (3)**
- **~~R~~ ELIT 5715 - Reading Assessment and Correction (3)**
- **~~R~~ ELIT 5725 - Practicum in the Clinical Teaching of Reading (3)**
- **~~R~~ ELIT 5730 - Reading and Writing Instruction for Intermediate and Advanced Learners (3)**
- **~~R~~ ELIT 5735 - Practicum in Teaching Severely Disabled Readers (3)**
- **~~R~~ ELIT 5740 - Seminar in the Clinical Teaching of Reading (3)**
- **~~R~~ ELIT 6120 - Psychological Processes in Reading (3)**
- **~~R~~ ELIT 6568 - Language and Linguistics in Reading (3)**
- **~~R~~ ELIT 6575 - Technology and Literacy (3)**
- **~~R~~ ELIT 6700 - Historical Trends in Reading Theory and Research (3)**
- **~~R~~ ELIT 6731 - Advanced Issues in Literacy and Learning (3)**
- **~~R~~ ELIT 6735 - Severe Reading Disability (3)**
- **~~R~~ ELIT 7570 - Administering Reading/Language Arts Programs: The Research Base (3)**
- **~~R~~ ELIT 7710 - Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3)**
- Additional graduate courses may substitute for those listed above with permission of advisor from ~~Reading~~ Literacy Education

Current Bulletin Copy

CIS 3760 - Blockchain for Business (3)

When Offered: On Demand

This course provides an overview of business blockchain and distributed ledger technologies to students in a business context. Blockchain use cases in technology, business, analytics and enterprise products and institutions will be discussed and evaluated. Short-term and long-term social and ethical impact of blockchain based applications will be interpreted.

Prerequisite: 45 earned hours

Proposed Bulletin Copy

CIS 4760 - Global Blockchain for Business (3)

When Offered: On Demand

This course provides an overview of global business blockchain, distributed ledger technologies, and other emerging Web3 applications to students with a business background. Blockchain use cases in technology, business, analytics and enterprise products and institutions from Northern Africa, Sub-Saharan Africa, Latin America, North America, Asia, Europe, and Oceania will be discussed and evaluated. Short-term and long-term social and ethical impact of blockchain based applications will be interpreted.

NOTE: Students who have taken CIS 3760 cannot earn credit for CIS 4760.

Prerequisites: a minimum grade of "C" (2.0) in any Writing in the Discipline (WID) course.

[Dual-listed with CIS 5760.] Dual-listed courses require senior standing; juniors may enroll with the permission of the department.

CIS 5760 - Global Blockchain for Business (3)

When Offered: On Demand

This course provides an overview of global business blockchain, distributed ledger technologies, and other emerging Web3 applications to students with a business background. Blockchain use cases in technology, business, analytics and enterprise products and institutions from Northern Africa, Sub-Saharan Africa, Latin America, North America, Asia, Europe, and Oceania will be discussed and evaluated. Short-term and long-term social and ethical impact of blockchain based applications will be interpreted.

[Dual listed with CIS 4760.]

CURRENT NAMES AND DESCRIPTIONS

CIS 4620 - IS Strategy and Ethics (3)

When Offered: On Demand
This course examines how to effectively lead an information systems organization. Chief Information Officers are tasked to take part in determining corporate strategy based on information technology and its potential role in corporate objectives-while determining the IS (Information System) strategy to most effectively implement the corporate strategy in terms of information technology, IS personnel, data, and telecommunications. That IS strategy focus of this course will be on the ethical and privacy issues related to security enhancement and the growing use of the Internet. IS governance will include personnel issues, legal and financial obligations, data privacy and security, vendor relations, and business unit liaison. This course will also examine how information systems impact both individuals and organizations. Cultural, ethical, moral, human interaction, privacy, security, and relationship issues will be analyzed; ethical and privacy issues related to security enhancement and the growing use of the Internet will be examined.
Prerequisites: 84 earned hours, a minimum grade of "C" (2.0) in any Writing in the Discipline (WID) course, and CIS 2050.

CIS 5620 - IS Strategy, Policy, and Governance (3)

When Offered: On Demand
This course examines how to effectively lead an information systems organization. Chief Information Officers are tasked to take part in determining corporate strategy based on information technology and its potential role in corporate objectives - while determining the IS (Information System) strategy to most effectively implement the corporate strategy in terms of information technology, IS personnel, data, and telecommunications. That IS strategy will also be implemented in terms of an IS policy, and then executed as IS governance. IS governance will include personnel issues, legal and financial obligations, data privacy and security, vendor relations, and business unit liaison.

PROPOSED NAMES AND DESCRIPTIONS

CIS 4620 - IS Strategy, Policy, and Governance (3)

When Offered: On Demand
This course examines how to effectively lead an information systems organization. Chief Information Officers are tasked to take part in determining corporate strategy based on information technology and its potential role in corporate objectives-while determining the IS (Information System) strategy to most effectively implement the corporate strategy in terms of information technology, IS personnel, data, and telecommunications. That IS strategy focus of this course will be on the ethical and privacy issues related to security enhancement and the growing use of the Internet. IS governance will include personnel issues, legal and financial obligations, data privacy and security, vendor relations, and business unit liaison. This course will also examine how information systems impact both individuals and organizations. Cultural, ethical, moral, human interaction, privacy, security, and relationship issues will be analyzed; ethical and privacy issues related to security enhancement and the growing use of the Internet will be examined.

Prerequisites: a minimum grade of "C" (2.0) in any Writing in the Discipline (WID) course

[Dual-listed with CIS 5620.] Dual listed courses require senior standing; juniors may enroll with permission of the department.

CIS 5620 - IS Strategy, Policy, and Governance (3)

When Offered: On Demand
This course examines how to effectively lead an information systems organization. Chief Information Officers are tasked to take part in determining corporate strategy based on information technology and its potential role in corporate objectives-while determining the IS (Information System) strategy to most effectively implement the corporate strategy in terms of information technology, IS personnel, data, and telecommunications. That IS strategy focus of this course will be on the ethical and privacy issues related to security enhancement and the growing use of the Internet. IS governance will include personnel issues, legal and financial obligations, data privacy and security, vendor relations, and business unit liaison. This course will also examine how information systems impact both individuals and organizations. Cultural, ethical, moral, human interaction, privacy, security, and relationship issues will be analyzed; ethical and privacy issues related to security enhancement and the growing use of the Internet will be examined.

[Dual-listed with CIS 4620]

2022-2023 Graduate Bulletin
Appalachian State University

Business Administration - Cybersecurity Concentration, MBA

Program Code: MBA_305J
CIP Code: 52.0201
Program of Study for the Master of Business Administration

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

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

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

- Have five or more years of full-time, professional work or military experience; *OR*
- Have a cumulative undergraduate GPA of 3.6 or higher; *OR*
- Hold verified membership in Beta Gamma Sigma.

The GMAT waiver is only available to candidates who have not taken the GMAT within the past five years.

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

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Accelerated Master's Program

This program offers an **Accelerated Master's** option for undergraduate students currently enrolled at Appalachian State University.

Course Requirements for the Master of Business Administration

Total Required (Minimum 36 Hours)

Required Coursework (24 Hours)

- **MBA 5110 - Economics for Decision-Making (3)**
- **MBA 5200 - Problem Analysis and Quantitative Methods (3)**
- **MBA 5220 - Operations and Supply Chain Management (3)**
- **MBA 5230 - Fundamentals of Business Analytics (3) [CL] or MBA 5260 – Introduction to Business Analytics and Information Systems**
- **MBA 5320 - Managerial Accounting (3)**
- **MBA 5420 - Marketing Strategy and Applications (3)**
- **MBA 5600 - Managerial Finance (3)**
- **MBA 5750 - Strategic Management (3)**
- **MBA 5820 - Executive Skills (0)** ~~Students must enroll in their final semester.~~

Concentration Requirements (12 Hours)

Choose 9 hours from the list below; one other elective may be chosen with approval of the program director.
- CIS 5620 – IS Strategy, Policy, and Governance (3)
- CIS 5760 – Global Blockchain for Business (3)
- FIN 5850 – FinTech / InsureTech (3)
- MBA 5660 - Web Analytics, Data Privacy and Security (3)

Additional Elective Options

With approval of the program director, the following courses can count in any concentration provided that the course content fits with the concentration theme.
- **MBA 5060 - Executive Seminar (1-3)**
- **MBA 5500 - Independent Study (1-6)**
- **MBA 5800 - Business Practicum (1-6)**
- **MBA 5900 - MBA Internship (1-6)**
- **MBA 5998 - Thesis Preparation (1-3)**
- **MBA 5999 - Thesis (1-6)**

Other Requirements for the MBA

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

Note on Candidacy

Students must demonstrate knowledge and exposure to international business and culture before completion of the degree program, through approved activities such as short term study abroad, completion of a course with an international theme, international internship, practicum with an international theme, or other activities as approved by the program director.

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Applied Data Analytics - Cybersecurity Concentration, MS

Program Code: MS_304G
CIP Code: 11.0802

Program of Study for the Master of Science in Applied Data Analytics

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; 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.
Standardized Exam Waiver Eligibility: The standardized exam (GMAT or GRE) requirement may be waived for applicants who:
- Have five or more years of full-time, professional work or military experience; *OR*
- Have completed a graduate certificate in Business Analytics at Appalachian State University with a minimum GPA of 3.5 or higher; *OR*
- Have a cumulative undergraduate degree of 3.5 or higher; *OR*
- Hold verified membership in Beta Gamma Sigma.
Location: On Campus
Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.
Accelerated Master's Program

This program offers an **Accelerated Master's** option for undergraduate students currently enrolled at Appalachian State University.

Course Requirements for the Master of Science in Applied Data Analytics

Total Required (Minimum 36 Hours)

Required Courses (27 Hours)

Core Courses (24 Hours)

- **CIS 5450 - Project Management and Visualization (3)**
- **CIS 5630 - Data Management (3)**
- **CIS 5845 - Unstructured Data Analytics (3)**
-
- **CIS 5685 - Programming for Business Analytics (3)**
- OR
- **C_S 5245 - Data Programming (3)**
-
- Take any two of the following three courses:
- **ECO 5720 - Applied Econometrics (3) [DL]**
- **ECO 5740 - Forecasting and Time Series Models (3) [DL]**
- **PSY 5050 - Advanced Quantitative Methods (3)**
-
- **MBA 5200 - Problem Analysis and Quantitative Methods (3)**
- OR
- **PSY 5030 - Quantitative Methods in Psychology (3)**
-
- **MBA 5660 - Web Analytics, Data Privacy and Security (3)**
- **MBA 5820 - Executive Skills (0)**

Thesis or Non-Thesis Option (3 Hours)

- **MBA 5999 - Thesis (1-6)** (3 Hours)
- **CIS 5860 - Applied Analytics Project (1-6)** (3 Hours)

Concentration Requirements (9 Hours)

Choose Three from the List Below (9 Hours)

Other electives may be chosen with approval of the program director.
- CIS 5620 IS Strategy, Policy, and Governance (3)
- CIS 5760 Global Blockchain for Business
- FIN 5850 FinTech / InsureTech
- MBA 5260 Introduction to Business Analytics and Information Systems

Other Requirements for the MS in Applied Data Analytics

- **Thesis**: Optional
- **Proficiency**: Not required
- **Candidacy**: Required
    - Students must demonstrate knowledge and ability in technology, statistical methods, business case analysis and professional presentation skills through a program level final project reviewed presentation.
- **Comprehensive**: Not required
- **Product of Learning**: Not required

CHANGE TO REQUIRED COURSEWORK FOR THE MBA – ALL CONCENTRATIONS

Master of Business Administration
- **Business Administration - Business Analytics Concentration, MBA**
- **Business Administration - Economics Concentration, MBA**
- **Business Administration - Interdisciplinary Business Concentration, MBA**
- **Business Administration - International Business Concentration, MBA**
- **Business Administration - Leading and Managing Human Resources Concentration, MBA**
- **Business Administration - Supply Chain Management Concentration, MBA**
- **Business Administration - Sustainable Business Concentration, MBA**

Course Requirements for the Master of Business Administration

Total Required (Minimum 36 Hours)

Required Coursework (24 Hours)

- **MBA 5110 - Economics for Decision-Making (3)**
- **MBA 5200 - Problem Analysis and Quantitative Methods (3)**
- **MBA 5220 - Operations and Supply Chain Management (3)**
- **MBA 5230 - Fundamentals of Business Analytics (3) [CL]** or MBA 5260 – Introduction to Business Analytics and Information Systems (3)
- **MBA 5320 - Managerial Accounting (3)**
- **MBA 5420 - Marketing Strategy and Applications (3)**
- **MBA 5600 - Managerial Finance (3)**
- **MBA 5750 - Strategic Management (3)**
- **MBA 5820 - Executive Skills (0)** ~~Students must enroll in their final semester.~~

Business Administration - Interdisciplinary Business Concentration, MBA and Public Administration - Public Management Concentration, MPA

Program Codes: MBA_305G and MPA_279B

CIP Codes: 52.0201 and 44.0401

Program of Study for the Master of Business Administration and the Master of Public Administration

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

Additional MBA Admission Requirements: Evidence of knowledge in statistics, financial accounting, economics, corporate finance, marketing, and organizational behavior through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.

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

Standardized Exam Waiver Eligibility: The standardized exam requirement may be waived for applicants who:

- Have a cumulative undergraduate GPA of 3.0 or higher AND have five or more years of relevant full-time, post-baccalaureate work or military experience; **OR**
- Have an earned Master's or higher level degree with a cumulative GPA of 3.0 or higher; **OR**
- Have a cumulative undergraduate GPA of 3.6; **OR**
- Hold membership in Beta Gamma Sigma Honor Society.

Location: On Campus, or combination of Off Campus and Online. Off-Campus/Online cohorts follow a part-time extended format.

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program, but requires that applicants hold a minimum cumulative undergraduate GPA of 3.0 or higher in their last earned bachelor's degree or 3.3 or higher in an earned graduate degree. No exam waiver is automatic but will require review and approval by the program and 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. More complete information about standardized exam waivers can be found in the **Admissions Requirements section of this Bulletin**.

Accelerated Master's Program

This program offers an **Accelerated Master's** option for undergraduate students currently enrolled at Appalachian State University.

Course Requirements for the Master of Business Administration and the Master of Public Administration

Total Required (Minimum 60 Hours)

MBA Required Courses (21 Hours)

- **MBA 5020 - International Experience (3)** OR Another course with an international business theme as approved by the MBA director.
- **MBA 5110 - Economics for Decision-Making (3)**
- **MBA 5220 - Operations and Supply Chain Management (3)**
- **MBA 5230 - Fundamentals of Business Analytics (3) [CL]** or MBA 5260 – Introduction to Business Analytics and Information Systems
- **MBA 5320 - Managerial Accounting (3)**
- **MBA 5420 - Marketing Strategy and Applications (3)**
- **MBA 5600 - Managerial Finance (3)**
- **MBA 5820 - Executive Skills (0)** ~~Dual-Degree students must enroll in their final semester.~~

MPA Required Courses (21 Hours)

- **P_A 5060 - Seminar in Public Administration (3)**
- **P_A 5180 - Public Policy Analysis and Program Evaluation (3) [CL]**
- **P_A 5360 - Public Personnel Administration (3)**
- **P_A 5460 - Budgeting and Fiscal Administration (3)**
- **P_A 5558 - Capstone Research (1)**
- **P_A 5559 - Capstone in Public Administration (2)**

Internship or Research (6 Hours)

Choose Internship or Research option in consultation with MPA director

- **P_A 5900 - Internship in Public Administration (3-6)** (6 hours)
- OR
- **P_A 5010 - Field-Based Research (3)** and an MPA Elective (3)

Shared Required Courses (6 hours)

Choose One (3 Hours)

- **MBA 5200 - Problem Analysis and Quantitative Methods (3)**
- **P_A 5000 - Research Methods (3)**

Choose One (3 Hours)

- **MBA 5750 - Strategic Management (3)**

- **P_A 5260 - Organization Theory and Behavior (3)**

Electives (12 Hours)

12 hours of Graduate Electives approved by MBA and MPA advisors

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

MBA 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 MBA degree. For more information about differential tuition, please refer to **http://studentaccounts.appstate.edu/tuition-and-fees**

Other Requirements for the Dual MBA and MPA

- **Thesis:** Optional
- **Proficiency:** Not required for MBA. MPA students must demonstrate a proficiency in reading a foreign language or quantitative analysis as a research tool. The department may determine the proficiency required for MPA.
- **Candidacy:** Required for MBA. Not required for MPA.
- **Comprehensive:** Not required for MBA. Successful completion of a capstone experience (P_A 5558 plus P_A 5559) fulfills the requirement for a comprehensive examination for MPA.
- **Product of Learning:** Not required

Business Administration - Interdisciplinary Business Concentration, MBA and Industrial-Organizational Psychology and Human Resource Management, MA

Program Codes: MBA_305G and MA_258A
CIP Codes: 52.0201 and 42.2804

Learn more about the **Walker College of Business**, the **Department of Psychology**, and the **Department of Management**.

Program of Study for the Dual Master of Business Administration and the Master of Arts in Industrial-Organizational Psychology and Human Resource Management

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

Additional MBA Admission Requirements: Evidence of knowledge in statistics, financial accounting, economics, corporate finance, marketing, and organizational behavior through course work, work experience or completion of an accelerated prerequisite program before taking graduate course work in those subjects.

Additional MA IOHRM Admission Requirements: Completion of courses in General Psychology and Introductory Statistics; statement not exceeding two pages describing the applicant's academic and professional goals.

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

Location: On Campus

Course Requirements for the Dual Master of Business Administration and the Master of Arts in Industrial-Organizational Psychology and Human Resource Management

Total Required (Minimum 69 Hours)

Master of Business Administration Required Courses (24 Hours)

- **MBA 5020 - International Experience (3)** OR Another course with an international business theme as approved by the MBA director.
- **MBA 5110 - Economics for Decision-Making (3)**
- **MBA 5220 - Operations and Supply Chain Management (3)**
- **MBA 5230 - Fundamentals of Business Analytics (3) [CL]** or MBA 5260 – Introduction to Business Analytics and Information Systems
- **MBA 5320 - Managerial Accounting (3)**
- **MBA 5420 - Marketing Strategy and Applications (3)**
- **MBA 5600 - Managerial Finance (3)**
- **MBA 5750 - Strategic Management (3)**
- **MBA 5820 - Executive Skills (0)** Dual-Degree students must enroll in their final semester.

Master of Arts in Industrial-Organizational Psychology and Human Resource Management Required Courses (42 Hours)

- **MGT 5040 - Employment Law (3)**
- **MGT 5160 - Strategic Human Resource Management (3)**
- **MGT 5570 - Compensation (3) [DL]**

- **PSY 5020 - Research Methods in Psychology (3)**
- **PSY 5030 - Quantitative Methods in Psychology (3)**
-
- **MGT 5045 - Introduction to Human Resources and Professional Issues (3) [CL]**
- or
- **PSY 5045 - Introduction to Human Resources and Professional Issues (3) [CL]**
-
- **MGT 5055 - Leadership, Groups, and Teams (3) [CL]**
- or
- **PSY 5055 - Leadership, Groups, and Teams (3) [CL]**
-
- **MGT 5065 - Organizational Development (3) [CL]**
- or
- **PSY 5065 - Organizational Development (3) [CL]**
-
- **MGT 5660 - Staffing (3) [CL]**
- or
- **PSY 5660 - Staffing (3) [CL]**
-
- **MGT 5661 - Performance Management (3) [CL]**
- or
- **PSY 5661 - Performance Management (3) [CL]**
-
- **MGT 5671 - Training and Development (3) [CL]**
- or
- **PSY 5671 - Training and Development (3) [CL]**
-
- **MGT 5672 - Advanced Organizational Psychology (3) [CL]**
- or
- **PSY 5672 - Advanced Organizational Psychology (3) [CL]**

Internship (6 Hours)

- **MGT 5900 - Internship (1-6)**

Electives (3 Hours)

Graduate Electives approved by MBA and IOHRM Advisors (3 Hours)

Note

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

MBA 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 MBA degree. For more information about differential tuition, please refer to **http://studentaccounts.appstate.edu/tuition-and-fees**

Other Requirements for the Dual Master of Business Administration and the Master of Arts in Industrial-Organizational Psychology and Human Resource Management

Thesis: Not Required

Proficiency: Statistics proficiency met by completion of **PSY 5020**

Candidacy: Required for both programs

- For the MA IOHRM: See the program director for specific timeline and requirements for admission to candidacy.

Comprehensive: Required for MA IOHRM - Each candidate will satisfactorily complete a comprehensive oral exam administered by Program Faculty

Product of Learning: None required

Business Administration - Interdisciplinary Business Concentration, MBA and Higher Education - Community College and University Leadership Concentration, MA

Program Code: MBA_305G and MA_454G

CIP Code: 52.0201 and 13.0406

Program of Study for the Dual Master of Business Administration and the Master of Arts in Higher Education

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

Additional MBA Admission Requirements: Evidence of knowledge in statistics, financial accounting, economics, corporate finance, marketing, and organizational behavior through course work, work experience or completion of the accelerated prerequisite program before taking graduate course work in those subjects.

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

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

Course Requirements for the Dual Master of Business Administration and Master of Arts in Higher Education

Total Required (Minimum 54 Hours)

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

MBA Required Coursework (27 Hours)

- **MBA 5110 - Economics for Decision-Making (3)**
- **MBA 5200 - Problem Analysis and Quantitative Methods (3)**
- **MBA 5220 - Operations and Supply Chain Management (3)**
- **MBA 5230 - Fundamentals of Business Analytics (3) [CL]** or MBA 5260 – Introduction to Business Analytics and Information Systems
- **MBA 5320 - Managerial Accounting (3)**
- **MBA 5420 - Marketing Strategy and Applications (3)**
- **MBA 5600 - Managerial Finance (3)**
- **MBA 5750 - Strategic Management (3)**
- **MBA 5820 - Executive Skills (0)** ~~Dual-Degree Students must enroll in their final semester.~~
- Interdisciplinary MBA elective with approval of advisor (3 Hours)

MA in Higher Education Required Coursework (27 Hours)

- **H_E 5160 - Supervising and Advising in Higher Education (3)**
- **H_E 5380 - Diversity in Higher Education (3)**
- **H_E 5420 - The Community College (3)**
- **H_E 5430 - Organization and Governance in Higher Education (3)**
- **H_E 5441 - Globalization in Higher Education (3)**
- **H_E 5700 - Leadership in Higher Education (3)**
- **H_E 5840 - Higher Education Finance (3)**
- **H_E 5860 - The 21st Century College Student (3)**

- [**H E 6861 - The History and Law of American Higher Education (3)**](#)

MBA 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 MBA degree. For more information about differential tuition, please refer to **http://studentaccounts.appstate.edu/tuition-and-fees**

Other Requirements for the Dual MBA and MA in Higher Education

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- **Thesis:** Optional (MBA elective)
- **Proficiency:** Not required
- **Candidacy:** Required for MBA. Not required for MA in Higher Education.
- **Comprehensive:** Not required for MBA. MA in Higher Education students must successfully complete a written comprehensive exam.
- **Product of Learning:** Not required