

Provost approved 6/3/2024
Effective Fall 2024 unless noted otherwise

Graduate Academic Policies and Procedures Meeting Minutes
January 29, 2024
3:00 - 5:00 PM, Zoom Only

Voting Members Present: Margaret Gregor, Alby Clandennin, Kristl Davison, Matt Estep, Beth Frye, Tammy Haley, Jennifer Howard, Scot Justice, Melody Schwantes, Susan Staub, Jamie Yarbrough

Administrative Members Present: Ashley Colquitt, Ross Gosky, Stefanie Heinrich

Absent Members: Alan Needle, Andrew Windham

Guests: Eric Berry, Brad Bury, Will Canu, Victoria Carlberg, Aftynne Cheek, Kym Fasczewski, Leonardo Flores, Stacey Garrett, Jeffry Hirst, Jonathan Ibarra, Terry McClannon, Gary McCollough, Jennifer McGee, Vachel Miller, Jason Miller, Patrick O'Shea, Brian Raichle, Jason Xiong

1. Call to Order – Dr. Holly Hirst, Chair, Graduate AP&P made at 3:02pm
2. Introduction of Guests
3. Approval of the Minutes of the November 20, 2023 Graduate AP&P Meeting
Motion to approve the minutes was made from the floor.
Motion (1) approved at 3:05pm
4. For Information Only presented at 3:05
 - A. Minimum GPA for Accelerated MA in English (change from 3.6 to 3.5)
 - B. Minimum GPA and Conditions for Exam Waiver for degree and certificate programs
5. New Business – Curriculum Proposals

A. Walker College of Business

Accounting

Subcommittee Motion: Approve

G COB ACC 2023 2: Change ACC 5310.

G COB ACC 2023 3: Change ACC 5650.

G COB ACC 2023 4: Add ACC 5655.

G COB ACC 2023 5: Add ACC 5675.

Vote (2): Motion is to approve 4 proposed changes.

Motion passed

B. Fine and Applied Arts

Sustainable Technology & the Built Environment

Subcommittee Motion: Approve

G FAA STBE 2023 1: Delete TEC 5119.

G FAA STBE 2023 2: Delete TEC 5525.

G FAA STBE 2023 3: Delete TEC 5560.

G FAA STBE 2023 4: Delete TEC 5638.

G_FAA_STBE_2023_5: Delete TEC 5709.
G_FAA_STBE_2023_6: Delete TEC 5728.
G_FAA_STBE_2023_7: Delete TEC 5718.
G_FAA_STBE_2023_10: Change the credit hours for TEC 5410
GU_FAA_STBE_2023_1: Add BSC 5640 and dual list with BSC 4640.
GU_FAA_STBE_2023_2: Add BSC 5459 and dual list with BSC 4459.
GU_FAA_STBE_2023_3: Add BSC 5659 and dual list with BSC 4659.
Vote (3): Motion to approve 1-7, 10, 1-3.
Motion passed.

Subcommittee Motion: Approve

G_FAA_STBE_2023_8: Change POS for the MS Technology Appropriate Technology concentration.
G_FAA_STBE_2023_9: Change POS for the MS Technology Sustainable Building Design and Construction concentration.
Vote (4): Motion to approve 8 & 9.
Motion passed.

C. Beaver College of Health Sciences

Nutrition & Health Care Management

Subcommittee Motion: Approve

GU_HS_NHM_2023_09: Add NUT 4225 to be dual listed with NUT 5225.
Vote (5): Motion to approve of 09
Motion passed.

Communication Sciences & Disorders

Subcommittee Motion: Approve

GU_HS_RHS_2023_1: Delete CSD 4845/5845
G_HS_RHS_2023_5: Add CSD 5562.
Vote (7): Motion to approve 1, 5-6.
Motion passed.

Subcommittee Motion: Approve

G_HS_RHS_2023_6: Delete Admission to Candidacy for Speech Language Pathology.
Vote (7): Motion to approve 1, 5-6.
Motion passed.

Recreation Management

Subcommittee Motion: Approve

GU_HS_RPE_2023_5: Change HPE 4430/5430.
G_HS_RPE_2023_8: Change HPE 5220.
G_HS_RPE_2023_9: Change HPE 5230.
Vote (8): Motion to approve 5, 8-9.
Motion passed.

Public Health & Exercise Science

Subcommittee Motion: Approve

G_HS_HES_2023_21: Add ES 5590.

G HS HES 2023 23: Delete ES 5591.

G HS HES 2023 38: Add ES 5593.

G HS HES 2023 39: Add ES 5731.

G HS HES 2023 40: Add ES 5001.

Vote (9): Motion to approve 21, 23, 38-40.

Motion passed.

Subcommittee Motion: Approve

G HS HES 2023 41: Update Exercise Science concentrations POS.

Vote (10): Motion to approve 41

Motion passed.

D. College of Arts and Sciences

Biology

Subcommittee Motion: Approve

GU CAS BIO 2023 06: Change BIO 4513/5513 prerequisites.

G CAS BIO 2023 07: Delete BIO 5980.

G CAS BIO 2023 12: Add BIO 5985.

Vote (11): motion to approve 06, 06, 12.

Motion passed.

English

Subcommittee Motion: Approve

G CAS ENG 2023 08: Change ENG 5400 credit hours.

Vote (12): Motion to approve 08.

Motion passed.

Subcommittee Motion: Approve

G CAS ENG 2023 09: Change Rhetoric & Composition Graduate Certificate POS.

Vote (13): Motion to approve 09.

Motion passed.

Subcommittee Motion: Approve

G CAS ENG 2023 10: Revise MA English POS Other Requirements.

Vote (14): Motion to approve 10.

Motion passed.

Geology and Environmental Sciences

Subcommittee Motion: Approve

GU CAS GES 2023 13: Change course type of GES 4025/5025.

Vote (15): Motion to approve 13.

Motion passed.

Government & Justice Studies

Subcommittee Motion: Approve

GU CAS GJS 2023 1: Dual List courses PA 4665 and PA 5665.

G CAS GJS 2023 4: Add PA 5240.

Vote (16): Motion to approve 01 & 04.

Motion passed.

Psychology

Subcommittee Motion: Approve

G CAS PSY 2023 02: Change PSY 7805.

Vote (17): Motion to approve 02.

Motion passed.

Subcommittee Motion: Approve

G CAS PSY 2023 01: Change PsyD program to clearly delineate the masters from doctoral coursework, and change competencies language.

Vote (18): Motion to approve 01.

Motion passed.

E. Reich College of Education

Child Development, Literacy, and Special Education

Subcommittee Motion: Approve

G COE CLS 2023 1: Add SPE 5648.

G COE CLS 2023 2: Change SPE 5220.

G COE CLS 3: Change SPE 5620.

Vote (19): Motion to approve 1-3.

Motion passed.

Subcommittee Motion: Approve

G COE CLS 2023 5: Add a Graduate Certificate in Special Education Leadership.

Tabled for February meeting

Counseling, Family Therapy, and Higher Education

Subcommittee Motion: Approve

G COE CTH 2023 1: Delete GCERT 447A Systemic Multicultural Counseling.

Vote (20): Motion to approve 1.

Motion passed.

Subcommittee Motion: Approve

G COE CTH 2023 2: Change HE 5210 prerequisites.

G COE CTH 2023 3: Change HE 5220 prerequisites.

G COE CTH 2023 4: Change HE 5230 prerequisites.

G COE CTH 2023 5: Add HE 5890.

G COE CTH 2023 9: Add HE 5680.

G COE CTH 2023 10: Add HE 5690.

G COE CTH 2023 11: Add HE 5460.

Vote (21): Motion to approve 2-5, 9-11.

Motion passed.

Subcommittee Motion: Approve

G COE CTH 2023 6: Change MA Higher Education Community

College and University Leadership Concentration POS.

G COE CTH 2023 18: Change MBA - MA Higher Education dual degree POS.

Vote (22): Motion to approve 6 & 18.

Motion passed.

Subcommittee Motion: Approve

G COE CTH 2023 19: Add CED 5581.

G COE CTH 2023 20: Change Expressive Arts Therapy Graduate Certificate POS.

G COE CTH 2023 21: Change MA Clinical Mental Health Counseling.

G COE CTH 2023 22: Change MA Clinical Mental Health Counseling and Master of Music Therapy dual-degree POS.

Vote (23): Motion to approve 19-22

Motion passed.

Subcommittee Motion: Approve

G COE CTH 2023 12: Add HE 7000.

G COE CTH 2023 13: Add HE 7040.

G COE CTH 2023 14: Add HE 7020.

G COE CTH 2023 15: Add HE 7030.

G COE CTH 2023 16: Add HE 7010.

Vote (24): Motion to approve 12-16.

Motion passed.

Leadership & Educational Studies

Subcommittee Motion: Approve

G COE LES 2023 1: Change title and prefix of EDL 7165 to RES 7165.

G COE LES 2023 2: Change title and prefix of EDL 7175 to RES 7175.

G COE LES 2023 3: Change title and prefix of EDL 7160 to RES 7160.

G COE LES 2023 4: Change title, prefix, and other items in EDL 7180 to RES 7180. G COE LES 2023 5: Change title and prefix of EDL 7190 to RES 7190.

G COE LES 2023 6: Change title and prefix of EDL 7170 to RES 7170.

G COE LES 2023 7: Add RES 7115.

G COE LES 2023 8: Change title and prefix of EDL 7120 to RES 7120.

G COE LES 2023 9: Change title and prefix of EDL 7130 to RES 7130.

G COE LES 2023 10: Change title and prefix of EDL 7110 to RES.

G COE LES 2023 11: Add RES 7210.

G COE LES 2023 12: Add RES 7215.

G COE LES 2023 13: Add RES 7230.

G COE LES 2023 14: Add RES 7235.

G COE LES 2023 15: Add RES 7240.

G COE LES 2023 16: Add RES 7250.

G COE LES 2023 17: Add RES 7260.

G COE LES 2023 18: Add RES 7310.

G COE LES 2023 19: Change EDL 7025.

G COE LES 2023 20: Change EDL 7020.

G COE LES 2023 21: Change EDL 7065.

G COE LES 2023 27: Add EDL 7550.

G COE LES 2023 28: Add EDL 7027.

G COE LES 2023 29: Add EDL 7032.

Vote (25): Motion to approve 1-10, 11-21, 27-29
Motion passed.

Subcommittee Motion: Approve

G_COE_LES_2023_22: Change Ed Leadership EdD-EdS Dual Degree POS.

G_COE_LES_2023_23: Change Ed Leadership Interdisciplinary concentration POS.

G_COE_LES_2023_24: Change Ed Leadership IT Leadership concentration POS.

G_COE_LES_2023_25: Change Ed Leadership Literacies in Exceptionalities concentration POS.

G_COE_LES_2023_26: Change Ed Leadership Higher Education concentration POS.

Vote (26): Motion to approve 23-26

Motion passed.

Media, Career Studies, and Leadership Development

Subcommittee Motion: Approve

G_COE_MCL_2023_1: Remove MTL 5910 as a requirement and Add an Elective Option for the following Certificates: Instructional Tech Facilitation, Online Design, Comm, and Engagement, Digital Media Literacy.

G_COE_MCL_2023_2: Change prefix of CI 5630 to MTL 5630.

Vote (27): Motion to approve 1 & 2.

Motion passed.

Subcommittee Motion: Approve

G_COE_MCL_2023_3: Create ITL prefix.

G_COE_MCL_2023_4: Change four courses from LES to ITL prefix.

G_COE_MCL_2023_5: Change GCert for International Leadership.

Vote (28): Motion to approve 3-5.

Motion passed.

Subcommittee Motion: Approve

G_COE_MCL_2023_7: Add LIB 5000.

G_COE_MCL_2023_8: Add LIB 5250.

G_COE_MCL_2023_9: Add LIB 5330.

G_COE_MCL_2023_10: Add LIB 5340.

G_COE_MCL_2023_11: Change LIB 5160 title.

Vote (29): Motion to approve 7-11.

Motion passed.

Subcommittee Motion: Approve

G_COE_MCL_2023_6: Create concentrations for Library Science program.

Vote (30): Motion to approve 6.

Motion passed.

6. New Business – Policy Proposals

Subcommittee Motion: Approve

2024_01_Certificate_Bulletin_Change: Revise policy and subsequent bulletin language relating to adding certificates and applying certificate credit towards a degree.

Vote (31): Motion to approve Bulletin Change.
Motion passed.

7. Old Business: No items.

8. Announcements

A. From Holly Hirst:

a. Max Poole, former Dean of the Graduate School, passed away in Nov. 2023.

B. School of Graduate Studies: Ross Gosky & Ashley Colquitt

a. Ross:

i. GSGA funding requests for travel & research - Jan. 31st first spring deadline.
Second round, March 31st.

b. Ashley:

i. Notices for GRAM awards coming out ASAP, and Harkrader soon.

ii. Ross has permanently accepted the role of Associate Dean for the School of Graduate Studies.

iii. Call for issues that seem to impact time to degree completion, policy-wise, for graduate students. If you have any information or things for Ashley to look into, please let her know.

9. Adjournment

Motion to adjourn the meeting.

Motion passed.

Meeting adjourned at 4:12pm

G_COB_ACC_2023_2

Current Bulletin copy

C 5310 - Auditing Theory Seminar (3)

When Offered: Fall

A study of advanced concepts, theories and techniques applied to external financial auditing and other assurance services. Topics may include forensic accounting, sustainability assurance services, internal controls, risk assessment, and the current regulatory environment.

Prerequisite: ACC 4560 (Introduction to Auditing) or equivalent.

Proposed Bulletin copy

ACC 5310 – Advanced Auditing Topics (3)

When Offered: Fall, Spring

A study of advanced concepts and techniques applied to external financial auditing and other assurance services. Topics may include professional skepticism, auditor judgment and decision making, auditor negotiation, risk assessment, and the current regulatory environment.

Prerequisite: ACC 4560 (Introduction to Auditing) or equivalent.

G_COB_ACC_2023_3

Current Bulletin copy

ACC 5650 - Advanced Study in Business Environment and Concepts (1)

When Offered: On Demand

An in-depth study and review of the underlying reasons for, and accounting implications of, business transactions.

Prerequisites: Admission to the MS in Accounting program or permission of the instructor, program director and department chair.

Proposed Bulletin copy

ACC 5650 - Advanced Study in Business Analysis and Reporting (1)

When Offered: On Demand

An in-depth study and review of the underlying reasons for, and accounting implications of, business transactions.

Prerequisites: Admission to the MS in Accounting program or permission of the instructor, program director, and department chair.

G_COB_ACC_2023_4

Proposed Bulletin copy

ACC 5655 - Advanced Study in Tax Compliance and Reporting (1)

When Offered: On Demand

An in-depth study and review of taxation topics involving more advanced individual and entity tax compliance, plus additional content focused on personal financial planning and entity planning.

Prerequisites: Admission to the MS in Accounting program or permission of the instructor, program director, and department chair.

G_COB_ACC_2023_5

Proposed Bulletin copy

ACC 5675 - Advanced Study in Accounting Information Systems and Controls (1)

When Offered: On Demand

An in-depth study and review of accounting information technology (IT) topics involving business processes, information systems, information security and governance, IT assurance and advisory services, internal controls, and SOC (System and Organization Controls) reporting.

Prerequisites: Admission to the MS in Accounting program or permission from Associate Dean for Advanced Studies in Business.

G_FAA_STBE_2023_1

Current Bulletin copy (to be deleted)

TEC 5119 - Industrial Leadership, Organization, and Communication (3)

When Offered: Fall

Current principles of leadership, organization, and communication as they relate to industrial settings. Emphasis will be placed on the driving forces of change, change agents, and how to be successful managing the necessary elements of change for effective utilization of human resources. Case studies will be provided to study how successful companies are responding to the new demands of leadership, organization, and communication.

G_FAA_STBE_2023_2

Current Bulletin copy (to be deleted)

TEC 5525 - Product of Learning (1-3)

When Offered: On Demand

Graded on an S/U basis.

G_FAA_STBE_2023_3

Current Bulletin copy (to be deleted)

TEC 5560 - Advanced Problems in Technical Areas (1-2)

When Offered: On Demand

Individual research. Areas to be determined by need, background, and interest.
Prerequisite: Admission to candidacy.

G_FAA_STBE_2023_4

Current Bulletin copy (to be deleted)

TEC 5638 - Contemporary Problems in Appropriate Technology (3)

When Offered: On Demand

This course is designed to provide students with an overview of contemporary problems facing the Appropriate Technology movement such as affordable and efficient alternative energy systems, small scale production systems, waste management and recycling, bioregional development, community and shelter design and technology transfer methodology. Each student will have the opportunity to explore in-depth a problem of their choosing and will be given guidance in the identification, definition and analysis of their chosen problem. Both library research and prototype or model construction will be required.

Lecture two hours, laboratory two hours.

G_FAA_STBE_2023_5

Current Bulletin copy (to be deleted)

TEC 5709 - Forecasting and Assessment of Technology (3)

When Offered: On Demand

This course examines three main subjects: 1) Methodologies developed to forecast technological growth, including economic analysis of emerging technologies. 2) Procedures and methods for assessing the impact of technologies on the economy, the environment, and society. 3) Societal issues regarding both technological growth and studying the future of technology.

G_FAA_STBE_2023_6

Current Bulletin copy (to be deleted)

TEC 5728 - Commercial Building Design (3)

When Offered: Fall, Spring

This is an advanced level course exploring the broad field of architectural design. It investigates the details of buildings, from structural elements to decorative components. Students will apply a variety of design development techniques, including sketching and rendering, computer-aided drafting and design (CADD), and model building. Required course projects include a full set of construction drawings for a commercial building using CADD software, as well as a rendering and model of the building. Students will also research and prepare a detailed report on a historical or current topic in architecture.

Prerequisite: TEC 3728 (Architectural Design Studio I) or permission of the instructor.

Current Bulletin copy (to be deleted)

TEC 5718 - Construction Management (3) [DL]

When Offered: On Demand

This course Introduces students to the mechanics of managing construction projects and personnel. Organizational structures, required licenses, codes, permits, safety requirements, personnel management, customer relations, scheduling, accounting, insurance, and financing are addressed. Special attention is given to the use of computer software, such as spreadsheets and scheduling programs, for construction management activities.

Prerequisites: MAT 1020 (College Algebra with Applications) or higher, TEC 1708 (Construction Technology and Building Codes), TEC 2718 (Building Mechanical Systems), TEC 3038 (Commercial Construction Technology), TEC 3718 (Construction Estimating), and basic knowledge of computer word processing, Internet procedures, and spreadsheets, or permission of the instructor. [Dual-listed with TEC 4718.]

G_FAA_STBE_2023_10

Current Bulletin copy

TEC 5410 - Integrated Design Studio (6)

When Offered: On Demand

In this course, students will participate as members of a multidisciplinary design team with a goal of generating comprehensive plans for low-impact, high-performance buildings. The integrated design studio setting will emphasize the ways in which design and construction are intertwined by focusing on “buildable” designing, planning, and estimating using building information modeling (BIM). Emphasis will also be placed on incorporation of energy efficiency strategies, renewable energy systems, and alternative construction systems. In addition, students will employ design innovation and research strategies, with a goal of creating unique systems that might result in development of intellectual property. Studio eight hours.

Proposed Bulletin copy

TEC 5410 - Integrated Design Studio (3)

When Offered: On Demand

In this course, students will participate as members of a multidisciplinary design team with a goal of generating comprehensive plans for low-impact, high-performance buildings. The integrated design studio setting will emphasize the ways in which design and construction are intertwined by focusing on “buildable” designing, planning, and estimating using building information modeling (BIM). Emphasis will also be placed on incorporation of energy efficiency strategies, renewable energy systems, and alternative construction systems. In addition, students will employ design innovation and research strategies, with a goal of creating unique systems that might result in development of intellectual property. Studio four hours.

GU_FAA_STBE_2023_1

Current Bulletin copy

BSC 4640 Construction Administration (3)

When Offered: Fall; Spring

This course emphasizes the administrative aspects of construction projects. Topics covered include organizational structures and delivery methods, required licenses and insurance, taxes, codes, permits, safety requirements, personnel management, customer relations, value engineering, accounting, financing, and construction law.

Proposed Bulletin copy

(see next page for BSC 5640 course description)

BSC 4640 Construction Administration (3)

When Offered: Fall; Spring

This course emphasizes the administrative aspects of construction projects. Topics covered include organizational structures and delivery methods, required licenses and insurance, taxes, codes, permits, safety requirements, personnel management, customer relations, value engineering, accounting, financing, and construction law. [Dual-listed with BSC 5640.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Current and Proposed Course Descriptions

BSC 4640 Construction Administration (3)

When Offered: Fall; Spring

This course emphasizes the administrative aspects of construction projects. Topics covered include organizational structures and delivery methods, required licenses and insurance, taxes, codes, permits, safety requirements, personnel management, customer relations, value engineering, accounting, financing, and construction law.

BSC 4640 Construction Administration (3)

When Offered: Fall; Spring

This course emphasizes the administrative aspects of construction projects. Topics covered include organizational structures and delivery methods, required licenses and insurance, taxes, codes, permits, safety requirements, personnel management, customer relations, value engineering, accounting, financing, and construction law. [Dual-listed with BSC 5640.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BSC 5640 Construction Administration (3) [DL]

When Offered: Fall; Spring

This course emphasizes the administrative aspects of construction projects. Topics covered include organizational structures and delivery methods, required licenses and insurance, taxes, codes, permits, safety requirements, personnel management, customer relations, value engineering, accounting, financing, and construction law. [Dual-listed with BSC 4640.]

Current Bulletin copy

BSC 4459 - Integrated Energy and Building Systems (4)

When Offered: Spring

This course explores systems design and performance quantification for a wide range of residential and commercial building types. Introduces complex energy modeling software as a tool for evaluating these different building systems. Reinforces analysis of passive and active systems. Emphasizes quantitative reasoning and verbal communication. Lecture two hours, laboratory two hours.

Prerequisites: TEC 3612 , BSC 3430, BSC 4900, and BSC 4901.

Proposed Bulletin copy

(see next page for BSC 5459 course description)

BSC 4459 - Integrated Energy and Building Systems (4)

When Offered: Spring

This course explores systems design and performance quantification for a wide range of residential and commercial building types. Introduces complex energy modeling software as a tool for evaluating these different building systems. Reinforces analysis of passive and active systems. Emphasizes quantitative reasoning and verbal communication. Lecture two hours, laboratory two hours.

Prerequisites: TEC 3612 , BSC 3430, BSC 4900, and BSC 4901.

[Dual-listed with BSC 5459.] Dual listed courses require senior standing; juniors may enroll with permission of the department.

Current and **Proposed** Course Descriptions

BSC 4459 - Integrated Energy and Building Systems (4)

When Offered: Spring

This course explores systems design and performance quantification for a wide range of residential and commercial building types. Introduces complex energy modeling software as a tool for evaluating these different building systems. Reinforces analysis of passive and active systems. Emphasizes quantitative reasoning and verbal communication. Lecture two hours, laboratory two hours.

Prerequisites: TEC 3612 , BSC 3430, BSC 4900, and BSC 4901.

BSC 4459 - Integrated Energy and Building Systems (4)

When Offered: Spring

This course explores systems design and performance quantification for a wide range of residential and commercial building types. Introduces complex energy modeling software as a tool for evaluating these different building systems. Reinforces analysis of passive and active systems. Emphasizes quantitative reasoning and verbal communication. Lecture two hours, laboratory two hours.

Prerequisites: TEC 3612 , BSC 3430, BSC 4900, and BSC 4901.

[Dual-listed with BSC 5459.] Dual listed courses require senior standing; juniors may enroll with permission of the department.

BSC 5459 - Integrated Energy and Building Systems (4) [DL]

When Offered: Spring

This course explores systems design and performance quantification for a wide range of residential and commercial building types. Introduces complex energy modeling software as a tool for evaluating these different building systems. Reinforces analysis of passive and active systems. Emphasizes quantitative reasoning and verbal communication. Lecture two hours, laboratory two hours. [Dual-listed with BSC 4459.]

Current Bulletin copy

BSC 4659 - Integrated Project Design and Delivery (4)

When Offered: Fall; Spring

This is an advanced level course exploring the broad field of how architectural building design, engineering, and construction management interface with one another. It investigates Integrated Project Delivery methods using Computer-aided Drafting and Design (CADD), Building Information Modeling (BIM) and physical model building. Required course projects include a full set of construction drawings, cost estimates, project planning, and scheduling. Lecture two hours, laboratory two hours.

Prerequisites: BSC 3630. Prerequisite or Corequisite: BSC 4640, BSC 4900 and BSC 4901.

Required course projects include a full set of construction drawings, cost estimates, project planning, and scheduling.

Proposed Bulletin Copy

(see next page for BSC 5659 course description)

BSC 4659 - Integrated Project Design and Delivery (4)

When Offered: Fall; Spring

This is an advanced level course exploring the broad field of how architectural building design, engineering, and construction management interface with one another. It investigates Integrated Project Delivery methods using Computer-aided Drafting and Design (CADD), Building Information Modeling (BIM) and physical model building. Required course projects include a full set of construction drawings, cost estimates, project planning, and scheduling. Lecture two hours, laboratory two hours.

Prerequisites: BSC 3630. Prerequisite or Corequisite: BSC 4640, BSC 4900 and BSC 4901.

[Dual-listed with BSC 5659.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Current and Proposed Course Descriptions

BSC 4659 - Integrated Project Design and Delivery (4)

When Offered: Fall; Spring

This is an advanced level course exploring the broad field of how architectural building design, engineering, and construction management interface with one another. It investigates Integrated Project Delivery methods using Computer-aided Drafting and Design (CADD), Building Information Modeling (BIM) and physical model building. Required course projects include a full set of construction drawings, cost estimates, project planning, and scheduling. Lecture two hours, laboratory two hours.

Prerequisites: [BSC 3630](#). Prerequisite or Corequisite: [BSC 4640](#), [BSC 4900](#) and [BSC 4901](#).

Required course projects include a full set of construction drawings, cost estimates, project planning, and scheduling.

BSC 4659 - Integrated Project Design and Delivery (4)

When Offered: Fall; Spring

This is an advanced level course exploring the broad field of how architectural building design, engineering, and construction management interface with one another. It investigates Integrated Project Delivery methods using Computer-aided Drafting and Design (CADD), Building Information Modeling (BIM) and physical model building. Required course projects include a full set of construction drawings, cost estimates, project planning, and scheduling. Lecture two hours, laboratory two hours.

Prerequisites: [BSC 3630](#). Prerequisite or Corequisite: [BSC 4640](#), [BSC 4900](#) and [BSC 4901](#).

[Dual-listed with BSC 5659.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BSC 5659 - Integrated Project Design and Delivery (4) [DL]

When Offered: Fall; Spring

This is an advanced level course exploring the broad field of how architectural building design, engineering, and construction management interface with one another. It investigates Integrated Project Delivery methods using Computer-aided Drafting and Design (CADD), Building Information Modeling (BIM) and physical model building. Required course projects include a full set of construction drawings, cost estimates, project planning, and scheduling. Lecture two hours, laboratory two hours. [Dual-listed with BSC 4659.]

Current and **Proposed** Bulletin Copy

Technology - ~~Appropriate~~ Renewable Energy Technology Concentration, MS

Program Code: MS_599B599X

CIP Code: 15.0612

Program of Study for the Master of Science in Technology

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores [for applicants with a cumulative undergraduate GPA below 2.9](#); statement of career 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: Boone Campus

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 Technology

Total Required (Minimum 36 Hours)

Foundation Courses (3 Hours)

- [TEC 5139 - Technology and Culture \(3\)](#)
- [TEC 5670 - Seminar \(0+0+0\)](#)

Research Core (6 or 9 Hours)

- [TEC 5000 - Research in Technology \(3\)](#)

Choose One of the Following Courses

- [TEC 5809 - Research and Development in Technical Areas \(3\)](#)
- [TEC 5999 - Thesis \(3-6\)](#) (6 Hours)

Concentration Requirements (24 or 27 Hours)

Graduate Core (9 Hours)

Choose From:

- [TEC 5129 - Project Management \(3\)](#)
- [TEC 5149 - Entrepreneurship in Technology and Science \(3\)](#)
- [TEC 5900 - Internship \(3-6\)](#)
- Approved graduate-level discipline-related advanced computer modeling course (3)
- Approved graduate-level discipline-related advanced policy course (3)

Approved Coursework (12 Hours)

Choose From the Following Courses:

- [TEC 5260 - Renewable Energy Engineering \(3\)](#)
- [TEC 5270 - Advanced Computer Modeling of Renewable Energy \(3\)](#)
- [TEC 5509 - Technical Competency Development \(3\)](#)
- [TEC 5515 - PV Operations and Maintenance \(3\) \[DL\]](#)
- [TEC 5520 - PV Business \(3\) \[DL\]](#)
- [TEC 5604 - Sustainable Transportation \(3\)](#)
- [TEC 5605 - Sustainable Resource Management \(3\)](#)
- [TEC 5606 - Sustainable Water and Wastewater Technology \(3\)](#)

- [TEC 5607 - Wind and Hydro Power Technology \(3\) \[DL\]](#)
- [TEC 5608 - Photovoltaic System Design and Construction \(3\) ~~\[DL\]~~](#)
- [TEC 5614 - EV Design \(3\) \[DL\]](#)
- [TEC 5615 - Renewable Energy Project Development \(3\) \[DL\]](#)
- [TEC 5618 - Sustainable Building Design and Construction \(3\) \[DL\]](#)
- [TEC 5628 - Solar Thermal Energy Technology \(3\) \[DL\]](#)
- [TEC 5633 - Battery-Based PV Systems \(3\) \[DL\]](#)
- [TEC 5700 - Bioenergy Technology \(3\) \[DL\]](#)
- [TEC 5900 - Internship \(3-6\)](#)

Graduate Electives (3 or 6 Hours)

- 3 or 6 hours of graduate electives

Other Requirements for the MS in Technology

- **Thesis:** Optional
- **Proficiency:** None required
- **Candidacy:** Required for thesis option; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** Written Exam and Oral Presentation for Technical Competencies - Students selecting the non-thesis option will have a written and oral exam covering coursework included on their program of study. The written exam is typically completed during the third semester of graduate study, During the last one-third of the program and no later than the last regular class day of the semester, there will be an oral presentation of technical competencies to the program committee.
- **Product of Learning:** Not required

Current and **Proposed** Bulletin Copy

Technology - Sustainable Building Design and Construction Concentration, MS

Program Code: MS_599H

CIP Code: 15.0612

Program of Study for the Master of Science in Technology

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores [for applicants with a cumulative undergraduate GPA below 2.9](#); statement of career 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: ~~Boone~~ Boone Campus

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 Technology

Total Required (Minimum 36 Hours)

Foundation Courses (3 Hours)

-
- [TEC 5139 - Technology and Culture \(3\)](#)
 - [TEC 5670 - Seminar \(0+0+0\)](#)

Research Core (6 or 9 Hours)

- [TEC 5000 - Research in Technology \(3\)](#)

Choose One of the Following Courses

- [TEC 5809 - Research and Development in Technical Areas \(3\)](#)
- [TEC 5999 - Thesis \(3-6\)](#) (6 Hours)

Concentration Requirements (24 or 27 Hours)

Graduate Core (9 Hours)

Choose From:

- [TEC 5129 - Project Management \(3\)](#)
- [TEC 5149 - Entrepreneurship in Technology and Science \(3\)](#)
- [TEC 5900 - Internship \(3-6\)](#)
- Approved graduate-level discipline-related advanced computer modeling course (3)
- Approved graduate-level discipline-related advanced policy course (3)

Approved Coursework (12 Hours)

Choose From the Following Courses:

- [TEC 5380 - Advanced Building Science \(3\)](#)
- [TEC 5410 - Integrated Design Studio \(36\)](#)
- [TEC 5420 - Sustainable Design/Build Laboratory \(3\)](#)
- [TEC 5430 - Project Site Administration \(3\)](#)
- [TEC 5440 - Advanced Building Information Modeling \(3\)](#)

- [TEC 5509 - Technical Competency Development \(3\)](#)
- [TEC 5618 - Sustainable Building Design and Construction \(3\) \[DL\]](#)
- [TEC 5708 - Building Science \(3\)](#)
- ~~[TEC 5718 - Construction Management \(3\) \[DL\]](#)~~
- ~~[TEC 5728 - Commercial Building Design \(3\)](#)~~
- [TEC 5758 - Planning and Scheduling \(3\)](#)
- [TEC 5900 - Internship \(3-6\)](#)
- ~~[BSC 5459 - Integrated Energy and Building Systems \(4\) \[DL\]](#)~~
- ~~[BSC 5640 - Construction Administration \(3\) \[DL\]](#)~~
- ~~[BSC 5659 - Integrated Project Design and Delivery \(4\) \[DL\]](#)~~

Graduate Electives (3-6 Hours)

- 3-6 hours of graduate electives

Other Requirements for the MS in Technology

- **Thesis:** Optional
- **Proficiency:** None required
- **Candidacy:** Required for thesis option; awarded upon approval of thesis committee and prospectus
- **Comprehensive:** Written Exam and Oral Presentation for Technical Competencies - Students selecting the non-thesis option will have a written and oral exam covering coursework included on their program of study. The written exam is typically completed during the third semester of graduate study, During the last one-third of the program and no later than the last regular class day of the semester, there will be an oral presentation of technical competencies to the program committee.
- **Product of Learning:** Not required

Bulletin Copy for NUT 4225/NUT 5225 Food Systems, Sustainability, and Society

NUT 4225: Food Systems, Sustainability, and Society (3)

When Offered: Spring, Summer I

This course explores the intricate interplay between food systems, sustainability, and society within the context of public health nutrition. Food security, environmental degradation, and societal well-being are inextricably linked, and understanding the dynamic relationships between these factors is crucial for effective public health nutrition practitioners. Through a comprehensive exploration of theoretical frameworks, empirical evidence, and case studies, students will develop a nuanced understanding of how food systems and sustainability practices impact society's health and well-being.

[Dual-listed with NUT 5225.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Prerequisite: Major in Nutrition and Foods Nutrition and Wellness Concentration or permission of the department.

NUT 5225: Food Systems, Sustainability, and Society (3)

When Offered: Summer I

This course explores the intricate interplay between food systems, sustainability, and society within the context of public health nutrition. Food security, environmental degradation, and societal well-being are inextricably linked, and understanding the dynamic relationships between these factors is crucial for effective public health nutrition practitioners. Through a comprehensive exploration of theoretical frameworks, empirical evidence, and case studies, students will develop a nuanced understanding of how food systems and sustainability practices impact society's health and well-being.

[Dual-listed with NUT 4225.]

Current Bulletin copy (to be deleted)

CSD 4845 - Theatre and Therapy (3)

When Offered: Fall

An interprofessional, activity-based experience that uses theatre as a context for therapeutic intervention for individuals with developmental disabilities and moderate to severe communication impairments. Students will have the opportunity to obtain supervised clinical observation hours. [Dual-listed with CSD 5845.] Dual-listed courses require senior standing; juniors may enroll with permission of the department

CSD 5845 - Theatre and Therapy (3)

When Offered: Fall, Spring

An interprofessional, activity-based experience that uses theatre as a context for therapeutic intervention for individuals with developmental disabilities and moderate to severe communication impairments. Students will have the opportunity to provide supervised clinical services. [Dual-listed with CSD 4845.]

G_HS_RHS_2023_5

Proposed Bulletin copy

CSD 5562 - Fundamentals of Clinical Practice (3)

When offered: Fall

This course provides an in depth understanding of the expertise and professional competencies required to become a Speech-Language Pathologist. The roles and responsibilities, practice settings, and professional and ethical responsibilities for certification and licensure will be covered. Students will also be given the opportunity to acquire supervised clinical observations in a variety of settings.

G_HS_RHS_2023_6

Current Bulletin copy

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

Proposed Bulletin copy

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: Not required

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.

GU_HS_RPE_2023_5

Current Bulletin copy

HPE 5430 - Health and Physical Education Methods (3) [DL]

When Offered: Spring

This course content will focus on preparing future teachers to plan and deliver effective instruction in health and physical education. Implementation and assessment of the Essential Standards and Clarifying Objectives in the NC Standard Course of Study, as well as the National Health and Physical Education Standards, will be a goal of this course. Students who are successful in this course will be able to utilize a variety of teaching strategies to address contextual factors and meet the learning needs of a diverse student population. Content mastery and the applied teaching of health and physical education commensurate with the graduate level is expected.

Prerequisites: HPE 5220, HPE 5230. Observation and teaching in public schools are required.

[Dual-listed with HPE 4430.]

Proposed Bulletin copy

HPE 5430 - Health and PE Methods (3) [DL]

When Offered: Spring

This course content will focus on preparing future teachers to plan and deliver effective instruction in health and physical education. Implementation and assessment of the Essential Standards and Clarifying Objectives in the NC Standard Course of Study, as well as the National Health and Physical Education Standards, will be a goal of this course. Students who are successful in this course will be able to utilize a variety of teaching strategies to address contextual factors and meet the learning needs of a diverse student population. Content mastery and the applied teaching of health and physical education commensurate with the graduate level is expected.

Prerequisites: HPE 5220, HPE 5230. Observation and teaching in public schools are required.

[Dual-listed with HPE 4430.]

Current Bulletin copy

HPE 5220 - Instructional Systems in Health and Physical Education (3)

When Offered: Fall

This course focuses on the design, implementation, and assessment of instructional systems and the effective employment of interactive pedagogical skills in physical education and activity-based settings. Successful students will use content knowledge and pedagogical content knowledge (PCK) to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners. Throughout the duration of the course, students will demonstrate understanding of how Rink's seven teaching functions align with best-practice related to effective physical education instruction.

Prerequisites: Admitted to the ASU Health and Physical Education Graduate Certificate Program; current employment in a health and/or physical education teaching position at a Local Education Agency.

Proposed Bulletin copy

PE 5220 - Instructional Systems in Health and PE (3)

When Offered: Fall

This course focuses on the design, implementation, and assessment of instructional systems and the effective employment of interactive pedagogical skills in physical education and activity-based settings. Successful students will use content knowledge and pedagogical content knowledge (PCK) to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners. Throughout the duration of the course, students will demonstrate understanding of how Rink's seven teaching functions align with best-practice related to effective physical education instruction.

G_HS_RPE_2023_8 (cont.)

Health and Physical Education Graduate Certificate

CHANGED

Program of Study

http://bulletin.appstate.edu/preview_program.php?catoid=28&poid=12756

Program Code: GCERT_811A

CIP Code: 31.0501

Program of Study for the Graduate Certificate in Health and Physical 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; current or offer of employment at a Local Education Agency (LEA).

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 will allow candidates to be eligible for a NC license in Health & Physical Education, K-12.

Location: Online

Course Requirements for the Graduate Certificate in Health and Physical Education

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

Total Required (Minimum 18 Hours)

Required Courses (18 Hours)

- [C I 5750 - Teaching Diverse Young Adolescents \(3\)](#)
- or
- [C I 5045 - Advanced Topics in Diversity \(3\) \[CL\]](#) (Requires permission of the program director)
-
- [C I 5630 - Instructional Technology \(3\)](#)
- [EDU 5900 - Graduate Student Teaching \(3\)](#)
- [HPE 5220 - Instructional Systems in Health and PE \(3\)](#)
- [HPE 5230 - Assessment in Health and PE \(3\)](#)
- [HPE 5430 - Health and PE Methods \(3\) \[DL\]](#)

Deleted: [P](#)

Deleted: [hysical Education](#)

Deleted: [Physical Education](#)

Deleted: [Physical Education](#)

G_HS_RPE_2023_9

Current Bulletin copy

HPE 5230 - Assessment in Health and Physical Education (3)

When Offered: Spring

This course will focus on theoretical and applied factors of assessment in health and physical education, using formative and summative data for evaluation of student learning and enhancing instructional effectiveness, and the design, use and analysis of assessments for measurement and evaluation across all learning domains. Prerequisites: Admitted to the ASU Health and Physical Education Graduate Certificate Program; current employment in a health and/or physical education teaching position at a Local Education Agency.

Proposed Bulletin copy

HPE 5230 - Assessment in Health and PE (3)

When Offered: Spring

This course will focus on theoretical and applied factors of assessment in health and physical education, using formative and summative data for evaluation of student learning and enhancing instructional effectiveness, and the design, use and analysis of assessments for measurement and evaluation across all learning domains.

G_HS_RPE_2023_9 (cont.)

Health and Physical Education Graduate Certificate

CHANGED

Program of Study

http://bulletin.appstate.edu/preview_program.php?catoid=28&poid=12756

Program Code: GCERT_811A

CIP Code: 31.0501

Program of Study for the Graduate Certificate in Health and Physical 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; current or offer of employment at a Local Education Agency (LEA).

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 will allow candidates to be eligible for a NC license in Health & Physical Education, K-12.

Location: Online

Course Requirements for the Graduate Certificate in Health and Physical Education

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

Total Required (Minimum 18 Hours)

Required Courses (18 Hours)

- [C I 5750 - Teaching Diverse Young Adolescents \(3\)](#)
- or
- [C I 5045 - Advanced Topics in Diversity \(3\) \[CL\]](#) (Requires permission of the program director)
-
- [C I 5630 - Instructional Technology \(3\)](#)
- [EDU 5900 - Graduate Student Teaching \(3\)](#)
- [HPE 5220 - Instructional Systems in Health and PE \(3\)](#)
- [HPE 5230 - Assessment in Health and PE \(3\)](#)
- [HPE 5430 - Health and PE Methods \(3\) \[DL\]](#)

Deleted: [P](#)

Deleted: [hysical Education](#)

Deleted: [Physical Education](#)

Deleted: [Physical Education](#)

Proposed Bulletin copy

E_S 5590 - Physiological Assessment in Clinical Populations (3)

When Offered: On Demand

This course provides experience in clinical exercise testing and interpretation for various chronic disease populations. Students will be required to conduct a variety of clinical tests used in the assessment of common cardiopulmonary and metabolic chronic diseases at rest and during exercise. Students will be required to demonstrate proficiency through practical evaluations and written examinations. Emphasis will be placed on the development of clinical skills of various testing methods commonly used in hospital-based testing labs.

G_HS_HES_2023_23

Current Bulletin copy (to be deleted)

E_S 5591 Biomechanical and Physiological Laboratory Assessment (3)

When Offered: Spring

An introductory graduate course to provide experiences in data acquisition and problem solving through a variety of physiological and biomechanical laboratory techniques; a basic overview of sampling/recording techniques will be presented.

G_HS_HES_2023_38

Proposed Bulletin copy

E_S 5593 - Biomechanical Laboratory Assessment (3)

When Offered: On Demand

This course is an introductory graduate course designed to provide experiences in data acquisition and problem solving through a variety of biomechanical laboratory techniques; a basic overview of sampling/recording techniques will be presented.

G_HS_HES_2023_39

Proposed Bulletin copy

ES 5731 - Behavior Change, Health, and Exercise for Clinical Populations (3)

When Offered: On Demand

This course examines chronic injury, illness, and disability among adults, focusing on health behavior change involving physical activity and wellness promotion. The primary aim of the course is to help students understand the principles of effective behavior change and integrated patient interaction model necessary to become a competent health care professional. An emphasis will be placed on psychosocial needs assessment, effective techniques for patient interaction, and the incorporation of holistic treatment plans while working with patients living with the most common diseases seen in today's applied health care settings. This course addresses the ACSM CEP domains associated with education and behavior change and is designed for graduate exercise science students who are focusing on careers in applied clinical health care settings.

G_HS_HES_2023_40

Proposed Bulletin copy

E_S 5001 - Introduction to Research Methods (3)

When Offered: On Demand

This course examines how to evaluate the quality of scientific evidence in the biomedical sciences in service of evidence-based clinical practice. The primary aim of the course is to help students understand the basis of the long-standing ‘crisis of irreproducibility’ in biomedical science and to perform evaluations of the quality of evidence in peer-reviewed scientific journal articles by applying a more expansive and nuanced knowledge of statistics and error, and the principles of sound experimental design especially for randomized control trials and systemic reviews/meta-analyses. The intent of this course is for students to cultivate the ability to quickly identify the strengths and weaknesses of scientific reports by flagging common threats to external and internal validity by noting the strength and execution of experimental design, statistical analysis, graphical representations, and extracting conclusions from the data. This course is designed for graduate exercise science students who are focusing on careers in applied clinical health care settings.

**Course Requirements for the Master of Science in Exercise Science
Clinical Exercise Physiology Concentration, MS**

Total Required (Minimum 36 Hours)

Required Courses (~~12~~ 6 Hours)

- ~~• E_S 5000 – Introduction to Research Principles and Design (3)~~
- ~~• E_S 5591 – Biomechanical and Physiological Laboratory Assessment (3)~~
- ~~• E_S 5592 – Data Analysis in Sport and Exercise Science (3)~~
- E_S 5624 - Physiology of Exercise (3)
- E_S 5710 – Biomechanics (3)

Concentration Requirements (~~24~~ 30 Hours)

- E_S 5001 – Introduction to Research Methods - Evidence based practice and data analysis (3)
- E_S 5590 - Physiological Assessment in Clinical Populations (3) E_S 5620 - Advanced Cardiorespiratory Physiology (3)
- E_S 5620 - Advanced Cardiorespiratory Physiology (3)
- ~~• E_S 5625 – Exercise Testing for Clinical Populations (3)~~
- E_S 5635 - Electrocardiographic Interpretation (3)
- E_S 5645 - Current Trends in Cardiopulmonary Pathophysiology (3)
- E_S 5652 Practical Concepts of Strength and Conditioning (3)
- E_S 5660 - Exercise Prescription and Chronic Disease Management (3)
- E_S 5731 – Behavior Change, Health, and Exercise for Clinical Populations (3)

~~6 hours of graduate electives chosen with the advisor's approval.~~

~~Choose One of the Following (6 Hours)~~

- E_S 5900 - Internship (1-12) (6 Hours)

~~E_S 5999 – Thesis (2-6) (6 Hours)~~

Course Requirements for the Master of Science in Exercise Science Research Concentration

Total Required (Minimum 36 Hours)

Required Courses (~~12~~ 6 Hours)

- ~~• E_S 5000 - Introduction to Research Principles and Design (3)~~
- ~~• E_S 5591 - Biomechanical and Physiological Laboratory Assessment (3)~~
- ~~• E_S 5592 - Data Analysis in Sport and Exercise Science (3)~~
- E_S 5624 - Physiology of Exercise (3)
- E_S 5710 - Biomechanics (3)

Concentration Requirements (~~24~~ 30 Hours)

- E_S 5000 - Introduction to Research Principles and Design (3)
- E_S 5592 - Data Analysis in Sport and Exercise Science (3)
- E_S 5999 - Thesis (2-6) (6 Hours)
- One of the following:
 - E_S 5590 - Physiological Assessment in Clinical Populations (3)
 - E_S 5593 - Biomechanical Laboratory Assessment (3)
- ~~18-15~~ hours of graduate electives chosen with the advisor's approval.

Course Requirements for the Master of Science in Exercise Science Strength and Conditioning Concentration

Total Required (Minimum 36 Hours)

Required Courses (~~12~~ 6 Hours)

- ~~• E_S 5000 – Introduction to Research Principles and Design (3)~~
- ~~• E_S 5591 – Biomechanical and Physiological Laboratory Assessment (3)~~
- ~~• E_S 5592 – Data Analysis in Sport and Exercise Science (3)~~
- E_S 5624 - Physiology of Exercise (3)
- E_S 5710 – Biomechanics (3)

Concentration Requirements (~~24~~ 30 Hours)

- E_S 5001 – Introduction to Research Methods - Evidence based practice and data analysis (3)
- E_S 5555 - Advanced Nutritional Aspects of Exercise and Sports (3) [CL]
- E_S 5593 – Biomechanical Laboratory Assessment (3)
- E_S 5600 - Analysis of Sports Performance (3)
- E_S 5651 - Theoretical Principles of Strength and Conditioning (3)
- E_S 5652 - Practical Concepts of Strength and Conditioning (3)
- ~~• E_S 5710 – Biomechanics (3)~~
- ~~• E_S 5720 – Motor Behavior for Sport and Performance (3)~~
- E_S 5730 - Introduction to Sport Psychology in Professional Practice (3)
- E_S 5900: Internship (6)
- 3 hours of graduate electives chosen with the advisor's approval

CURRENT

BIO 4513 - Plant Molecular Biology (4)

When Offered: Fall. Alternate years

A study of molecular aspects of plant life, examining features that distinguish plants from other organisms on a cellular and molecular level. The laboratory introduces methods and applications of modern plant science and biotechnology. Students should be familiar with the basic concepts of molecular biology and plant genetics and have some experience in molecular laboratory techniques. Lecture three hours, laboratory three hours.

Prerequisites: BIO 3800 or permission of the instructor.

[Dual-listed with BIO 5513.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BIO 5513 - Plant Molecular Biology (4)

When Offered: Fall. Alternate years

A study of molecular aspects of plant life, examining features that distinguish plants from other organisms on a cellular and molecular level. The laboratory introduces methods and applications of modern plant science and biotechnology. Students should be familiar with the basic concepts of molecular biology and plant genetics and have some experience in molecular laboratory techniques. Lecture three hours, laboratory three hours.

Prerequisites: BIO 3800 or permission of the instructor.

Lecture three hours, laboratory three hours. [Dual-listed with BIO 4513.]

PROPOSED

BIO 4513 - Plant Biotechnology (4)

When Offered: Fall. Even Years.

A study of molecular aspects of plant life, examining features that distinguish plants from other organisms on a cellular and molecular level. The laboratory introduces methods and applications of modern plant science and biotechnology. Students should be familiar with the basic concepts of molecular biology and plant genetics and have some experience in laboratory techniques. Lecture three hours, laboratory three hours.

Prerequisites: BIO 2400 or BIO 2700; CHE 2101 or CHE 2201; or permission of the instructor.

[Dual-listed with BIO 5513.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BIO 5513 - Plant Biotechnology (4)

When Offered: Fall. Even Years.

A study of molecular aspects of plant life, examining features that distinguish plants from other organisms on a cellular and molecular level. The laboratory introduces methods and applications of modern plant science and biotechnology. Students should be familiar with the basic concepts of molecular biology and plant genetics and have some experience in laboratory techniques. Lecture three hours, laboratory three hours.

Prerequisites: BIO 2400 or BIO 2700; CHE 2101 or CHE 2201; or permission of the instructor.

[Dual-listed with BIO 4513.]

G_CAS_BIO_2023_07

Current Bulletin copy (to be deleted)

BIO 5980 - Instructional Methods in the Life Sciences (2): This course will provide training on effective pedagogy and communication skills for teaching assistants in the introductory biology program. In addition to the scientific principles of the weekly lab sessions, students in this course will be familiarized with the design of science lab content and the principles of developing effective assessment procedures. BIO 5980 may be repeated for two semester hours each semester; however, it cannot be counted toward the 30 semester hours minimum that are required for the Master of Science degree in Biology. Required of Graduate Teaching Assistants in their first year. Graded on an S/U basis.

G_CAS_BIO_2023_12

Proposed Bulletin copy

BIO 5985 - Effective Teaching Strategies for Graduate Students (1)

Offered: Fall

This course provides graduate teaching assistants with knowledge of modern pedagogical theories, practical classroom skills, and current university policies. Graded on an S/U basis.

G_CAS_ENG_2023_08

Current Bulletin copy

ENG 5400 - Appalachian Writing Project (6)

When Offered: Summer Session, On Demand

An intensive summer institute for kindergarten through college teachers interested in the teaching of writing. Explores composition theory with an emphasis on the connections among theory, practice, and pedagogy. Teachers will develop curriculum, collect resources, and re-connect as fully functioning writers. The Appalachian Writing Project is built upon the National Writing Project model.

Proposed Bulletin copy

ENG 5400 - Appalachian Writing Project (3 or 6)

When Offered: Summer Session, On Demand

An intensive summer institute for kindergarten through college teachers interested in the teaching of writing. Explores composition theory with an emphasis on the connections among theory, practice, and pedagogy. Teachers will develop curriculum, collect resources, and re-connect as fully functioning writers. The Appalachian Writing Project is built upon the National Writing Project model. Can be taken up to a total of 6 s.h.

Current 2023-2024 Graduate Bulletin

Course Requirements for the Graduate Certificate in Rhetoric and Composition

Total Required (Minimum 12 Hours)

Required Courses (12 or 15 Hours)

- **R_C 5300 - Studies in Rhetoric and Composition (3)**
- 3 hours of approved graduate elective credit related to the Capstone Project

Choose One of the Following Courses

- **R_C 5100 - Composition Theory, Practice, and Pedagogy (3)**
- **ENG 5400 - Appalachian Writing Project (6)**

Choose One of the Following Options

- **R_C 5990 - Capstone in Rhetoric and Composition (3)**
- **ENG 5999 - Thesis (3-6)**

Proposed Changes for 2024-2025 Graduate Bulletin

Course Requirements for the Graduate Certificate in Rhetoric and Composition

Total Required (12 Hours)

Required Courses (9 Hours)

- *R_C 5100: Composition Theory, Practice, and Pedagogy*
- *R_C 5300: Studies in Rhetoric and Composition*
- *R_C 5400: Rhetorical Theory*

Choose One of the Following Two Courses (3 Hours)

- *R_C 5410: Digital and Visual Rhetorics*
- *ENG 5520: Technical Writing*

Current 2023-2024 Graduate Bulletin

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:** 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

Proposed Changes for 2024-2025 Graduate Bulletin

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:** Not required.
- **Comprehensive:**
 - The Literary Studies Concentration requires a Thesis (ENG 5998 and 5999) OR an MA Capstone which will be satisfied with the successful completion of three additional hours of graduate electives and ENG 5990. See the program director regarding Capstone requirements.
 - The Rhetoric and Composition Concentration requires a Thesis (ENG 5998 and 5999) OR an MA Capstone which will be satisfied with the successful completion of three additional hours of graduate electives and R_C 5990. See the program director regarding Capstone requirements.
 - 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 (no changes)

GES 4025 - Introduction to Multivariate Data in the Earth and Life Sciences (3)

When Offered: Fall

This course provides an introduction to reading, understanding and critiquing results from published case studies that contain multivariate data from broad fields of geology and environmental science. The course provides an introduction to experimental design, data management, multivariate data collection and numerical methods in commonly available software applications. Principles, concepts and assumptions of multivariate data analysis are introduced. Methods introduced include: cluster analysis, principal component analysis, discriminant analysis, correspondence analysis, nonmetric multidimensional scaling, time series, and geometric landmark analysis as applied to geoscience topics. A significant portion of the course is based on independent analysis of geoscience and environmental science data sets.

Prerequisite: STT 2810 or permission of instructor.

[Dual-listed with GES 5025.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

3a. Current Catalog Copy

PA 4665 - Public Management (3) [WID]

When Offered: Spring

GEN ED: Junior Writing in the Discipline (WID)

A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management.

Prerequisite: RC 2001 or its equivalent. Junior or senior standing, or permission of the instructor.

P_A 5665 - Public Management (3)

When Offered: Spring

A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management.

3b. Proposed Bulletin Copy

PA 4665 - Public Management (3) [WID]

When Offered: Spring

GEN ED: Junior Writing in the Discipline (WID)

A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management.

Prerequisite: RC 2001 or its equivalent. Junior or senior standing, or permission of the instructor.

[Dual-listed with PA 5665.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

P_A 5665 - Public Management (3)

When Offered: Spring

A study of the organization and operation of government agencies and their role in policy making and implementation and an examination of the various concepts and theories pertaining to administrative behavior and to the performance of the basic tasks of management. [Dual-listed with PA 4665].

G_CAS_GJS_2023_4

PA 5240 - Regional Governance (3)

When offered: On Demand

This course examines when, why, and how local governments coordinate activities across boundaries. Specifically, it examines interlocal agreements, regional organizations (including councils of governments), consolidation, annexation, and special districts across a variety of policy contexts.

G_CAS_PSY_2023_02

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.

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

Graded on S/U basis. 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 profession-wide competencies. 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.

Prerequisites: PSY 5904, PSY 5905, and PSY 5906, or permission of instructor.

Graded on S/U basis. To graduate with a PsyD in Clinical Psychology, this course must be repeated for a minimum of 12 hours.

PROPOSED UPDATE

Program of Study for the Doctor of Psychology and 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, unless waived; completion of approved courses (or demonstrated competence in the subject matter) in General Psychology, Research Methods (including statistics) and Abnormal Psychology; statement not exceeding two pages describing the applicant's academic and professional goals, as well as identifying a potential mentor. In addition, priority will be given to students committed to providing clinical services to rural or underserved populations upon graduation.

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

Top applicants will be invited for a formal interview. If invited, attendance at the interview is strongly encouraged for priority consideration. Successful admission will be contingent upon completion of a criminal background check that will be reviewed by the Clinical Admissions Committee and the Graduate School. Applicants who are recommended for admission will be contacted with instructions.

Admitted PsyD applicants will earn an MA degree (see [Psychology - Clinical Psychology Concentration, MA](#)) en route to the PsyD degree. The 60-hour MA is not, however, offered as a stand-alone degree.

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

- A GPA of 3.0 or higher in the most recent earned degree (undergraduate or graduate).

Location: On Campus; Full-Time

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](#).

[MA Degree Program Requirements \(60 hours\)](#)

MA Psychology Core (21)

- 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 (3)
- PSY 5999: Thesis (3)
- PSY 6310: History and Systems of Psychology (3)

MA Clinical/Professional Core (39)

- CED 5110: Multicultural Counseling (3)
- PSY 5551: Ethical and Legal Standards and Foundational Skills of Health Service Psychology (3)
- PSY 5552: Diagnosis and Psychopathology (3)
- PSY 5700: Cognitive Assessment and Psychometrics (3)
- PSY 5701: Personality Assessment and Psychometrics (3)
- PSY 5714: Evidence-Based Psychotherapy Interventions I (3)
- PSY 5720: Cognitive Assessment Pre-Practicum (1)
- PSY 5721: Personality Assessment Pre-Practicum (1)
- PSY 5724: Evidence-Based Psychotherapy Interventions I Pre-Practicum (1)
- PSY 5904: Practicum I: Clinical Psychology (3)
- PSY 5905: Practicum II: Clinical Psychology (3)
- PSY 5906: Practicum III: Clinical Psychology (3)
- PSY 6105: Developmental Psychopathology (3)
- PSY 6114: Evidence-Based Psychotherapy for Youth (3)
- PSY 6714: Evidence-Based Psychotherapy Interventions II (3)

PsyD Degree Program Requirements (113 hours)

In addition to the M.A. requirements (60 credit hours), students must complete the following 53 hours:

PsyD Psychology Core (9)

- PSY 6320: Biological Bases of Behavior (3)
- PSY 6340: Seminar in Social Psychology (3)
- PSY 6725: Cognitive and Affective Aspects of Behavior (3)

PsyD Clinical/Professional Core (26)

- PSY 7000: Preliminary Examination (2)
- PSY 7020: Behavioral Medicine and Health Psychology (3)
- PSY 7025: Community Psychology (3)
- PSY 7110: Professional and Ethical Issues in Rural and Health Service Psychology (3)
- PSY 7805: Advanced Practicum: Clinical Psychology (1-6) This course must be repeated for a minimum of 12 hours.
- PSY 7815: Supervision and Consultation Seminar (3)

Electives (6): Students may select from a number of pre-approved elective courses within and outside the department to complete the required 113 credits. Other courses

may be approved as electives with approval of the student's doctoral committee and the Director of Clinical Training.

Pre-Approved Elective Courses:

- PSY 5011: Teaching of Psychology (1)
- PSY 5015: Research Seminar (1)
- PSY/MGT 5055: Leadership, Groups and Teams (3)
- PSY 5310: Cognitive Processes (3)
- PSY 5530-5549: Selected Topics (e.g., Advanced Quantitative Methods) (1-4)
- PSY 5593: Biofeedback (3)
- PSY 5717: Assessment and Intervention Planning for Special Populations (3)
- PSY 5820: Multi-tiered Prevention and Intervention (3)
- PSY 6620: School-Based Consultation (3)
- PSY 7804: Advanced Seminar in Clinical Psychology (e.g., Suicide and Self-Injury; Substance Use Disorders; Psychopharmacology) (3)
- HCM 5210: Foundations of the US Health Care System (3)
- HCM 5240: Health and Disease (3)
- HCM 5680: Management and Human Resources in Health Organizations (3)
- CED 5790: Group Methods and Processes (3)
- CED 6350: Body/Mind (3)
- S_W 5010: Human Behavior and the Social Environment I (3)

Dissertation (9 Hours)

Students must complete a minimum of 9 credits of [PSY 7999](#), Dissertation. Students cannot enroll for [PSY 7999](#) credits until they advance to doctoral candidacy.

Clinical Internship (3 Hours)

Students must complete a one-year full-time clinical internship in a training program approved by the candidate's doctoral committee and the Director of Clinical Training and enroll for a minimum of 1 credit hour of [PSY 7900](#) each semester (for a minimum total of 3 credit hours).

Other Requirements for the [MA/Psy.D. Dual Degree](#) in Psychology

- **Thesis:** Required
- **Proficiency:** Statistics proficiency met by completion of PSY 5020; Clinical proficiency met by satisfactory completion of Practicum I, Practicum II, Practicum III, Advanced Practicum, and Clinical Internship, including formal documentation of profession-wide competencies.
- **Candidacy:** Required
- **Qualifying Exam:** Required
- **Dissertation:** Required language d
- **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.

Special Education, MA

Program Code: MA_476A_1

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. No exam waiver is automatic and 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)

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

Choose From the Following Practicum Courses (3 Hours)

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

- [**SPE 5648 – Psychoeducational Approaches in the Study of Emotional Disturbances \(3\)**](#)

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)

- [**LIT 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 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.

- **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) [CL]**
- **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:** **LIT 5525** or **SPE 5525** required unless the thesis option is selected
-

G_COE_CLS_2023_2

Current Bulletin copy

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

When Offered: Fall

This course provides advanced knowledge about the causes, definitions and identification of students with learning disabilities. Students receive in-depth instruction in the administration of both standardized and informal assessments and their modifications.

Proposed Bulletin copy

SPE 5220 - Characteristics, Identification, and Instruction of Individuals with Specific Learning Disabilities in the General Curriculum (3)

When Offered: Spring

This course builds upon the definition, characteristics, and identification of persons with specific learning disabilities (SLD) to explore the impact of SLDs on reading, writing, listening, and speaking. Students evaluate the impact of SLDs on students' access to and success in a challenging curriculum and then focus on evidence-based practices, high-leverage practices, and the use of intensive intervention and explicit instruction to meet the instructional needs of students with SLD. Practice-based opportunities including case analysis, microteaching, and simulations with coaching and feedback help students to develop understanding and skill in the components of explicit instruction.

G_COE_CLS_2023_3

Current Bulletin copy

SPE 5620 - Managing Curriculum for Mentally Retarded Students in Special and Regular Settings (3)
When Offered: On Demand

The in-depth study of curriculum design and management for mildly and moderately mentally retarded students in special and regular classroom settings, from preschool through secondary levels.

Proposed Bulletin copy

SPE 5620 - Managing Curriculum for Students with Intellectual Disabilities in Special and Regular Settings (3)
When Offered: On Demand

The in-depth study of curriculum design and management for students with mild to moderate intellectual disabilities in special and regular classroom settings, from preschool through secondary levels.

Systemic Multicultural Counseling Graduate Certificate

Program Code: GCERT_447A_1

CIP Code: 51.1505

This program is currently closed.

Program of Study for the Graduate Certificate in Systemic Multicultural Counseling

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

*Applicants with baccalaureate degrees will be considered for admission provided they have experience working in a mental health related field.

Location: On Campus

Course Requirements for the Graduate Certificate in Systemic Multicultural Counseling

Total Required (Minimum 12 Hours)

Required Courses (12 Hours)

- CED 5110 - Social and Cultural Diversity in Counseling and Therapy (3) [CL]
- MFT 5270 - Theories of Marriage and Family Therapy I (3)
- MFT 6525 - Advanced Social and Cultural Diversity in Counseling and Therapy (3)

Choose One of the Following Courses

- MFT 5271 - Theories of Marriage and Family Therapy II (3)
 - CED 5272 - Individual and Family Development Across the Lifespan (3) [CL]
 - CED 5274 - Substance Abuse in Family Systems (3)
 - CED 5570 - Counseling the Addicted Person (3)
-

G_COE_CLS_2023_2

Current Bulletin copy

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

When Offered: Fall

This course provides advanced knowledge about the causes, definitions and identification of students with learning disabilities. Students receive in-depth instruction in the administration of both standardized and informal assessments and their modifications.

Proposed Bulletin copy

SPE 5220 - Characteristics, Identification, and Instruction of Individuals with Specific Learning Disabilities in the General Curriculum (3)

When Offered: Spring

This course builds upon the definition, characteristics, and identification of persons with specific learning disabilities (SLD) to explore the impact of SLDs on reading, writing, listening, and speaking. Students evaluate the impact of SLDs on students' access to and success in a challenging curriculum and then focus on evidence-based practices, high-leverage practices, and the use of intensive intervention and explicit instruction to meet the instructional needs of students with SLD. Practice-based opportunities including case analysis, microteaching, and simulations with coaching and feedback help students to develop understanding and skill in the components of explicit instruction.

G_COE_CTH_2023_3

Current Bulletin copy

H_E 5220 - Exploring Digital Learning Environments in Postsecondary Education (3)

When Offered: On Demand

This course provides learners with an opportunity to explore the role that current and emerging technologies play in the postsecondary teaching and learning sector. Learners will analyze trends and impacts of technologies and will explore a variety of digital learning approaches. Developing knowledge of approaches to leveraging the affordances of technologies related to evidence-based approaches to teaching and learning will be emphasized. Models and frameworks of design that can be leveraged to develop effective online, blended, flipped, and technology-intensive courses will also be addressed. Emphasis is placed on the students' reflective exploration, planning, and implementation of various learning technologies in authentic instructional settings, including online course development.

Proposed Bulletin copy

H_E 5220 - Exploring Digital Learning Environments in Postsecondary Education (3)

When Offered: On Demand

This course provides learners with an opportunity to explore the role that current and emerging technologies play in the postsecondary teaching and learning sector. Learners will analyze trends and impacts of technologies and will explore a variety of digital learning approaches. Developing knowledge of approaches to leveraging the affordances of technologies related to evidence-based approaches to teaching and learning will be emphasized. Models and frameworks of design that can be leveraged to develop effective online, blended, flipped, and technology-intensive courses will also be addressed. Emphasis is placed on the students' reflective exploration, planning, and implementation of various learning technologies in authentic instructional settings, including online course development.

Prerequisite: HE 520- HE 5201 Foundations of College and University Teaching

G_COE_CTH_2023_4

Current Bulletin copy

H_E 5230 - Advanced Seminar in College and University Teaching (3)

When Offered: On Demand

This advanced seminar will provide learners with opportunities to further develop the skills and knowledge related to facilitating, managing, and evaluating learning experiences in higher education. Opportunities to apply knowledge and critically reflect on approaches and applications will be provided. This course will provide learners with opportunities to deepen their knowledge of both the pedagogical and practical aspects of teaching college and university level courses.

Prerequisite: H E 5440

Proposed Bulletin copy

H_E 5230 - Advanced Seminar in College and University Teaching (3)

When Offered: On Demand

This advanced seminar will provide learners with opportunities to further develop the skills and knowledge related to facilitating, managing, and evaluating learning experiences in higher education. Opportunities to apply knowledge and critically reflect on approaches and applications will be provided. This course will provide learners with opportunities to deepen their knowledge of both the pedagogical and practical aspects of teaching college and university level courses.

Prerequisites: HE 5201, HE 5210, and HE 5220

G_COE_CTH_2023_5

Proposed Bulletin copy

HE 5890 Master's Professional Seminar in Higher Education (3)

When Offered: On Demand

This course is designed to provide advanced master's students with an opportunity to use skills, concepts, and theories learned in previously completed coursework to understand and analyze current issues facing higher education leaders. In addition, the course is designed to assist students in making the transition to post-master's professional practice through critical examination, synthesis, integration, and practical application of prior and concurrent coursework.

G_COE_CTH_2023_9

Proposed Bulletin copy

HE 5680 Trauma Informed Leadership in Higher Education (3)

When Offered: On Demand

This course focuses on developing leaders who understand trauma in higher education settings. It covers trauma theory and practice, emphasizing proactive leadership that prioritizes safety and empowerment. Students will be provided strategies to create trauma-informed campus environments and address challenges for more inclusive and effective leadership in higher education.

G_COE_CTH_2023_10

Proposed Bulletin copy

HE 5690 Crisis Leadership in Higher Education (3)

When Offered: On Demand

This course prepares students as crisis leaders within higher education by focusing on understanding various types of crises and developing proactive and resilient leadership. It covers crisis planning, training, communication, and post-crisis care while emphasizing the importance of stakeholder preparation through training and exercises.

G_COE_CTH_2023_11

Proposed Bulletin copy

HE 5460 Designing Effective Professional Development Experiences in Higher Education (3)

When Offered: On Demand

This course will provide learners with an opportunity to explore methods and approaches for designing, developing, and evaluating high-quality, engaging professional development experiences and programs. Instructional and learning design theories will be leveraged and theories related to adult learning, coaching, and mentoring will be explored. Technology-based methods, such as e-learning and online communities of practice will be explored as well.

Higher Education - Community College and University Leadership Concentration, MA

Program Code: MA_454G_1

CIP Code: 13.0406

Program of Study for the Master of Arts in Higher Education

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

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

Standardized Exam Waiver Eligibility: The standardized exam (GRE or MAT) requirement may be waived for applicants who submit an essay on what applicant believes are most pressing issues facing higher education today.

Location: On Campus and Online

Additional Standardized Exam Waiver Eligibility Information

Standardized exam (GRE, GMAT, MAT) waiver eligibility for graduate degree programs at Appalachian State varies by program. No exam waiver is automatic and 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 Higher Education

Total Required (Minimum 36 Hours)

Required Courses (9 Hours)

- [RES 5000 - Research Methods \(3\)](#)
- [H E 5380 - Diversity in Higher Education \(3\)](#)
- [H E 6861 - The History and Law of American Higher Education \(3\)](#)

Concentration Requirements (27 Hours)

- [H E 5160 - Supervising and Advising 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 5890 - Master's Professional Seminar \(3\)](#)
- 6 hours of graduate electives chosen based on career interests with the advice and approval of the graduate advisor

Other Requirements for the MA in Higher Education

- **Thesis:** Not required
 - **Proficiency:** Not required
 - **Candidacy:** Not required
 - **Comprehensive:** Students must successfully complete a written comprehensive exam.
 - **Product of Learning:** Not 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 (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)**
- 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 5890 - Master's Professional Seminar (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

- **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
-

G_COE_CTH_2023_19

Proposed Bulletin copy

CED 5581 Trauma and Expressive Arts (3)

When Offered: on demand

An introduction to trauma and crisis counseling with a focus on application of Expressive Arts approaches in the service of healing. Principles and frameworks of trauma-informed practice and Expressive Arts will be studied relative to their clinical application and as part of holistic processes of healing. Unique dimensions of Expressive Arts practices, including neurobiological, social, and cultural, and their impact on individuals, groups, and communities will be explored as means of understanding and responding in developmentally appropriate and culturally relevant ways to diverse experiences of trauma, crisis, and loss across the lifespan.

Expressive Arts Therapy Graduate Certificate

Program Code: GCERT_425A_1

CIP Code: 13.1102

Program of Study for the Graduate Certificate in Expressive Arts Therapy

Admission Requirements: 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.

Location: On Campus

Course Requirements for the Graduate Certificate in Expressive Arts Therapy

Total Required (Minimum 15 Hours)

Required Courses (9 Hours)

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

Elective Courses (6 Hours)

Choose 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)**
- **CED 5581 - Trauma and Expressive Arts (3)**
- **CED 5860 - Dreamwork: Clinical Methods (3)**
- **CED 5870 - Creative Process, Movement, and Therapy (3) [DL]**
- **CED 6160 - Gestalt Therapy (3)**

- **CED 6350 - Body/Mind (3)**
 - **CED 6355 - Mindfulness Based Counseling (3)**
 - **CED 6365 - Expressive Arts Summer Institute (3-9)**
 - **CED 6366 - EXA Child/Adolescents (3-6)**
 - **CED 6380 - Therapeutic Writing (3)**
 - **CED 6902 - Internship in Clinical Mental Health Counseling (1-6) (3 Hours)**
 - **MUS 5060 - Bonny Method of GIM (3)**
-

Clinical Mental Health Counseling, MA

Program Code: MA_709A

CIP Code: 13.1102

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 program questionnaire; and 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. No exam waiver is automatic and 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 (48 Hours)

- **CED 5000 - Counseling Research and Evaluation (3)**
- **CED 5110 - Social and Cultural Diversity in Counseling and Therapy (3) [CL]**
- **CED 5120 - Introduction to Clinical Mental Health Counseling (3)**
- **CED 5140 - Counseling Assessment and Testing (3)**

- [CEC 5210 - Career Development and Counseling \(3\)](#)
- [CEC 5220 - Counseling Theory and Techniques \(3\)](#)
- [CEC 5225 - The Helping Relationship \(3\)](#)
- [CEC 5272 - Individual and Family Development Across the Lifespan \(3\) \[CL\]](#)
- [CEC 5560 - The Addictive Process \(3\)](#)
- [CEC 5580 - Trauma, Suffering, and Loss \(3\) - OR - CEC 5581 – Trauma and EXA \(3\)](#)
- [CEC 5752 - Legal and Ethical Issues in Clinical Mental Health Counseling \(3\)](#)
- [CEC 5790 - Group Methods and Processes \(3\)](#)
- [CEC 5902 - Practicum in Clinical Mental Health Counseling \(3\)](#)
- [CEC 6120 - Developmental Assessment and Diagnosis in Counseling \(3\)](#)
- [CEC 6902 - Internship in Clinical Mental Health Counseling \(1-6\) \(6 Hours\)](#)

Elective Courses (12 Hours)

~~12 hours of graduate electives approved by the advisor.~~

[Choose 12 hours from the following courses \(or other courses approved by the advisor\):](#)

- [CEC 5274: Substance Abuse in Family Systems \(3\)](#)
- [CEC 5550: Equine Assisted Therapy \(3\)](#)
- [CEC 5555: The Neurobiology of Addiction \(3\)](#)
- [CEC 5565: Introduction to Play Therapy \(3\)](#)
- [CEC 5570: Counseling the Addicted Person \(3\)](#)
- [CEC 5575: Advanced Theories and Models of Addiction \(3\)](#)
- [CEC 5870: Creative Process, Movement, and Therapy](#)
- [CEC 6160: Gestalt Therapy \(3\)](#)
- [CEC 6290: Child and Adolescent Counseling and Therapy \(3\)](#)
- [CEC 6350: Body/Mind \(3\)](#)
- [CEC 6355: Mindfulness Based Counseling \(3\)](#)
- [CEC 6360: Therapy and Expressive Arts \(3\)](#)
- [CEC 6370: Intermodal Expressive Arts \(3\)](#)
- [CEC 6390: Current Issues in Expressive Arts Therapy \(3\)](#)
- [CEC 6730: Sexual Abuse Counseling \(3\)](#)
- [MFT 6272: Couple Therapy](#)
- [MFT 6710: Human Sexuality](#)

Other Requirements for the MA in Clinical Mental Health 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

Reminders

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 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 ([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.

Clinical Mental Health Counseling, MA and Music Therapy, MMT

Program Codes: MA_709A and MMT_560A

CIP Codes: 13.1102 and 51.2305

Program of Study for the Dual Master of Arts in Clinical Mental Health Counseling and the Master of Music Therapy

Admission Requirements: Baccalaureate degree or bachelor's equivalent in music therapy from an accredited college or university; **complete application to the Graduate School**; official GRE exam scores, unless waived; proficiency in music theory, aural skills, music history/literature, music performance, piano, guitar, voice, and **professional music therapy competencies**; both program questionnaires; live or video recorded audition; and both program-specific interviews.

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 with an undergraduate GPA of 3.0 or higher who have completed all other admission requirements.

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. No exam waiver is automatic and 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 Dual Master of Arts in Clinical Mental Health Counseling and the Master of Music Therapy

Total Required (Minimum 72 Hours)

MA in Clinical Mental Health Counseling Required Courses (36 Hours)

- **CE 5110 - Social and Cultural Diversity in Counseling and Therapy (3) [CL]**
- **CE 5120 - Introduction to Clinical Mental Health Counseling (3)**
- **CE 5140 - Counseling Assessment and Testing (3)**
- **CE 5210 - Career Development and Counseling (3)**
- **CE 5220 - Counseling Theory and Techniques (3)**
- **CE 5272 - Individual and Family Development Across the Lifespan (3) [CL]**
- **CE 5752 - Legal and Ethical Issues in Clinical Mental Health Counseling (3)**
- **CE 6120 - Developmental Assessment and Diagnosis in Counseling (3)**
- **CE 5902 - Practicum in Clinical Mental Health Counseling (3)**
- **CE 6902 - Internship in Clinical Mental Health Counseling (1-6)** (6 Hours)
- Three (3) hours of graduate electives in CE approved by the advisor

MMT Required Courses (21 Hours)

- **MUS 5050 - Supervision in Music Therapy (2)**
- **MUS 5051 - Advanced Topics in Music Therapy (3)**
- **MUS 5060 - Bonny Method of GIM (3)** (See Notes Below)
- **MUS 5061 - Advanced Clinical Improvisation (3)**
- **MUS 5200 - Music Therapy Laboratory (0)** (See Notes Below)
- **MUS 5900 - Advanced Music Therapy Practicum (1-3)** (3 Hours)
- Three (3) hours of graduate electives in AMU or MUS approved by the advisor.

Choose One of the Following Options (4 Hours)

- **MUS 5995 - Clinical Paper in Music Therapy (1)** plus additional (3 Hours) Music Therapy elective
- **MUS 5999 - Thesis (1-4)** (4 Hours)

Shared Required Course (15 Hours)

- **CE 5225 - The Helping Relationship (3)**
- **CE 5560 - The Addictive Process (3)**
- **CE 5580 - Trauma, Suffering, and Loss (3) - OR - CE 5581 - Trauma and EXA (3)**
- **CE 5790 - Group Methods and Processes (3)**

- Choose One of the Following Options (3 Hours)
- **CED 5000 - Counseling Research and Evaluation (3)**

OR

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

Other Requirements for the Dual Master of Arts in Clinical Mental Health Counseling and the Master of Music Therapy

- **Thesis:** Optional
- **Proficiency:** All students are required to demonstrate proficiency in music theory, aural skills, and music history/literature prior to recommendation for Admission to Candidacy
- **Candidacy:** Required for both programs; see the program directors for specific timeline and requirements for admission to candidacy
- **Comprehensive:** Required for both programs. For CMHC, students should take the required HPC courses (excluding the Internship) prior to taking the comprehensive exam. MMT Comprehensive is required prior to admission to candidacy
- **Product of Learning:** Not required

Notes for the Dual Master of Arts in Clinical Mental Health Counseling and the Master of Music Therapy

- **Accreditation:** The master's degree program in CMHC is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc., to become National Certified Counselors. The MMT is approved by the American Music Therapy Association and accredited by the National Association of Schools of Music.
 - Permission forms to take CED practicum and internship are available in the CTH office and must be completed prior to registration.
 - **MUS 5060** Bonny Method of GIM requires participation in a 5-day intensive workshop that is conducted off-campus between academic terms and requires payment of workshop fees in addition to tuition. This course may be repeated with permission of the MMT program director.
 - All students are required to register for and successfully complete **MUS 5200** Music Therapy Laboratory for a minimum of four semesters.
 - Board certification in music therapy (MT-BC) is prerequisite to **MUS 5900**.
 - Students who have not had a previous course in statistics must complete one course in statistics, in addition to the research course indicated above.
-

G_COE_CTH_2023_12

Proposed Bulletin copy

HE 7000 Foundations of Higher Education (3)

When Offered: On Demand

This graduate course aims to equip students with a comprehensive understanding of the U.S. higher education system. It explores the historical, sociological, and philosophical foundations of U.S. higher education. Specific topics covered within this course include the origins and evolution of colleges and universities, law and policy, organizational governance, finance, and access and equity issues.

G_COE_CTH_2023_13

Proposed Bulletin copy

HE 7040 Resource Management in Higher Education (3)

When Offered: On Demand

This course explores various aspects of resource management in higher education settings, including identifying potential revenue sources, prioritizing programs, and academic resourcing models. The course will also cover concepts related to departmental budget development and grant-writing.

G_COE_CTH_2023_14

Proposed Bulletin copy

HE 7020 Inclusive Leadership (3)

When Offered: On Demand

This doctoral seminar is designed to explore the concept of inclusive leadership in-depth. Inclusive leadership goes beyond traditional leadership models by emphasizing diversity, equity, and inclusion as fundamental principles of effective leadership. Participants will examine theories, frameworks, and practical strategies for becoming inclusive leaders in various organizational and cultural contexts.

G_COE_CTH_2023_15

Proposed Bulletin copy

HE 7030 Personnel Management in Higher Education (3)

When Offered: On Demand

This graduate-level course is designed to provide students with a comprehensive understanding of the unique challenges and strategies involved in managing personnel within institutions of higher education. The course will cover various topics including employment law, hiring practices, retention, supervision, and career development.

G_COE_CTH_2023_16

Proposed Bulletin copy

HE 7010 Fostering Academic Success in Higher Education (3)

When Offered: On Demand

Through active engagement in this course, students will explore the importance of learning from a variety of perspectives; explain the role of organizational culture and how it interfaces with student learning; understand how issues of diversity and inclusive excellence support student learning; clarify what varied responsibilities administrators and faculty members have to ensure student learning; explore the role of technology to provide inclusive learning experiences; identify existing barriers to student learning, and develop strategies to overcome those barriers.

Rationale for Revisions: Proposal G_COE_LES_2023_1

Current title	Current description	Proposed title	Proposed description
<p>EDL 7165: Applied Quantitative Methods in Education 1</p>	<p>When Offered: On Demand</p> <p>This is an applied course intended to allow doctoral students to gain experience in designing and evaluating educational research using quantitative methods. Students will examine design issues in research, formulate research questions, create data sets or explore existing data sets, and use a variety of descriptive and inferential procedures to answer research questions, interpret results and compose the results in the style of professional educational research. A wide variety of examples from the professional literature will be reviewed to assist students in understanding the relationships between the questions studied and the methodologies applied. Students will also develop basic proficiency in using SPSS or other tools to analyze data.</p>	<p>RES 7165: Quantitative Research Methods in Education</p>	<p>When Offered: Fall</p> <p>This course provides an introduction to quantitative research methods in education. Central course objectives include gaining an understanding of introductory research methods elements such as: design, sampling, reliability, validity and measurement. Learners will be exposed to the role of ethics in quantitative research, the use of theoretical frameworks, and the use of central tendency and variability in descriptive data analysis.</p>
<ul style="list-style-type: none"> ● <u>Rationale for Course Title and Description Change:</u> <ul style="list-style-type: none"> ○ Under prior leadership, the EdD Program submitted GAPP proposals for changes to the 2018-2019 graduate bulletin which renamed this course to its current name: <i>EDL 7165: Applied Quantitative Methods in Education I (3)</i>. Those catalog changes also eliminated <i>EDL 7110: Survey of Research Methods in Education</i> from the EdD Program of Study. ○ The result is one required quantitative methods course which has attempted to cover an extraordinary amount of learning and experience in both methodology and analysis, without students receiving formal training in fundamental research methods basics such as sampling, validity, reliability, variables, and measurement. 			

- As our Ed.D. students are not required to have completed a thesis prior to the Ed.D., most of our students have no experience conducting student-led research and therefore need substantial remediation in these concepts to date.
- The title change is intended to better indicate the purpose of the course, which is an introduction to quantitative educational research methods for Ed.D. students. As the only quantitative research methods course that is required for the Ed.D., this title will provide more clarity to students.
- Rationale for When Offered Change:
 - Our intention is to offer the required research courses in fall semesters for doctoral students and the second level in spring so that there is no learning loss from one course to the next. Assigning specific semesters to these courses will better allow doctoral students to plan their course schedules well in advance.
- Rationale for Prefix Change:
 - As a result of reorganization within the RCOE, our new department, Leadership and Educational Studies, now contains three programs: Foundations of Education, the Ed.D. in Educational Leadership, and Research. In an effort to support and sustain Research as its own program, and in consultation with our Deans and departmental colleagues, we are renaming all EDL courses that contain research content.

Student Learning Objectives for the RES 7165

1. Differentiate characteristics of basic quantitative research designs.
2. Negotiate fundamental concepts concerning measurement, data collection, and data analysis.
3. Describe the connection between descriptive statistics and inferential statistics.
4. Explore academic writing, ethics, and theoretical frameworks as pertains to applied quantitative research.
5. Understand the implications of methodological choices for empirical knowledge production in quantitative research.

Rationale for Revisions: Proposal G_COE_LES_2023_2

Current title	Current description	Proposed title	Proposed description
<p>EDL 7175: Applied Quantitative Methods in Education II</p>	<p>When Offered: On Demand EDL 7175 is an applied course intended to allow doctoral students to gain advanced experience in designing and evaluating educational research using quantitative methods, with an emphasis on correlation and regression methods, and inferential statistics. Students will examine design issues in research, formulate research questions, create data sets or explore existing data sets, and use a variety of correlational, regression, and inferential procedures to answer research questions, interpret results and compose the results in the style of professional educational research. A wide variety of examples from the professional literature will be reviewed to assist students in understanding the relationships between the questions studied and the methodologies applied. Students will continue to develop proficiency in using SPSS or other tools to analyze data. Prerequisite: EDL 7165 or permission of the instructor.</p>	<p>RES 7175: Quantitative Data Analysis for Educational Leaders</p>	<p>When Offered: Spring This is an applied course intended to allow students to gain experience in descriptive and inferential analysis of quantitative data, with an emphasis on group comparisons and predictive methods. Students will continue to develop proficiency in using SPSS and other relevant tools to analyze data. Prerequisite: RES 7165 or permission of the instructor.</p>
<p style="text-align: center;">Rationale for the Proposed Changes to EDL 7175</p> <ul style="list-style-type: none"> • <u>Rationale for Course Title and Description Change:</u> 			

- Under prior leadership, the EdD Program submitted GAPP proposals for changes to the 2018-2019 graduate bulletin which renamed this course to its current name. Those catalog changes also eliminated *EDL 7110: Survey of Research Methods in Education* from the EdD Program of Study. The result has been the requirement of only one quantitative methods course in the Ed.D. Program of Study.
- Misalignment between concepts taught in the first and second course, and a vague understanding of how the two courses are connected, has caused EDL 7175 to have lower enrollment historically. It has also been offered in summer sessions, which have not allowed for enough time for learners to engage with these practices.
- Students sometimes choose a mixed methods methodology for their dissertation without proper training in quantitative data analysis. This new course will now focus on basic descriptive and inferential data analysis and will be taught in a full academic semester proceeding the semester where the first quantitative methods course was taken by students (fall).
- Rationale for Prefix Change:
 - As a result of reorganization within the RCOE, our new department, Leadership and Educational Studies, now contains three programs: Foundations of Education, the Ed.D. in Educational Leadership, and Research. In an effort to support and sustain Research as its own program, and in consultation with our Deans and departmental colleagues, we are renaming all EDL courses that contain research content and would be taught by Research Faculty using the existing RES prefix.

Student Learning Objectives for EDL 7175

1. Describe the connection between descriptive statistics and inferential statistics.
2. Conduct basic inferential tests (such as regression analyses, t-tests, and ANOVA) using statistical software.
3. Interpret output of basic inferential tests from statistical software (SPSS will be used in this course).
4. Correctly write about statistical results using current APA formatting.
5. Make informed methodological choices based on research questions.

Current title	Current description	Proposed title	Proposed description
<p>EDL 7160: <i>Qualitative Research Methods</i></p>	<p>When Offered: On Demand This course emphasizes qualitative methods of data analysis and collection and how they can be compared and contrasted to quantitative research. Students will be expected to learn a variety of observational methods and interview techniques. Selecting from these methods, students will design and implement their own research projects. This course will emphasize the process of producing and interpreting qualitative research by critically examining the intricate relationships between theories, hypotheses, variables, and data.</p>	<p>RES 7160: <i>Qualitative Research Traditions in Education</i></p>	<p>When Offered: Fall This course surveys the foundations of qualitative design, investigating the history, philosophy and nature of qualitative research. Examples of different types of qualitative methodologies in education will be studied. Central objectives include formulating criteria by which to evaluate qualitative research in education, gaining an understanding of the socio-cultural context within which such research is conducted. Learners will read and evaluate representations of qualitative research from various methodological traditions and will identify issues related to ethics, validity, and reflexivity.</p>

Rationale for the Proposed RES 7160

- The first qualitative course, as currently described, is overly focused on methods without consideration of methodological coherence and the frameworks used to inform research design: questions, frameworks, methods, etc.
 - The proposed version “backs up” and offers students a wider landscape of qualitative research and offers them a survey of qualitative research. Most students come into the EdD program with no background or training in qualitative research, so the proposed version is designed to be more of an introductory/survey course for qualitative research.
 - The proposed version is also geared toward EdD students who may take only one qualitative course. This course offers them a rigorous engagement with qualitative studies in education, and focuses on understanding and evaluating qualitative inquiry.
 - The proposed version aligns with the content of the top 5 best-selling qualitative textbooks on the market – with the first ½ of the contents devoted to frameworks, methodologies, ethics, and researcher positionality.
- The current 7160 course description includes fieldwork, which assumes several weeks of course content that could be used for more intentional study of methodologies that inform methods.
 - The proposed version is better sequenced to prepare students for qualitative design as a precursor to 7180 & 7190.
- The current 7160 course description is dated and has not been revised in recent years. It includes language that is not relevant or necessary for the course description (i.e., “compared and contrasting to quantitative research” and “hypotheses, variables”).
- The current 7160 course description is written as exclusive to only two methods of qualitative data.
 - In the proposed version, in addition to classic ethnographic methods of interviewing and observation, a variety of methods (arts-based, textual, discourse analysis, visual methods) will

be introduced in the contexts of the methodologies studied. Students will understand alignment among frameworks, methodologies, and methods through reading exemplars.

- Students in the EdD program are no longer required to take EDL 7012. In EDL 7012, students received direct instruction in methodological coherence – or how theoretical frameworks align with methodological choices and research design. Because EDL 7012 was cut from the core curriculum, the proposed version of 7160 will take up the content of frameworks within the context of qualitative studies in educational research.

Student Learning Outcomes for the Proposed RES 7160

Learners in this course will investigate methodological possibilities and various ways of dealing with procedural, philosophical, analytical and ethical issues related to undertaking qualitative research projects. Specifically, learners will do the following:

- Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What are its origins?
- Reflect on their own presuppositions and subjectivities in regard to the educational research processes.
- Specify the units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of socio-cultural phenomena does qualitative research examine? What goals does it attempt to achieve?
- Examine ethical dilemmas and issues related to the research process.
- Recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of these different exemplars, and critically assess the designs for their accomplishment of specified research goals.
- Analyze the basic assumptions and implications of the identified qualitative research traditions and specify the interrelationships among them. What assumptions about reality, knowledge, and value does each tradition entail?

Current title	Current description	Proposed title	Proposed description
<p>EDL 7180: <i>Advanced Qualitative Research in Education</i></p>	<p>When Offered: On Demand The course provides students with advanced knowledge (i.e., the theoretical bases) and skills in qualitative research. Advanced-level analysis and interpretation, linked with the theoretical underpinnings of both general qualitative research and the doctoral student’s particular preferred method, will be a central focus of this course. Individual attention will be given to the students, to the extent possible. Honing of the student’s writing (i.e., presentation/ representation of a qualitative study) will also be a prominent aspect of this course. Students will undertake a small-scale qualitative study in this course in order to concretize and apply the concepts and practice the skills learned.</p>	<p>EDL 7180: <i>Qualitative Research Methods and Analysis</i></p>	<p>When Offered: Spring</p> <p>As an extension of foundational topics studied in RES 7160, this course emphasizes various methods of generating qualitative data within specific methodological traditions. Advanced-level analysis and interpretation, linked with the theoretical underpinnings of both general qualitative research and the doctoral student's particular preferred method, will be a central focus of this course. Students will undertake a small-scale qualitative study in this course in order to apply the concepts and practice the skills learned.</p> <p>Prerequisites: RES 7160 or permission of the instructor.</p>

Rationale for the Proposed Name Change to RES 7180

- The title change is more specific to the course description and learning outcomes.
- The course description has mostly remained the same.
- The emphasis on “method” in RES 7180 becomes more clear and distinct from RES 7160.
- RES 7180 is better sequenced to occur after RES 7160 and any methodological RES elective that students wish to take.
- RES 7180 is geared toward students who not only intend to conduct qualitative research but also want to complete a mixed methods study, due to its focus on data and analysis.

Student Learning Outcomes for RES 7180

- Identify the tasks and processes required to formulate appropriate research questions within educational settings.
- Select pertinent data sources and data collection methods, and apply them in appropriate contexts.
- Practice an array of fieldwork techniques, interview methods, and archival/document strategies to generate qualitative data.
- Learn basic steps of data handling, descriptive coding, and theme development.
- Experiment with interpretive and analytic strategies such as content analysis, discourse analysis, narrative analysis, and induction.

PROPOSED REVISIONS TO EDL 7190

Current title	Current description	Proposed title	Proposed description
<p>EDL 7190: Research Design in Education (3)</p>	<p>When Offered: On Demand This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. Topics will include conceptualizing educational research, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Students who successfully complete the course will be able to make proper decisions regarding appropriate designs and methods for investigating different research questions, and will be able to plan and implement a research project for their dissertations.</p>	<p>RES 7190: Dissertation Proposal Seminar (3)</p>	<p>When Offered: On Demand This course is designed to provide doctoral students with an in-depth application of the methods and procedures of research in education. Students who successfully complete the course will be able to make proper decisions regarding appropriate designs and methods for investigating individual research questions. The main outcome of the course is students' planning and proposing a research project for their dissertations. Prerequisites: RES 7160, RES 7165, and either RES 7180 or RES 7175.</p>

Rationale for the Proposed Changes to RES 7190

- Rationale for Course Title and Description Change:
 - The new title is more descriptive of the intention of the course and is in alignment with similar courses in other Ed.D. Programs.
 - The outcome of this course is for students to be able to successfully plan a dissertation proposal in concert with their dissertation committee.

- Rationale for Prefix Change:
 - As a result of reorganization within the RCOE, our new department, Leadership and Educational Studies, now contains three programs: Foundations of Education, the Ed.D. in Educational Leadership, and Research. In an effort to support and sustain Research as its own program, and in consultation with our Deans and departmental colleagues, we are renaming all EDL courses that contain research content.

Students Learning Outcomes for the Proposed RES 7190

- Understand and define the logical relations among elements in a proposal including the problem statement, conceptual/theoretical framework, literature review, research design, methodology and methods.
- Make judgments about matching research designs to particular research problems.
- Become more aware of the issues to consider when making decisions about the assessment of their overall research.
- Develop social science/scientific writing skills.

Rationale for Revisions: Proposal G_COE_LES_2023_6

Current title	Current description	Proposed title	Proposed description
<p>EDL 7170: Program Evaluation and Policy Analysis</p>	<p>When Offered: On Demand This course provides a broad survey of educational evaluation theory and practice, and the relationship of evaluation to educational policy analysis, along with practical experience in designing educational evaluations and policy studies. The course begins with an examination of the historical underpinnings of educational evaluation and policy analysis, their role in improving education, their points of distinction from other forms of systematic inquiry, and the origins of the variety of alternative conceptions of evaluation and policy analysis in practice today. This examination is followed by an in-depth study of a variety of evaluation and policy analysis models.</p>	<p>RES 7170: Program Evaluation</p>	<p>When Offered: On Demand This course provides a broad survey of educational program evaluation theory and practice. Learners will explore the use of various research methodologies and how they interact within the evaluation field. Central course objectives include evaluation planning and implementation; data collection and analysis; and application of standards for conducting program evaluation. Prerequisites: RES 7160 and RES 7165 or permission of the instructor.</p>

Rationale for the Proposed Changes to EDL 7170

- Course History:
 - This course has been in the graduate catalog for some time but has been offered once in summer 2022 and taught by Dr. Jennifer McGee. A recent polling of current students shows an increased demand for this course as a research elective.
 - Additionally, we were contacted by Dr. Jacqui Bergman from the IOHRM master's program (Industrial-Organizational Psychology and Human Resource Management), as this course is on their approved list of electives. We feel that there are other students elsewhere that may be interested in taking this course.
- Rationale for title and description change:
 - The elimination of “policy analysis” in the title allows for the course to be refocused as an applied course that

enhances skill in planning and conducting program evaluations. Dr. McGee has extensive experience in this field.

- Program evaluation is an attractive and viable option for Ed.D. dissertations.

- Rationale for Prefix Change:

- As a result of reorganization within the RCOE, our new department, Leadership and Educational Studies, now contains three programs: Foundations of Education, the Ed.D. in Educational Leadership, and Research. In an effort to support and sustain Research as its own program, and in consultation with our Deans and departmental colleagues, we are renaming all EDL courses that contain research content and would be taught by Research Faculty using the existing RES prefix.

Student Learning Objectives for EDL 7170

1. Examine the role that program evaluation plays in improving educational outcomes.
2. Explore current and foundational models of program evaluation.
3. Compare and contrast educational evaluation and other forms of systematic inquiry.
4. Evaluate methods of communicating about data and results.
5. Consider ways to properly plan and conduct program evaluations in concert with stakeholders.

G_COE_LES_2023_7

Proposed Bulletin copy

RES 7115: Mixed Methods Research in Education (3)

When offered: On Demand

This course provides students with an introduction to mixed methods research in education. This course focuses on understanding what mixed methods research is and the predominant trends, issues, and debates involved in understanding, applying, and assessing the use of this research approach across disciplines. Students will explore various mixed methods designs and considerations, along with analysis of data sources used in this design.

Prerequisites: RES 7160 and RES 7165.

MIXED METHODS RESEARCH COURSE SEQUENCES

9 hours of required research courses
3-6 hours of advanced elective courses

The mixed methods research elective course in this GAPP proposal fits into the doctoral research sequence as illustrated below. All students who intend to conduct quantitative research will complete 9 hours of required introductory courses: 7165 & 7175 (see green shaded area). These foundational courses will prepare students for more advanced electives that offer additional skills in particular areas of methods and methodologies and thus contribute to successful dissertation completion (see yellow shaded area). The elective(s) also flow into the culminating required course (7190), where students assemble their research training into crafting their dissertation proposal.

<p style="text-align: center;">Required Introductory Research Courses</p> <p style="text-align: center;">EDL 7165: <i>Applied Quantitative Methods in Education I</i> (3) RES 7160: <i>Qualitative Research Traditions in Education</i> (3)</p>
<p style="text-align: center;">Required Doctoral Elective (3)</p> <p style="text-align: center;">EDL 7175: <i>Applied Quantitative Methods in Education II</i> (3) OR RES 7180: <i>Qualitative Research Methods and Analysis</i> (3)</p>
<p style="text-align: center;">Advanced Mixed Methods Electives</p> <p style="text-align: center;">RES 7115: <i>Mixed Methods Research in Education</i> (3)</p> <p style="text-align: center;">RES 7170: <i>Program Evaluation</i> (3)</p>
<p style="text-align: center;">Required</p> <p style="text-align: center;">RES 7190: <i>Dissertation Proposal Seminar</i> (3)</p>

G_COE_LES_2023_8

Current Bulletin copy

EDL 7120 - Advanced Tests and Measurements (3)

When Offered: On Demand

Familiarize advanced graduate students with the techniques of instrument construction and validation and with the analysis of scores obtained from psychometric instruments. Techniques for designing survey instruments and tests of achievement and the analysis of the results of interest and personality inventories and other mental measurements will be covered.

Prerequisite: EDL 7110 or equivalent.

Proposed Bulletin copy

RES 7120: Instrument Design and Measurement (3)

When Offered: On Demand

Familiarize advanced graduate students with the techniques of instrument construction and validation and with the analysis of scores obtained from psychometric instruments. Techniques for designing survey instruments and tests of achievement and the analysis of the results of interest and personality inventories and other mental measurements will be covered.

Prerequisites: RES 7165 and RES 7175 or permission of the instructor.

G_COE_LES_2023_9

Current Bulletin copy

EDL 7130 - Multivariate Statistics (3)

When Offered: On Demand

Emphasizes the use of statistical tools to organize and analyze large and complex data bases using multiple correlation, factor analysis, cluster analysis, discriminant analysis, and trend analysis techniques.

Prerequisite: EDL 7110 or equivalent.

Proposed Bulletin copy

RES 7130 - Multivariate Statistics (3)

When Offered: On Demand

Emphasizes the use of statistical tools to organize and analyze large and complex data bases using multiple correlation, factor analysis, cluster analysis, discriminant analysis, and trend analysis techniques.

Prerequisites: RES 7165 and RES 7175 or permission of the instructor.

Current Bulletin copy

EDL 7110 - Survey of Research Methodologies in Education (3)

When Offered: On Demand

The course provides students with the requisite skills for reading and understanding contemporary research in education, and examining researchers' motivations for selecting particular research and assessment methodologies. The course will acquaint students with the wide variety of sources of research journals; to a variety of available databases; to a variety of available measurement and assessment instruments; and to a wide range of methodological applications in education. The research examples will be from the wide area of educational leadership.

Proposed Bulletin copy

RES 7110 - Survey of Research Methodologies in Education (3)

When Offered: On Demand

The course provides students with the requisite skills for reading and understanding contemporary research in education, and examining researchers' motivations for selecting particular research and assessment methodologies. The course will acquaint students with the wide variety of sources of research journals; to a variety of available databases; to a variety of available measurement and assessment instruments; and to a wide range of methodological applications in education. The research examples will be from the wide area of educational leadership.

Proposed Bulletin copy

RES 7210: Qualitative Interviewing (3)

When offered: On demand

This advanced methods course will allow students to examine the methodological, technical, and ethical demands of doing in-depth, narrative, ethnographic, and focus group interviewing in the qualitative tradition. Strategies and structures for interviewing in various disciplines will be introduced, studied, and applied. Participatory, collaborative, and arts-based methods for generating interview data will be featured. Students will conduct an interview project around a specific research question and go through the process of developing an interview guide; generating interview data; managing, transcribing, and analyzing interviews; and writing up results. Students interested in oral history, narrative research, ethnography, life history, case study, and qualitative action research will find this course of interest.

Prerequisites: RES 7160 or permission of instructor

additional information

QUALITATIVE RESEARCH COURSE SEQUENCE

9 hours of required qualitative research courses
 3-6 hours of advanced elective courses

The qualitative research elective course in this GAPP proposal fits into the doctoral research sequence as illustrated below. All students who intend to conduct qualitative research will complete 6 hours of required introductory courses: 7160 & 7180 (see green shaded area). These foundational courses will prepare students for more advanced electives that offer additional skills in particular areas of methods and methodologies and thus contribute to successful dissertation completion (see yellow shaded area). The elective(s) also flow into the culminating required course (7190), where students assemble their research training into crafting their dissertation proposal.

The **syllabus** for the qualitative research elective course in this GAPP proposal follows.

<p>Required Introductory Qualitative Research Courses</p> <p>RES 7160: <i>Qualitative Research Traditions in Education</i> (3) RES 7180: <i>Qualitative Research Methods and Analysis</i> (3)</p>	
<p style="text-align: center;">Advanced Methods Electives</p> <p>RES 7210: <i>Qualitative Interviewing</i> (3)</p> <p>RES 7215: <i>Qualitative Document and Archival Research</i> (3)</p> <p>RES 7260: <i>Writing and Representing Qualitative Research</i> (3)</p>	<p style="text-align: center;">Advanced Methodologies Electives</p> <p>RES 7230: <i>Feminist and Intersectional Research Methodologies</i> (3)</p> <p>RES 7235: <i>Critical and Institutional Ethnography</i> (3)</p> <p>RES 7240: <i>Decolonizing Educational Research</i> (3)</p> <p>RES 7250: <i>Post Qualitative Research</i> (3)</p> <p>RES <u>7310</u>: <i>Action Research in Education</i> (3)</p>
<p>Required</p> <p>RES 7190: <i>Dissertation Proposal Seminar</i> (3)</p>	

G_COE_LES_2023_12

Proposed Bulletin copy

RES 7215: Qualitative Document and Archival Research (3)

When offered: On demand

In this advanced methods course, students will learn about and conduct document and archival research in education. Qualitative “documents” will be situated as a broad term to be inclusive of policy, curriculum, social media, audio-visual presentations, digital media, and other texts in material culture. Students will assemble their own archive that pertains to their specific educational research interests. A central aspect of the course is a review of various interpretive and critical methodological approaches to discourse analysis and content analysis, with special attention to the relations between power and knowledge. Students will be exposed to exemplars of methods and analysis from which they can construct their own approach.

Prerequisites: RES 7160 or permission of instructor

G_COE_LES_2023_13

Proposed Bulletin copy

RES 7230: Feminist and Intersectional Research Methodologies (3)

When offered: On demand

Students will learn feminist epistemologies, methodologies, and fieldwork methods as they are applied to educational research. Students will study how feminist scholars challenge dominant theories of knowledge and use gender, power, and discourse as analytic categories for research. Students will explore the ethics of representation, the use of experience, and questions of accountability. In this process, student participation in shaping class discussion will be vital to the goal of understanding how feminist debates take shape within and across disciplines. Other related topics include Black and Chicana feminist thought, queer studies, subaltern studies, poststructural theory, and disability theory as related to feminist modes of inquiry.

Prerequisites: RES 7160 or permission of instructor.

G_COE_LES_2023_14

Proposed Bulletin copy

RES 7235: Critical and Institutional Ethnography (3)

When offered: On demand.

This course will survey classical and contemporary ethnographies within a critical tradition. By focusing on the study of individuals and culture, students will be introduced to a range of critical methodological approaches which examine everyday social practices in educational settings. A central feature of the course is connecting micro settings to macro systems to problematize cultural norms, discourse, asymmetrical power dynamics, forms of inequality, and institutional governance. Emphasis is placed on how critical inquiry fosters educational change and improvement.

Prerequisites: RES 7160 or permission of instructor

G_COE_LES_2023_15

Proposed Bulletin copy

RES 7240: Decolonizing Educational Research (3)

When offered: On demand

The purpose of this course is to study colonial logics for how they inform practices of modern educational research, focusing specifically on the politics of knowledge and ethics of power. Indigenous and anti-colonial scholars are centered in the course curriculum. A central feature of the course are the connections between anti-colonial methodology, research ethics, and the generation of representative knowledge systems. Students will be introduced to concepts and methods with the aim of designing place-based inquiry and research that is participatory, democratic, collective, and relational. Students will also study aesthetic and critical expression as alternatives to traditional academic writing genres.

G_COE_LES_2023_16

Proposed Bulletin copy

RES 7250: Postqualitative Research (3)

When offered: On demand

Postqualitative Research is an interdisciplinary approach to conducting educational research, assembling methods and concepts from the traditional humanities such as philosophy, history, literary theory, and the arts. The aim of post qualitative research is both a critique of qualitative methodology and a chronological "coming after" methodology to imagine and invent emergent, innovative approaches that are unique and responsive to particular research problems. The starting place for the course is reading philosophy (poststructuralism and posthumanism) in order to problematize unexamined and common sense assumptions of educational practice, policy, and inquiry. A central thread of the course investigates the relationship between epistemology and ontology, and how each informs methodology. Practical matters such as writing a dissertation prospectus for postqualitative research will be addressed.

Prerequisites: RES 7160 or permission of instructor

G_COE_LES_2023_17

Proposed Bulletin copy

RES 7260: Writing and Representing Qualitative Research (3)

When offered: On demand.

Students in this course will experiment with both traditional and creative approaches to representing qualitative research. Drawing from the arts, sciences, journalism, and humanities, the course will examine a range of genres that blend and blur the empirical with both literary and practical forms of writing. Students will practice various strategies for crafting accounts of fieldwork by writing various forms of critical, narrative, and aesthetic representations of qualitative data.

Prerequisites: RES 7160; RES 7180

G_COE_LES_2023_18

Proposed Bulletin copy

RES 7310: Action Research in Education (3).

When offered: On Demand

This course provides the foundations for and practice of action research methods in education. Emphasis is on students becoming both critical consumers of educational research literature and practitioners capable of conducting research. Learners will examine action research and identify methodological issues. Learners will investigate methodological possibilities and various ways of dealing with procedural, philosophical, analytical and ethical issues related to undertaking action research projects.

Prerequisites: RES 7160 and RES 7165 or permission of the instructor

G_COE_LES_2023_19

Current Bulletin copy

EDL 7025 - Leadership in Organizations (3)

When Offered: On Demand

Brings into coherent form the application of leadership principles to organizations. Leadership is seen as the mechanism for putting both organizational and system theories into action, to enhance school environments, and to sustain structures for change. Extensive use of case studies will be featured.

Proposed Bulletin copy

EDL 7025 - Leadership in Theory and Practice (3)

When Offered: On Demand

This course will focus on contemporary leadership theory and how those theories can be practiced to support personal/organizational resilience in education.

G_COE_LES_2023_20

Current Bulletin copy

EDL 7020 - Organizational and Systems Theory (3)

When Offered: On Demand

This course will integrate essential features of research in organizational theory with the more recent developments in systems theory. How people and groups organize to accomplish tasks will be combined with how organizations combine to form systems. A special feature of the course will be its treatment of organizations and systems for public, non-profit enterprises. Models and case studies will be featured.

Proposed Bulletin copy

EDL 7020 - Organizational and Systems Analysis (3)

When Offered: On Demand

This course introduces multiple theoretical perspectives to view organizations and systems more deeply, with attention to organizational structure, culture, power, and the challenges of organizational learning and change.

G_COE_LES_2023_21

Current Bulletin copy

EDL 7065 - Writing for the Professional Educator (3)

When Offered: On Demand

Professional educators will gain knowledge and skill in using writing effectively as a major component of leadership and management in educational settings. Topics include understanding the writing process in professional settings, tailoring messages for audience and purpose, and using different forms of writing in the profession.

Proposed Bulletin copy

EDL 7065 - Writing for the Scholarly Practitioner (3)

When Offered: On Demand

This course challenges students to write deeply and well, as scholarly practitioners, in the context of developing material for their future dissertations, with particular emphasis on integrating and reviewing research literature on selected professional problems.

G_COE_LES_2023_27

Proposed Bulletin copy

EDL 7550 - Sustainable Educational Leadership

When Offered: On Demand

This course focuses on the nature and experience of burn-out among educational leaders. Students will explore narrative, arts-based and mindfulness practices which can support professional resilience and sustainable practice, while engaging in critical reflection on the organizational demands which over-tax education professionals.

G_COE_LES_2023_28

Proposed Bulletin copy

7027 - Leadership for Organizational Innovation (3)

When Offered: On Demand

This course prepares students to enact change leadership and engage organizations as adaptive spaces, by employing tools and processes of organizational innovation. Students will gain knowledge and skill with the use of organizational change methods and explore the challenges of change leadership.

Proposed Bulletin copy

EDL 7032 - Educational Leadership Policy Seminar (3)

When Offered: On Demand

This course invites scholarly practitioners to explore the construction and consequences of educational policy. Students will engage critically with contemporary educational policy issues across the educational spectrum, especially in relation to the impacts of policy on educational access and opportunity for individuals, institutions, and/or under-served communities. Through an in-depth exploration of policy, students will begin to situate local problems of practice within relevant educational policy literature. Students will also explore avenues and opportunities for advocacy and productive leadership around particular policy interests.

Educational Leadership - Educational Administration, EdD and Educational Administration, EdS

Program Code: EDD_702D_1 and EDS_428A_1

CIP Code: 13.0401

Program of Study for the Doctor of Education in Educational Leadership and the Education Specialist in Educational Administration

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

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

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

Course Requirements for the Doctor of Education in Educational Leadership

Total Required (Minimum 60 Hours)

Required Courses (24 Hours)

- [EDL 7011 - Theoretical Frameworks for Social Inquiry & Practice I \(3\)](#)
- ~~[EDL 7012 - Theoretical Frameworks for Social Inquiry & Practice II \(3\)](#)~~
- ~~[EDL 7035 - Curriculum History, Theory and Practice in Educational Organizations \(3\)](#)~~
- [EDL 7065 - Writing for the ~~Professional Educator~~ Scholarly Practitioner \(3\)](#)
- ~~[EDLRES 7160 - Qualitative Research ~~Methods~~ Traditions in Education \(3\)](#)~~
- ~~[EDLRES 7165 - ~~Applied~~ Quantitative ~~Research~~ Methods in Education I \(3\)](#)~~
- [RES 7190 – Dissertation Proposal Seminar \(3\)](#)

- [One doctoral elective, chosen in consultation with an Advisor and/or the Doctoral Program Director.](#)

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

- [EDLRES 7175 - ~~Applied Quantitative Methods in Education II~~ Data Analysis for Educational Leaders\(3\)](#)
- [EDLRES 7180 - ~~Advanced Qualitative Research in Education~~ Methods and Analysis \(3\)](#)
- ~~EDL 7530-7549 - Selected Topics (1-4) (3)~~ RES Elective

Dissertation (6 Hours)

Students are required to register for 3 hours of Dissertation for two consecutive semesters, followed by at least 1 hour for every semester thereafter until the dissertation is completed. (Please also review the [Dissertation](#) section on the [List of Academic Policies](#) page.)

- [EDL 7999 - Dissertation \(1-9\)](#) - 6 hours minimum

Concentration and Educational Administration, EdS Requirements (30 Hours)

- [LSA 6020 - Organization and Systems Theory for District Leaders \(3\)](#)
- [LSA 6030 - School District Leadership \(3\)](#)
- [LSA 6080 - District Leadership: Data-Informed Strategic Planning \(3\)](#)
- [LSA 6190 - Developing and Managing District Resources \(3\)](#)
- [LSA 6250 - School District Organizational Communications \(3\)](#)
- [LSA 6400 - Leading Change in Education \(3\)](#)
- [MTL 6550 - Information Technology Systems in Education \(3\)](#)
- [LSA 6700 - Policy Analysis in Educational Leadership \(3\)](#)

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

- [LSA 6900 - School Administration and Supervision Internship/Field Study \(2-8\)](#) (3 + 3) (for pre-service candidates)
- [LSA 6910 - District-Level Action Research Leadership Evidences \(3\)](#) (3 + 3) (for in-service candidates)

Other Requirements for the EdD in Educational Leadership and the EdS in Educational Administration

- **Dissertation:** Required for EdD
- **Thesis:** Not Required

- **Proficiency:** Not Required
 - **Candidacy:** Required; see the program director for specific timeline and requirements for admission to candidacy
 - **Qualifying Exam:** Required for EdD
 - **Comprehensive:** Required for EdS
 - **Product of Learning:** None required
-

Educational Leadership - Interdisciplinary Studies Concentration, EdD

Program Code: EDD_702J_1

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. No exam waiver is automatic and 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 - Theoretical Frameworks for Social Inquiry & Practice I \(3\)](#)
- [EDL 7020 - ~~Organizational and Systems Theory~~ Organizational and Systems Analysis \(3\)](#)
- [EDL 7025 - Leadership in ~~Organizations~~ Theory and Practice \(3\)](#)
- [EDL 701227 - ~~Theoretical Frameworks for Social Inquiry & Practice II~~ Leadership for Organizational Innovation \(3\)](#)
- [EDL 7032 – Educational Leadership Policy Seminar \(3\)](#)
- ~~[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~~ Scholarly Practitioner \(3\)](#)
- [EDLRES 7160 - Qualitative Research ~~Methods~~ Traditions in Education \(3\)](#)
- [EDLRES 7165 - ~~Applied~~ Quantitative Research Methods in Education I \(3\)](#)
- [RES 7190 - Dissertation Proposal Seminar \(3\)](#)
- One [doctoral e](#)lective [chosen in consultation](#) ~~approved~~ [with an Advisor and or/](#) ~~by~~ the Director of the Doctoral Program

Select Two of the Courses Below ~~With~~ [with](#) Advice and Approval of an Advisor

- [EDLRES 7175 - ~~Applied~~ Quantitative ~~Methods in Education II~~ Data Analysis for Educational Leaders \(3\)](#)
- [EDLRES 7180 - ~~Advanced~~ Qualitative Research ~~in Education~~ Methods and Analysis \(3\)](#)
- ~~[EDL 7530-7549 – Selected Topics \(1-4\) \(3\)](#)~~
- [One RES elective](#)

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 hours](#)~~

~~Focused Area of Study (12 or 15 Hours)~~

Select ~~12 or 15~~ 18 hours of doctoral and graduate level courses with approval of [an Advisor and/or](#) the Doctoral Program Director, [based on students' professional and/or research interests](#). ~~Students must have a focused area of study approved by the Doctoral Director prior to selecting this concentration.~~

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.
-

Educational Leadership - Instructional Technology Leadership, EdD

Program Code: EDD_702H_1

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. No exam waiver is automatic and 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 - Theoretical Frameworks for Social Inquiry & Practice I \(3\)](#)
- ~~[EDL 7012 - Theoretical Frameworks for Social Inquiry & Practice II \(3\)](#)~~
- [EDL 7020 - Organizational and Systems Theory Analysis \(3\)](#)
- [EDL 7025 - Leadership in Organizations Theory and Practice \(3\)](#)
- [EDL 70127 - Theoretical Frameworks for Social Inquiry & Practice II Leadership for Organizational Innovation \(3\)](#)
- [EDL 7032 – Educational Leadership Policy Seminar \(3\)](#)
- ~~[EDL 7035 – Curriculum History, Theory and Practice in Educational Organizations \(3\)](#)~~
- ~~[EDL 7040 – Educational Organizations and Technology \(3\)](#)~~
- [EDLRES 7065 - Writing for the Professional Educator- Scholarly Practitioner \(3\)](#)
- [EDLRES 7160 - Qualitative Research Methods Traditions in Education \(3\)](#)
- [EDLRES 7165 - Applied Quantitative Research Methods in Education I \(3\)](#)
- One ~~Elective approved by the Director of the Doctoral Program~~ [doctoral elective, chosen in consultation with an Advisor and/or the Doctoral Program Director](#)

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

-
- ~~[EDLRES 7175 - Applied Quantitative Methods in Education II Data Analysis for Educational Leaders \(3\)](#)~~
 - ~~[EDLRES 7180 - Advanced Qualitative Research in Education Methods and Analysis \(3\)](#)~~
 - ~~[EDL 7530-7549 – Selected Topics \(1-4\) \(3\)](#)~~ One RES elective

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 Media, Technology, and Learning Design Program and the Director of the Doctoral Program.

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

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

- ~~EDL 7900 - Internship (3-6)~~
- ~~MTL 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.

Educational Leadership - Literacy in Exceptionalities Concentration, EdD

Program Code: EDD_702I_1

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. No exam waiver is automatic and 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 - Theoretical Frameworks for Social Inquiry & Practice I \(3\)](#)
- [EDL 7020 - ~~Organizational and Systems Theory~~ Organizational and Systems Analysis \(3\)](#)
- [EDL 7025 - Leadership in ~~Organizations~~ Theory and Practice \(3\)](#)
- [EDL 701227 - ~~Theoretical Frameworks for Social Inquiry & Practice II~~ Leadership for Organizational Innovation \(3\)](#)
- [EDL 7032 – Educational Leadership Policy Seminar \(3\)](#)
- ~~[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~~ Scholarly Practitioner \(3\)](#)
- [EDLRES 7160 - Qualitative Research ~~Methods~~ Traditions in Education \(3\)](#)
- [EDLRES 7165 - ~~Applied~~ Quantitative Research Methods in Education I \(3\)](#)
- [RES 7190 – Dissertation Proposal Seminar \(3\)](#)
- One [doctoral e](#)lective, [chosen in consultation with an Advisor and/or Doctoral Program Director](#) ~~approved by the Director of the Doctoral Program~~

Select Two of the Courses Below ~~W~~with Advice and Approval of an Advisor

- [EDLRES 7175 - ~~Applied~~ Quantitative ~~Methods in Education II~~ Data Analysis for Educational Leaders \(3\)](#)
- [EDLRES 7180 - ~~Advanced~~ Qualitative Research ~~in Education~~ Methods and Analysis \(3\)](#)
- [One RES elective](#)
- ~~[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~~ 18 Hours)

Select at least one SPE course and one LIT course and 12 additional hours from the following courses or other doctoral and graduate level courses with the approval of the Doctoral Program Director. ~~Students must complete 12 hours with 6 hours of Internship or 15 hours with 3 hours of Internship for a total of 18 hours in the concentration:~~

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

Appalachian State University

~~2023-2024~~ **2024-2025** Graduate Bulletin

Educational Leadership - Higher Education Concentration, EdD

Program Code: EDD_702F_1 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. No exam waiver is automatic and 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 - Theoretical Frameworks for Social Inquiry & Practice I](#) (3)
- [EDL 7020 - ~~Organizational and Systems Theory~~ \[Organizational and Systems Analysis\]\(#\)](#) (3)
- [EDL 7025 - ~~Leadership in Organizations~~ \[Leadership in Theory and Practice\]\(#\)](#) (3)
- [EDL ~~7027~~12 - ~~Theoretical Frameworks for Social Inquiry & Practice II~~ \[Leadership for Organizational Innovation\]\(#\)](#) (3)
- [EDL 7032 - Education Leadership Policy Seminar](#) (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~~ [Scholarly Practitioner](#) (3)
- ~~EDL-RES 7160 - Qualitative Research Methods-Traditions in Education~~ (3)
- ~~EDL-RES 7165 - Applied-Quantitative Research~~ [Methods in Education I](#) (3)
- [RES 7190 – Dissertation Proposal Seminar \(3\)](#)
- [One doctoral elective, chosen in consultation with an Advisor and/or Doctoral Program Director](#)
- ~~One Elective approved by the Director of the Doctoral Program~~

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

- ~~EDL-RES 7175 - Applied-Quantitative Methods-in-Education-II~~ [Data Analysis for Educational Leaders](#) (3)
- ~~EDL-RES 7180 - Advanced-Quantitative Research in-Education-~~ [Methods and Analysis](#) (3)

~~EDL 7530-7549 – Selected Topics (1-4) (3)~~

- [One RES elective](#)

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 hours~~

Select from the Following

Select ~~12 or 15~~ [the following 18](#) hours of HE courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.

~~H_E 6090 – Seminar in Adult and Developmental Education (3)~~

~~H_E 6310 – Critical Issues in Adult and Developmental Education (3)~~

H_E 6320 - Institutional Effectiveness (3)

~~H_E 6330 – Organizing for Learning and Diversity (3)~~

~~H_E 6340 – Policy Analysis in Higher Education (3)~~

~~H_E 6350 – Leading Organizational Change in Higher Education (3)~~

~~H_E 6370 - Designing Culturally Responsive Learning Environments (3)~~

~~H_E 6840 - Personnel Policy and Practice in Higher Education (3)~~

[H E 7000 - Foundations of Higher Education \(3\)](#)

[H E 7010 - Fostering Academic Success in Higher Education \(3\)](#)

[H E 7020 - Inclusive Leadership \(3\)](#)

[H E 7030 - Personnel Management in Higher Education \(3\)](#)

[H E 7040 - Resource Management in Higher Education \(3\)](#)

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 Facilitation Graduate Certificate

← Return to: [Bulletin Search](#)

Program Code: GCERT_464A

CIP Code: 13.0501

Program of Study for the Graduate Certificate in Instructional Technology Facilitation

Admission Requirements: Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#). To be eligible for Computer Teacher (18079) Endorsement or Instructional Technology Facilitator (077) Licensure, applicants must have 'A' level licensure in North Carolina or the equivalent from another state. Only applicants with an existing Master's degree in an educational field may be eligible to add 077 licensure.

Location: Online

Course Requirements for the Graduate Certificate in Instructional Technology Facilitation

Total Required (Minimum — 18 Hours)

Required Courses (~~18~~ 15 Hours)

- [MTL 5240 - Designing Digital Learning \(3\)](#)
- [MTL 5350 - Societal & Legal Issues in Digital Learning \(3\)](#)
- [MTL 5440 - Exploring Critical Issues and Opportunities in Media and Technologies \(3\)](#)
- [MTL 5550 - Technology, Leadership, and Change \(3\)](#)
- [MTL 5650 - Designing for Online Engagement \(3\)](#)
- ~~[MTL 5910 - Applications of Digital Technologies \(3\)](#)~~

Electives (3 Hours)

3 hours of courses selected from the list below or an appropriate substitution approved by the program director.

- MTL 5200 - Multimedia Production and the Mind
- MTL 5835 - Media Influence and Identity Across Cultures (3)
- MTL 5845 - Global Perspectives in Media and Technology (3)
- MTL 5740 - Photography and Digital Imaging
- MTL 5600 - Digital Storytelling
- MTL 5825 - Documentary Media
- MTL 5650 - Designing for Online Engagement (3)
- MTL 5642 - Design & Development of Digital Media (3)

Online Design, Communication and Engagement Graduate Certificate

← Return to: [Bulletin Search](#)

Program Code: GCERT_944A

CIP Code: 13.0501

Program of Study for the Graduate Certificate in Online Design, Communication and Engagement

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

Location: Online

Course Requirements for the Graduate Certificate in Online Design, Communication and Engagement

Total Required (Minimum — 18 Hours)

Required Courses (~~18~~ 15 Hours)

- [MTL 5240 - Designing Digital Learning \(3\)](#)
- [MTL 5330 - Social Media, Network Communications, and Digital Culture \(3\)](#)
- [MTL 5350 - Societal & Legal Issues in Digital Learning \(3\)](#)
- [MTL 5642 - Design and Development of Digital Media \(3\)](#)
- [MTL 5650 - Designing for Online Engagement \(3\)](#)
- ~~[MTL 5910 - Applications of Digital Technologies \(3\)](#)~~

Electives (3 Hours)

3 hours of courses selected from the list below or an appropriate substitution approved by the program director.

- MTL 5200 - Multimedia Production and the Mind (3)
- MTL 5835 - Media Influence and Identity Across Cultures (3)
- MTL 5845 - Global Perspectives in Media and Technology (3)
- MTL 5740 - Photography and Digital Imaging (3)
- MTL 5600 - Digital Storytelling (3)
- MTL 5825 - Documentary Media (3)
- MTL 5550 - Technology, Leadership, and Change (3)
- MTL 5440 - Exploring Critical Issues and Opportunities in Media and Technologies (3)

Digital Media Literacy Graduate Certificate

← Return to: [Bulletin Search](#)

Program Code: GCERT_941A

CIP Code: 13.0501

Program of Study for the Graduate Certificate in Digital Media Literacy

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

Location: Online

Course Requirements for the Graduate Certificate in Digital Media Literacy

Total Required (Minimum 18 Hours)

Required Courses (~~12~~9 Hours)

- [MTL 5310 - New Media and Emerging Literacies \(3\)](#)
- [MTL 5450 - Accessibility, Equity, and Inclusion in Media and Technology \(3\)](#)
- [MTL 5642 - Design and Development of Digital Media \(3\)](#)
- ~~[MTL 5910 - Applications of Digital Technologies \(3\)](#)~~

Electives (~~6~~9 Hours)

6-9 hours of courses selected from the list below or an appropriate substitution approved by the program director.

- MTL 5600 - Digital Storytelling (3)
- MTL 5740 - Photography and Digital Imaging (3)
- MTL 5825 - Documentary Media (3)
- MTL 5835 - Media Influence and Identity Across Cultures (3)
- MTL 5845 - Global Perspectives in Media and Technology (3)

G_COE_MCL_2023_2

Current Bulletin copy

CI 5630- Instructional Technology (3)

When Offered: On Demand

The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education, business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

Proposed Bulletin copy

MTL 5630 - Instructional Technology (3)

When Offered: On Demand

The course is intended to introduce students to the field of instructional technology including its theoretical and practical components. Students are introduced to traditional and emerging electronic communication systems and equipment, and consider the application such technology may have whether in education, business or industry. Particular attention is given to the instructional design process with emphasis placed on the relationship between the inception of a program or technology and the actual instructional application and implementation of it.

G_COE_MCL_2023_3 / G_COE_MCL_2023_4

Current Bulletin copy

LES 6100 - Cross Cultural Communication in Global Leadership (3)

LES 6200 - Technology for International Collaborations (3)

LES 6300 - International Leadership for Sustainability (3)

LES 6400 - Leadership for International Teams (3)

Proposed Bulletin copy

ITL 6100 - Cross Cultural Communication in Global Leadership (3)

ITL 6200 - Technology for International Collaborations (3)

ITL 6300 - International Leadership for Sustainability (3)

ITL 6400 - Leadership for International Teams (3)

International Leadership Graduate Certificate

Program Code: GCERT_716A_1

CIP Code: 30.9999

Program of Study for the Graduate Certificate in International Leadership

Admission Requirements: Graduate degree or enrollment in a graduate program from an accredited institution in the following areas: business, communication, education, leadership, and other related fields in which international work is desirable; [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 International Leadership

Total Required (Minimum 12 Hours)

Required Courses (12 Hours)

- [LES 6100 - Cross Cultural Communication in Global Leadership \(3\)](#)
 - [LES 6200 - Technology for International Collaborations \(3\)](#)
 - [LES 6300 - International Leadership for Sustainability \(3\)](#)
 - [LES 6400 - Leadership for International Teams \(3\)](#)
-

2023-2024 Graduate Bulletin

Appalachian State University

International Leadership Graduate Certificate

Program Code: GCERT_716A_1

CIP Code: 30.9999

Program of Study for the Graduate Certificate in International Leadership

Admission Requirements: ~~Graduate degree or enrollment in a graduate program from an accredited institution in the following areas: business, communication, education, leadership, and other related fields in which international work is desirable; complete application to the Graduate School.~~

[Baccalaureate degree 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 International Leadership

Total Required (Minimum 12 Hours)

Required Courses (12 Hours)

- [ITLES 6100 - Cross Cultural Communication in Global Leadership \(3\)](#)
 - [ITLES 6200 - Technology for International Collaborations \(3\)](#)
 - [ITLES 6300 - International Leadership for Sustainability \(3\)](#)
 - [ITLES 6400 - Leadership for International Teams \(3\)](#)
-

G_COE_MCL_2023_7

Proposed Bulletin copy

LIB 5000 Foundations of Library Science (3)

When Offered: Fall and Spring

An introduction to the library and information science field, this course will cover the history, development, and evolution of libraries and their diverse roles in society. It will also provide grounding in relevant policy, legal frameworks, and ethical considerations involving foundational issues such as privacy rights, freedom of expression, equal access, copyright, and intellectual property. Finally, current cultural and social trends and conversations impacting libraries will be explored.

G_COE_MCL_2023_8

Proposed Bulletin copy

LIB 5250 Academic Libraries (3)

When Offered: On Demand

This core course will provide an overview of academic librarianship, helping to prepare students for a wide variety of careers in different types of academic libraries. Students will learn about the history of libraries in higher education, faculty governance and responsibilities, leadership, collections, funding, instruction and outreach, scholarly publishing, assessment and evaluation, and other services or emerging trends commonly found in academic libraries. We will also discuss the various types of academic libraries including four-year, community college and research institutions. The course will serve as a springboard for those who wish to pursue a career in academic libraries. The goal is to provide a broad knowledge base, which will allow students to explore multiple areas of potential library work.

Prerequisite or Corequisite: LIB 5000 - Foundations of Library Science

G_COE_MCL_2023_9

Proposed Bulletin copy

LIB 5330 Information Literacy & Teaching (3)

When Offered: On Demand

Providing quality instruction skills to future academic librarians is both necessary and important. Information Literacy (IL) is a lifelong learning skill that allows one to locate and recognize different types of information; evaluate and use the information; and communicate their own ideas. This course examines the theory and practice of IL delivered in academic libraries paying particular attention to the fundamentals of information literacy, instructional design, methods of teaching, assessment, learning preferences, outreach, and evaluating programs.

Prerequisite or Corequisite: LIB 5000 - Foundations of Library Science (3)

G_COE_MCL_10

Proposed Bulletin copy

LIB 5340 Leadership in Information Organizations (3)

When Offered: On Demand

Students will learn about different types of leadership styles including transformational, toxic, democratic and others. Topics covered will include leadership theories, decision-making, planning, assessment, disaster response, library expenditures, fundraising, and leadership development among others.

Prerequisite or Corequisite: LIB 5000 - Foundations of Library Science (3)

G_COE_MCL_2023_11

Current Bulletin copy

LIB 5160 Critical Evaluation of Library Media For Young Adults (3)

When Offered: On Demand

Focusing on materials for the adolescent, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by adolescents, library media programs and services are surveyed and demonstrated.

Proposed Bulletin copy

LIB 5160 Critical Evaluation of Library Media For Teens (3)

When Offered: On Demand

Focusing on materials for the adolescent, students investigate the full range of print and non-print media from perspectives of criticism, bibliographic access, and utilization in public library, school library and classroom settings. To stimulate both instructional and recreational use of media by adolescents, library media programs and services are surveyed and demonstrated.

Prerequisite or Corequisite: LIB 5000 - Foundations of Library Science (3)

G_COE_MCL_2023_6 Proposed Bulletin Copy**Library Science - Library Science, School Libraries, MLS**

Program Code: MLS 465B 1

CIP Code:

Program of Study for the Master of Library Science in Library Science, School Libraries Concentration

Admission Requirements: Earned baccalaureate degree with a 2.75 GPA or higher OR earned graduate degree 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.

Additional Information on Program: Students who hold NC "A" licensure and present passing scores on the specialty area PRAXIS/NTE are entitled to apply for 076 Media Coordinator Licensure from the North Carolina Department of Public Instruction. Students who do not hold a valid North Carolina teaching license will be required to take additional coursework and internship hours in order to seek 076 licensure.

Location: Online

Course Requirements for the Master of Library Science

Total Required (Minimum 36 Hours)

Required Courses (12 Hours)

● [LIB 5000 - Foundations of Library Science \(3\)](#)

● [LIB 5030 - Organization of Information \(3\)](#)

● [RES 5000 - Research Methods \(3\)](#)

● [Choice of technology elective \(3\)](#)

[Concentration Courses \(24 Hours\)](#)

● [LIB 5010 - Collection Development and Management \(3\)](#)

● [LIB 5040 - Strategic Administration of School Library Resources and Services \(3\)](#)

● [LIB 5070 - Integrating Literature and Media into Instruction \(3\)](#)

● [LIB 5080 - Collaborative Media Program Planning and Evaluation \(3\)](#)

● [LIB 5195 - Critical Issues in Literature and Media \(3\)](#)

● [Two program \(or program approved\) electives \(6\)](#)

[Select One of the Following in Consultation with an Advisor](#)

[Must be completed in a school media center under supervision of a licensed media coordinator:](#)

● [LIB 5900 - Internship/Practicum \(1-6\) \(3\)](#)

[OR](#)

● [LIB 5910 - Applications of Librarianship Standards \(1-6\) \(3\)](#)

[Other Requirements for the MLS](#)

● [Thesis: Not required](#)

● [Proficiency: Not required](#)

● [Candidacy: Required; see the program director for specific timeline and requirements for admission to candidacy](#)

● [Comprehensive: Not required](#)

● [Portfolio: Required](#)

Library Science - Library Science, General, MLS

Program Code: MLS 465D 1

CIP Code:

Program of Study for the Master of Library Science in Library Science, General Concentration

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

Applicants seeking admission to a degree program must apply to the Graduate School and be reviewed both within the Graduate School and within the Department housing the degree program. Application requirements are listed below:

- An earned baccalaureate degree with a 2.75 GPA or higher from an accredited institution. Alternatively, an earned graduate degree from an accredited institution.
- A completed online application form (grad.appstate.edu/apply/).
- A resume, to be uploaded as a MS Word or PDF document (.doc, .docx, .pdf).
- A letter of intent
- The names and contact information for three references.
- Unofficial or official transcripts showing any completed degrees (bachelor's or higher) and official or unofficial transcripts showing coursework toward your current degree if the degree is not yet conferred. Students offered admission will be required to submit official transcripts indicating degree completion. Please note that some programs may require additional official undergraduate transcripts or transcripts older than five years to verify coursework for licensure purposes, completion of course prerequisites, etc. In addition, applicants may submit transcripts for any other coursework they would like to have considered. Former students of Appalachian do not need to submit official transcripts for their Appalachian coursework, but transcripts from which a degree has been earned must be submitted.

Official transcripts must be requested and sent directly from the university or college where the degree was earned. These may be sent electronically (to gradadmissions@appstate.edu) or via U.S. Mail. If mailed, the official transcript(s) must be sent to Appalachian State University, School of Graduate Studies, 232 John E. Thomas Building, 287 Rivers Street, Boone, NC 28608-2068. Paper transcripts that do not arrive at the Graduate School in envelopes sealed by the issuing institution will be considered unofficial and cannot be used for admission purposes.

Additional Information on Program: Completing this program entitles students to apply for Public Librarian Certification from the North Carolina Public Librarian Certification Commission.

Location: Online

Course Requirements for the Master of Library Science

Total Required (Minimum 36 Hours)

Required Courses (12 Hours)

- LIB 5000 Foundations of Library Science (3)
 - LIB 5030 - Organization of Information (3)
 - RES 5000 - Research Methods (3)
 - Choice of technology elective (3)
-

Concentration Courses (12 Hours)

- LIB 5020 - Information Sources and Services (3)
 - LIB 5340 – Leadership in Information Organizations (3)
 - Choice of two (3sh) Specialty Area courses (determined with advisor) (6sh)
-

Electives (12 Hours)

Four program (or program approved) electives selected in consultation with advisor (12sh)

Other Requirements for the MLS

- Thesis: Not required
- Proficiency: Not required
- Candidacy: Required; see the program director for specific timeline and requirements for admission to candidacy
- Comprehensive: Not required
- Portfolio: Required

Tracked Changes

Certificate Programs

Appalachian offers certificate programs in numerous disciplines. The academic requirements for these programs are detailed in the sections on programs in this Bulletin.

These certificate programs are not degree programs; students who complete the required coursework will receive a “certificate of completion.” The primary purpose of these programs is to provide a student seeking additional expertise with the opportunity to complete a cohesive program of coursework that is less than a graduate degree, but provides advanced training in a specific area.

Applying Appalachian Graduate Certificate Credits Toward Degree Programs: Hours completed to meet the requirements of an earned Appalachian State University graduate certificate may *potentially* be applied toward a graduate degree within the same or closely related discipline. The hours must be approved for use in the degree Program of Study on a course-by-course basis, and may only include those courses in which the student earned a grade of B (3.0) or higher. ~~Use of any previously earned credit hours from a certificate program toward a graduate degree must be approved by the program and by the Graduate School. Certificate hours transferred may not exceed 50% of the total degree program requirements. If 50% of the degree program requirements are met using certificate hours, additional transfer credits are not allowed.~~

Adding a Graduate Certificate to an Existing Program of Study: Currently enrolled graduate students may add a graduate certificate to their existing graduate degree or certificate program of study. Students should speak with the director of the certificate program they wish to add prior to submitting the add program form. Acceptance into a new program requires approval from the new program and from the Graduate School. The following criteria must be met:

- Students may not add a certificate program in the semester in which they intend to graduate from their current program, whether degree or certificate. In such cases, the student must complete the current program and submit a new application to the new program. Thus, students must be enrolled in a certificate program for a minimum of two terms.
- Submission of request forms to ADD a program must occur between the drop/add deadline in a particular term and the admission application deadline in that same term (April 1 in Spring, July 1 in Summer, November 1 in Fall).

- Requests to add a certificate to a current degree program should be submitted before the certificate course requirements are completed. Use of any previously earned credit hours must be approved by the program and by the Graduate School.
- To add a certificate to a current certificate program ~~or a degree to a current degree program~~, the student must have completed **50% or fewer** of the credit hour requirements in their *current* ~~degree or certificate~~ program.
- ~~To add a certificate to a current certificate program or a degree to a current degree program, the student must have completed 50% or fewer of the credit hour requirements in their current degree or certificate program.~~
- ~~Requests to add a certificate to a current degree program should be submitted before the certificate course requirements are completed. Use of any previously earned credit hours must be approved by the program and by the Graduate School.~~

Note that if completing degree and certificate programs concurrently, requirements for successful completion of both programs must be concluded in the same semester OR certificate requirements may be completed prior to degree completion. If the degree requirements are successfully completed before the certificate program and graduation is desired in the term of degree completion, the student may request that the certificate program be dropped.

Adding a Program

Graduate students *who are currently enrolled* in an existing graduate degree or certificate program may request to add another degree or certificate program. Students should speak with the director of the program they wish to add prior to requesting to add a program. Acceptance into a new program requires approval from the new program and from the Graduate School. The following criteria must be met:

- Students may not add a program in the semester in which they intend to graduate from their current program. In this case, the student must complete the current program and submit a new application to the new program.
- Submission of request forms to ADD a program must occur between the drop/add deadline in a particular term and the admission application deadline in that same term (April 1 in Spring, July 1 in Summer, November 1 in Fall).
- Students may only request to add a program at the same or a lower level. Thus, a certificate student may only add another certificate program; a degree student may request to add another degree program at the same level or a certificate.

- To add ~~a certificate to a current certificate program~~ or a degree to a current degree program, the student must have completed 50% or fewer of the credit hour requirements in their current degree ~~or certificate~~ program.
- To add a certificate to a current certificate program, the student must have completed 50% or fewer of the credit hour requirements in their current certificate program.
- Requests to add a certificate to a current degree program should be submitted before the certificate course requirements are completed. Use of any previously earned credit hours must be approved by the program and by the Graduate School.

By submitting a request to add a program, the student indicates agreement with the following terms, which are applicable to all graduate students when adding a program:

1. The Graduate School has permission to release information from the student's original admission application to the department housing the new program for its review and approval. The student may be asked by the new program to supply additional information, such as a writing sample or a letter of intent.
2. No request to add a program will be approved by the Graduate School without a positive recommendation from the program director and/or department chairperson of the new program.
3. Adding a new program does not restart the student's time-to-completion clock. Both the current and the new program must still be completed within seven (7) calendar years of the original admission to graduate study.
4. When adding a degree program, the student must graduate from both programs in the same term.
5. When adding a certificate to an existing degree program, requirements for completion of both programs must be concluded in the same semester OR certificate requirements may be completed prior to degree completion. If the degree requirements are successfully completed before the certificate program and graduation is desired in the term of degree completion, the student may request that the certificate program be dropped.

Certificate Programs

Appalachian offers certificate programs in numerous disciplines. The academic requirements for these programs are detailed in the sections on programs in this Bulletin.

These certificate programs are not degree programs; students who complete the required coursework will receive a “certificate of completion.” The primary purpose of these programs is to provide a student seeking additional expertise with the opportunity to complete a cohesive program of coursework that is less than a graduate degree, but provides advanced training in a specific area.

Applying Appalachian Graduate Certificate Credits Toward Degree Programs: Hours completed to meet the requirements of an earned Appalachian State University graduate certificate may *potentially* be applied toward a graduate degree within the same or closely related discipline. The hours must be approved for use in the degree Program of Study on a course-by-course basis, and may only include those courses in which the student earned a grade of B (3.0) or higher. Use of any previously earned credit hours from a certificate program toward a graduate degree must be approved by the program and by the Graduate School..

Adding a Graduate Certificate to an Existing Program of Study: Currently enrolled graduate students may add a graduate certificate to their existing graduate degree or certificate program of study. Students should speak with the director of the certificate program they wish to add prior to submitting the add program form. Acceptance into a new program requires approval from the new program and from the Graduate School. The following criteria must be met:

- Students may not add a certificate program in the semester in which they intend to graduate from their current program, whether degree or certificate. In such cases, the student must complete the current program and submit a new application to the new program. Thus, students must be enrolled in a certificate program for a minimum of two terms.
- Submission of request forms to ADD a program must occur between the drop/add deadline in a particular term and the admission application deadline in that same term (April 1 in Spring, July 1 in Summer, November 1 in Fall).
- Requests to add a certificate to a current degree program should be submitted before the certificate course requirements are completed. Use of any previously earned credit hours must be approved by the program and by the Graduate School.
- To add a certificate to a current certificate program, the student must have completed **50% or fewer** of the credit hour requirements in their *current* certificate program.

Note that if completing degree and certificate programs concurrently, requirements for successful completion of both programs must be concluded in the same semester OR certificate requirements may be completed prior to degree completion. If the degree requirements are successfully completed before the certificate program and graduation is desired in the term of degree completion, the student may request that the certificate program be dropped.

Adding a Program

Graduate students *who are currently enrolled* in an existing graduate degree or certificate program may request to add another degree or certificate program. Students should speak with the director of the program they wish to add prior to requesting to add a program. Acceptance into a new program requires approval from the new program and from the Graduate School. The following criteria must be met:

- Students may not add a program in the semester in which they intend to graduate from their current program. In this case, the student must complete the current program and submit a new application to the new program.
- Submission of request forms to ADD a program must occur between the drop/add deadline in a particular term and the admission application deadline in that same term (April 1 in Spring, July 1 in Summer, November 1 in Fall).
- Students may only request to add a program at the same or a lower level. Thus, a certificate student may only add another certificate program; a degree student may request to add another degree program at the same level or a certificate.
- To add a degree to a current degree program, the student must have completed 50% or fewer of the credit hour requirements in their current degree program.
- To add a certificate to a current certificate program, the student must have completed 50% or fewer of the credit hour requirements in their current certificate program.
- Requests to add a certificate to a current degree program should be submitted before the certificate course requirements are completed. Use of any previously earned credit hours must be approved by the program and by the Graduate School.

By submitting a request to add a program, the student indicates agreement with the following terms, which are applicable to all graduate students when adding a program:

1. The Graduate School has permission to release information from the student's original admission application to the department housing the new program for its review and approval. The student may be asked by the new program to supply additional information, such as a writing sample or a letter of intent.

2. No request to add a program will be approved by the Graduate School without a positive recommendation from the program director and/or department chairperson of the new program.
3. Adding a new program does not restart the student's time-to-completion clock. Both the current and the new program must still be completed within seven (7) calendar years of the original admission to graduate study.
4. When adding a degree program, the student must graduate from both programs in the same term.
5. When adding a certificate to an existing degree program, requirements for completion of both programs must be concluded in the same semester OR certificate requirements may be completed prior to degree completion. If the degree requirements are successfully completed before the certificate program and graduation is desired in the term of degree completion, the student may request that the certificate program be dropped.