

Graduate Academic Policies and Procedures Meeting Minutes

April 21, 2025

3:00 - 5:00 PM

Meeting Location: 224 IG Greer

Voting Members Present: Gary Boye, Matt Estep, Jennifer Howard, Scot Justice, Quinn Morris, Alan Needle, Dan Poling, Melody Schwantes, Andrew Windham, Jamie Yarbrough.

Administrative Members Present: Eric Berry, Mark Bradbury, Victoria Carlberg, Ashley Colquitt, Angie Daugherty, Ross Gosky, Ed Hassler, Adam Hege, Wesley Kapp, Terry McClannon, Jason Miller, Jason Xiong.

Voting and Administrative Members Absent: Kristl Davison, Darci Gardner, Lily Nilo, Dontrell Parson.

1. Call to order—Chairperson Scot Justice called the meeting to order at 3pm.
2. Introduction of guests—none.
3. Approval of the Minutes of the March 3, 2025, Graduate AP&P Meeting.

Vote (1) Approved by majority vote.

MOTION 1 PASSED.

4. New Business—Curriculum Proposals

College of Arts & Sciences

Subcommittee Motion: Approve

G_CAS_PSY_2024_26	Change course description for PSY 5555.
G_CAS_PSY_2024_27	Change course description for PSY 5703.
G_CAS_PSY_2024_28	Change the course description for PSY 5704.
G_CAS_PSY_2024_29	Change the course description for PSY 5902. Add prerequisites: PSY 5704 and PSY 5901.
G_CAS_PSY_2024_30	Change course description for PSY 5810.
G_CAS_PSY_2024_31	Change the course description for PSY 5820.
G_CAS_PSY_2024_32	Change course description for PSY 5901. Add Prerequisites: PSY 5702 and PSY 5703.

Vote (2) Approved by majority vote.

MOTION 2 PASSED.

Beaver College of Health Sciences

Subcommittee Motion: Approve with stipulations (edits received 04.15.2025)

G_HS_NUR_2024_1	Request approval for the program of study for the newly established Doctor of Nursing Practice degree, Family Nurse Practitioner focus, in the Department of Nursing, Beaver College of Health Sciences.
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Discussion: Amendment proposed for the 6700 course to clarify that it needs 5 credit hours. Add second parenthetical with (5).

It was noted that the current Master of Nursing Bulletin copy contains the same language as this Proposal concerning credit hours. The Graduate School noted that the Program of Study requirement wording is what will be entered into DegreeWorks, so the requirements for hours should be clear for graduation audits. It was noted that the friendly amendment will create inconsistency within the Nursing programs' Bulletin copies.

Amendment passed by majority vote, 1 abstention.

Vote (3) Approved by majority vote.

MOTION 3 PASSED.

5. New Business—Policy Proposals

Subcommittee Motion: Approve

G_GRAD_2024_04 Revise policy regarding leave of absence and readmission.

Vote (4) Approved by majority vote.

MOTION 4 PASSED.

Subcommittee Motion: Approve

G_GRAD_2024_05 Revise policy regarding dual degrees.

Discussion: In the section where dual-master's degree is specified, it should just say dual-graduate degree. Write "two graduate degrees" (page 4) to prevent issues if there is a dual-doctorate in the future.

Motion for amendment to move forward with vote.

Vote (5) Approved by majority vote.

MOTION 5 PASSED.

Subcommittee Motion: Approve

G_GRAD_2024_06 Revise policy Probation and Suspension.

Discussion: It was asked if they should add a definition of probation and suspension. Graduate school said they would update email templates accordingly to clarify process so that the issue, implications, and steps are explained in the email to the student. Probation is only for a small set of students who pass all classes but drop below 3.0 for a semester. The graduate school policy will still adhere to program requirements if they are more stringent than the graduate school's requirements.

Vote (6) Approved by majority vote.

MOTION 6 PASSED.

Subcommittee Motion: Approve

G_GRAD_2024_07 Revise policy for Accelerated Admission and Undergraduate Enrollment in Graduate Level Courses.

Discussion: Clarifying comment by the graduate school: undergraduates in graduate classes need to be either accelerated or senior permission students (9 hours can go towards graduate degree). 12 hours are shared between undergraduate and graduate degree, and the other 3 hours will go towards undergraduate hours.

Vote (7) Approved by majority vote.

MOTION 7 PASSED.

6. New Business—FIOs

- The HPE Graduate Certificate Program: the HPE program faculty have decided to move forward with an extended pause on the HPE Graduate Certificate Program. As a result, the HPE Graduate Certificate Program will not be accepting applications for Summer/Fall 2025 or the foreseeable future. Current students will be supported through the completion of their coursework. Grad admissions has already contacted admitted students so they can choose to get a refund on their deposit or transfer to different program.

7. Old Business: No items.

8. Discussion Items

- Updates from the AP&P Joint Subcommittee—Curriculog general updates. Good faith amendment to prevent proposals from getting hung up on contacting departments that aren't necessarily thought of at first. GAPP email should be a catch-all for all GAPP related communication.
- Updates from the Graduate School:
 - i. Grad Admissions: Next cycle opening in August. Programs have until September to submit final changes for admission requirements for 2026–2027. This doesn't include deadlines or terms.
 - ii. Grad School:
 - Thesis/ Dissertation Manuscript Final deadline: May 7.
 - Registration April 1.
 - Enrollment reports will be sent out soon about those registered for spring but not fall.
 - Venture Night for graduate students is April 29.
 - Graduate Education Day in May: attend general assembly, meet state reps, NC Council of Graduate Schools.
 - Policy Subcommittee will have a quick meeting after this meeting is adjourned.
 - Thanks to those who helped review the Domer and Chancellor fellowship applications.
 - GSGA: added another funding round for research and committee awards. Students who submitted in spring who didn't receive full funding can resubmit their request for more funding, and new students can submit applications as well.
 - GSGA president and vice presidents were announced today.
 - Curriculog: Thanks to Eric, Julie, and Anna for their hard work configuring software. Chairs will be introduced to the new system in summer; training will occur in the fall for making proposals.
 - Thanks to Melody and Lily for their service. Thanks to Scot, Matt, Jennifer, and Alan for chairing subcommittees.

- Thanks to everyone for their service on the committee.

9. Adjournment—Meeting adjourned at 3:44pm.

G_CAS_PSY_2024_26

Current Bulletin copy

PSY 5555 - Advanced Educational Psychology (3)

When Offered: On Demand

This course provides an advanced examination of research-based psychological concepts, principles, and theories that are relevant to teaching and learning, with particular emphasis on biological, cognitive, and psychosocial development; cognitive and behavioral learning theories; and individual and group differences.

Proposed Bulletin copy

PSY 5555 - Advanced Educational Psychology (3)

When Offered: On Demand

This course examines academic skill development, family development and functioning, and implications for practice. Students learn theory and research about the biological, cognitive, cultural, and social underpinnings of reading, writing, and mathematics development, as well as evidence-based approaches to assessment and remediation. Students also learn about family development across the lifespan, family systems theory, families of students with disabilities, and families in various contexts (e.g., families with different backgrounds, cultures, and needs).

G_CAS_PSY_2024_27

Current Bulletin copy

PSY 5703- Psychoeducational Assessment for Intervention II (5)

When Offered: Spring

As the second in a two-course sequence, this course extends students' knowledge and skills in school-based assessment for intervention. Students will have the opportunity to learn historical and theoretical foundations of intelligence as well as characteristics of and methods of assessing various educational disabilities. Students will demonstrate competency in the administration, scoring, and interpretation of results of the most commonly used measures of cognitive abilities, perceptual-motor integration, and adaptive behaviors and learn to integrate assessment data from multiple measures into comprehensive written reports with associated recommendations for interventions. Emphasis will be placed on the integration of assessment skills and methods attained during PSY 5702, as well as the application of assessment data to address instructional problems. Practice laboratory sessions are required.

Prerequisites: PSY 5702.

Proposed Bulletin copy

PSY 5703- Psychoeducational Assessment for Intervention II (5)

When Offered: Spring

The second in a two-course sequence, this course extends students' knowledge and skills in school-based assessment for intervention and focuses on cognitive assessment. Students learn the historical and theoretical foundations of intelligence and the benefits and limitations of intelligence testing in schools. Emphasis is placed on working with various student populations encompassing different backgrounds and educational needs. Students demonstrate competence in administering, scoring, and interpreting results of the most commonly used measures of cognitive abilities and summarizing the results in written psychoeducational reports. Weekly practice laboratory sessions are required.

Prerequisite: PSY 5702.

G_CAS_PSY_2024_28

Current Bulletin copy

PSY 5704 - Emotional/Behavioral Assessment for Intervention (3)

When Offered: Spring

This course examines current models and methods of school-based assessment of the emotional, behavioral and social functioning of children and adolescents, as well as pertinent legal, ethical, historical, family, and diversity issues and relevant federal and state regulations. Supervised practice with a school-based case will be provided, and students will learn to integrate emotional-behavioral assessment results into a comprehensive written report with associated recommendations for interventions.

Corequisite: PSY 5902

Proposed Bulletin copy

PSY 5704 - Emotional/Behavioral Assessment for Intervention (3)

When Offered: Fall

This course examines current models and methods of school-based assessment of the emotional, behavioral and social functioning of children and adolescents, as well as pertinent legal, ethical, and historical issues, and relevant federal and state regulations. Supervised practice with a school-based case will be provided, and students will learn to integrate emotional-behavioral assessment results into a comprehensive written report with associated recommendations for interventions. Students will develop an understanding of counseling and therapeutic techniques to design, implement, and evaluate student behavioral and mental health and promote social-emotional functioning.

Prerequisites: PSY 5702 and PSY 5703

G_CAS_PSY_2024_29

Current Bulletin copy

PSY 5902 - Practicum II: School Psychology (3)

When Offered: On Demand

This course is limited to advanced graduate students in school psychology. The student will be placed in a public school or equivalent setting based on background and needs. Students work under on-site supervision and must attain a minimum of 135 supervised clock hours. Tasks accomplished are commensurate with level of training.

Proposed Bulletin copy

PSY 5902 - Practicum II: School Psychology (3)

When Offered: On Demand

This course is limited to graduate students in school psychology. The student will be placed in a public school setting at least one full day a week under professional supervision (both on site and in the university classroom). A minimum of 135 supervised clock hours must be completed. Students gain a comprehensive understanding of ethical practices they may encounter in the field. Tasks include assessment administration, case conceptualization, participation on multidisciplinary teams, group counseling, individual counseling, consultation, and two comprehensive evaluations. Tasks are commensurate with level of training.

Prerequisites: PSY 5704 and PSY 5901

G_CAS_PSY_2024_30

Current Bulletin copy

PSY 5810 - Functions and Ethics of School Psychologists (3)

When Offered: Fall

As an introduction to the profession of school psychology, this course reviews historical foundations, current practices, and emerging models in the field. Students critically consider current roles and functions of school psychologists, relevant state and federal laws and regulations, important ethical and professional issues, and the school psychologist's relationships with parents, students, other school personnel, and relevant community resources. The course is designed to be a catalyst in the development of the student's professional identity as a school psychologist.

Prerequisite: Admission to the School Psychology graduate program.

Proposed Bulletin copy

PSY 5810 - Functions and Ethics of School Psychologists (3)

When Offered: Fall

This foundational course introduces students to the profession of school psychology and reviews critical ethical and professional issues related to school-based practice. Students learn the historical foundations of the field, practice domains and models, current issues and challenges impacting practice, school psychologists' roles and functions, relevant state and federal laws and regulations, community resources, and relationships with parents, students, and school personnel. Emphasis is placed on working with various student populations encompassing different backgrounds and educational needs. The course is a catalyst for students' professional identity as a school psychologist.

Prerequisite: Admission to the School Psychology graduate program.

G_CAS_PSY_2024_31

Current Bulletin copy

PSY 5820 - Multi-tiered Prevention and Intervention (3)

When Offered: Fall

This course prepares students to use an evidence-based problem-solving process within a multi-tiered, school-based system of behavioral and academic supports, with a focus on prevention and early intervention. Students learn how to collaborate effectively with others to facilitate organizational change that promotes positive academic, behavioral, and mental health functioning of diverse populations in the schools and are trained in crisis prevention and preparedness using a curriculum developed by the National Association of School Psychologists.

Prerequisite: Admission to the School Psychology graduate program.

Proposed Bulletin copy

PSY 5820 - Multi-tiered Prevention and Intervention (3)

When Offered: Fall

This course prepares students to use an evidence-based problem-solving process within a multi-tiered, school-based system of behavioral and academic supports, with a focus on prevention and early intervention. Students learn how to collaborate effectively with others to facilitate organizational change that promotes positive academic, behavioral, and mental health functioning of diverse populations in the schools and are exposed to crisis prevention, intervention, preparedness, protection, mitigation, response, and recovery.

Prerequisite: Admission to the School Psychology Graduate Program.

G_CAS_PSY_2024_32

Current Bulletin copy

PSY 5901 - Practicum I: School Psychology (3)

When Offered: On Demand

This course is limited to graduate students in school psychology. The student will be placed in a public school setting one full day a week under professional supervision (both on site and in the university classroom). A minimum of 135 supervised clock hours must be completed. Tasks accomplished are commensurate with level of training.

Proposed Bulletin copy

PSY 5901 - Practicum I: School Psychology (3)

When Offered: On Demand

This course is limited to graduate students in school psychology. The student will be placed in a public school setting at least one full day a week under professional supervision (both on site and in the university classroom). A minimum of 135 supervised clock hours must be completed. Students learn about policies governing services for children with disabilities and professional dispositions. Tasks include assessment administration, academic intervention support, multidisciplinary team meeting participation, group counseling, and two comprehensive evaluations. Tasks are commensurate with level of training.

Prerequisites: PSY 5702 and PSY 5703

Proposed Bulletin Copy

Family Nurse Practitioner, BSN to DNP

Program Code: 835A

CIP Code: 51.3818 Nursing Practice

Program of Study for the Doctor of Nursing Practice Family Nurse Practitioner

Admission Requirements:

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

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

Additional Admission Requirements:

Additional Admission Requirements

- A Bachelor of Science in Nursing (BSN) from an accredited (ACEN, CNEA or CCNE) program
- A current, unrestricted RN license in North Carolina or a state participating in the Nurse Licensure Compact (NLC)
- One year of nursing experience before beginning the program
- Completion of an undergraduate statistics course (descriptive and inferential statistics) with a grade of C or higher
- Completion of an undergraduate research course with a grade of C or higher
- A personal statement including the applicant's reason for interest in the program
- Two or more letters of reference (at least one academic and one professional)
- Admission interview with DNP faculty to discuss areas of interest for DNP project.

Minimum GPA to Qualify for Regular Admission: 3.0 or higher

Location: Hybrid online; cohorts begin in the fall term.

*An admission exam is not required for this program.

Additional Information:

The Family Nurse Practitioner, DNP program begins in the Fall semester and progresses across 12 subsequent semesters, including summer sessions. It is designed as a four-year part-time program of study.

Course Requirements for the Doctor of Nursing Practice Family Nurse Practitioner (FNP):

Total Required (76 hours)

Required APRN FNP core courses (67 hours)

- NUR 7100 Advanced Health Assessment for Diagnosis (3)
- NUR 7110 Advanced Health Assessment: Diagnostic Reasoning & Differential Diagnosis (2)
- NUR 7120 Pathophysiology for Advanced Nursing Practice (3)
- NUR 7150 Advanced Pharmacology Across the Lifespan (3)
- NUR 7160 Pharmacology for Special Populations (3)
- NUR 7200 Research for Evidence-Based Advanced Practice (3)
- NUR 7210 Ethics in Healthcare (2)
- NUR 7220 Health Promotion and Health Behavior (3)
- NUR 7320 Advanced Nursing Concepts for Primary Care: Mental Health (2)
- NUR 7330 Advanced Nursing Concepts for Primary Care: Adult (3)
- NUR 7340 Advanced Nursing Concepts for Primary Care: Older Adult (3)
- NUR 7350 Advanced Nursing Concepts for Primary Care: Pediatric (3)
- NUR 7360 Advanced Nursing Concepts for Primary Care: Sexual & Reproductive Health (2)
- NUR 7400 Role Seminar 1: Introduction to the FNP Role (1)
- NUR 7420 Role Seminar 2: Advanced Role Development for the DNP Scholar (3)
- NUR 7470 Role: Advanced Practice RN (2)
- NUR 7600 DNP Clinical Scholarly Project (1-5) (5)
- NUR 7700 Healthcare Policy, Practice and Organization (3)
- NUR 7900 Advanced Health Assessment for Diagnosis: Clinical (1)
- NUR 7920 Health Promotion/ Health Behavior: Clinical (1)
- NUR 7930 Advanced Practice Clinical: Adult (3)
- NUR 7940 Advanced Practice Clinical: Older Adult (3)
- NUR 7950 Advanced Practice Clinical: Pediatric (2)
- NUR 7960 Advanced Practice Clinical: Sexual and Reproductive Health (2)
- NUR 7970 Role: Advanced Practice RN Clinical (3)
- One graduate level course in Statistical Methods (3).

Required Cognate* courses (9 Hours)

Note. In consultation with an Advisor and/or the Director of the Doctoral Program students will select a cognate focus: Nursing Education, Public/Population Health, Healthcare Policy & Management. This requirement builds upon the requisite nursing knowledge for the advanced practice role and capitalizes on the unique contributions of expert nurses providing students the necessary knowledge, skills, and attributes to facilitate advanced practice in a complex healthcare system with a primary care focus. Three courses from a list of existing course list will be identified for completion of this requirement.

Nursing Education Cognate*

NUR 5050 - Educational Theories for Nursing Academic and Practice Settings (3)

Start with NUR 5050, then choose two from:

NUR 5715 - Instructional Strategies for Nursing and Informatics (3)

NUR 5810 - Educational Tests and Measurement in Nursing (3)

NUR 5820 - Nursing Program Development and Evaluation (3)

Public/Population Health Cognate*

P_H 5000 Foundations of Public Health (3)

Start with PH 5000, then can choose two from:

P_H 5350 Program Evaluation in Rural Settings (3)

P_H 5400 Environmental Public Health and Sustainability (3)

P_H 5450 Public Health Policy for Rural Resilience and Sustainability (3)

P_H 5600 Global Public Health in Rural Populations (3)

P_H 5700 Grant Writing in Public Health (3)

P_H 5800 Emergency Preparedness, Response, and Mitigation in Rural Communities (3)

Healthcare, Policy & Management Cognate*

HCM 5210 - Foundations of the U.S. Health Care System

Start with HCM 5210, then can choose two from:

HCM 5270 - Organizational Development and Behavior in Health Care (3)

HCM 5570 - Financial Management for Health Organizations I (3)

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

HCM 5590 - Performance Improvement and Operations Management (3)

HCM 5610 - Health Economics (3)

HCM 5680 - Management and Human Resources in Health Organizations (3)

HCM 5910 - Health Law and Policy (3)

HCM 5950 - Strategic Management in Health Care (3)

Other Requirements for the Doctor of Nursing Practice

Dissertation: Not required

Proficiency: Not required

Candidacy: required

Qualifying Exam: required

Product of Learning: a DNP Clinical Project is required.

Proposed Bulletin Copy

NUR 7100 - Advanced Health Assessment for Diagnosis (3cr)

When Offered: FALL

Building upon cognitive and assessment skills developed previously, this course incorporates advanced assessment techniques, principles of diagnostic reasoning, critical thinking, and cultural sensitivity in order to assess the health states of patients across the lifespan. Models that address patient resiliency, vulnerability, and stability will be incorporated throughout the course. Theoretical frameworks and knowledge from nursing and other disciplines will be used to develop a patient database in primary health care practice settings necessary for developing safe, quality, person-centered, and evidence-based interventions.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7110 - Advanced Health Assessment: Diagnostic Reasoning and Differential Diagnosis (2cr)

When Offered: SPRING

The course is designed to increase assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, differential diagnosis, and oral and written presentations are emphasized. Attention is given to development of pertinent, priority assessment skills which will allow the learner to differentiate the normal and abnormal anatomy and physiology variations. Best practices for selecting diagnostic tests and procedures to support clinical judgment and accurate diagnosis and legal and ethical parameters of practice will be introduced and explored.

Prerequisite or Corequisite: NUR 7100 and NUR 7120

Proposed Bulletin Copy

NUR 7120– Pathophysiology for Advanced Nursing Practice (3cr)

When Offered: FALL

This course builds upon preparation in the biological and physical sciences in the provision of health promotion, disease prevention, and disease management services for genomic diversity across the lifespan. Emphasis is placed upon the etiology, pathogenesis, and clinical manifestations of diseases and the interaction between patient vulnerability and resilience relevant to disease incidence, prognosis, treatment, and health outcomes. A major aim of the course is to strengthen students' competency with assessing and evaluating (diagnostic reasoning) and responding appropriately to patients with pathophysiological changes and complications.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7150 – Advanced Pharmacology Across the Lifespan (3cr)

When Offered: SPRING

A foundation for the application of pharmacology relevant to advanced practice nurses is provided throughout this course. The process involving medication selection and prescription-writing for various disease states and patient populations across the lifespan is discussed, as well as considerations pertaining to potential risks and benefits, access, and cost associated with pharmacotherapy. Expected adverse effects, monitoring parameters, and drug interactions for medication classes will be reviewed. Finally, related concepts of genomic variation, critical thinking, evidence-based practice, health literacy, cultural factors, social determinants of health (SDoH), population health, interdisciplinary communication, legal and ethical parameters of practice are explored.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7160 - Pharmacology for Special Populations (3cr)

When Offered: SUMMER

Building on the foundations of pharmacologic applications in Advanced Pharmacology, this course focuses on pharmacology for special populations (e.g., pediatric, peripartum, and geriatric patients). Detailed attention is directed toward risks and benefits, therapeutic effectiveness, and the diverse uses of pharmacotherapy in special patient populations. While many therapeutic agents are used across the lifespan, individual patient populations may respond differently, and these differences will be the primary focus of discussion in this course.

Prerequisite: NUR 7150

Proposed Bulletin Copy

NUR 7200 - Research for Evidence-Based Advanced Practice (3cr)

When Offered: SPRING

This course examines the foundational aspects of evidence-based practice for advanced practice nurses, including rapid critical appraisal of evidence for quality and applicability. Students will translate findings from research and other evidence into practice to impact health outcomes and to function as a change agent. Students will evaluate existing evidence related to their clinical problem and consider innovations that inform their DNP scholarly project. Additionally, this course presents the principles of scholarly writing, including the writing process and fundamentals of effective scholarly communication to support the development of arguments and written expression.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7210 - Ethics in Healthcare (2cr)

When Offered: SPRING

The course will integrate research, ethics, theoretical foundations, and health innovations as a basis for scientific inquiry with practical application, fostering a deeper understanding of ethical decision-making processes. Grounded in ethical principles and professional standards, students will explore the ethical complexities of the role of an advanced practice nurse while examining diverse perspectives on healthcare issues such as social justice, stigma and bias, and health inequalities.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7220 - Health Promotion and Health Behavior (3cr)

When Offered: SUMMER

Advanced practice registered nurse (APRN) students are introduced to the theoretical concepts of health promotion, health behavior, and primary and secondary disease prevention. The focus of the course is to learn evidence-based strategies to motivate and assist patients to make health behavior changes supportive of optimal well-being, disease prevention, and chronic disease management and/or reversal. Lifestyle practices including but not limited to quality sleep, healthy nutrition, regular physical activity, limitation/avoidance of substances, stress management, and social connection will be explored. Strategies to promote these lifestyle practices will consider the stage of change/ readiness for change, personal preferences, cultural beliefs and values, and social determinants of health.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7320 - Advanced Nursing Concepts for Primary Care: Mental Health (2cr)

When Offered: SUMMER

This course provides the APRN student with the foundational knowledge for advanced nursing practice and management of mental health/human development across the lifespan. The course focus is on evidence-based health promotion, health maintenance, and primary care diagnosis, treatment and evaluation of common acute or chronic mental and behavioral health conditions (e.g., intimate partner violence, abuse, substance use disorders, depression, anxiety, grief, etc.) and human development needs across the lifespan. Financial, cultural, ethical, spiritual, genetic and legal considerations for care will be integrated with course content.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7330 - Advanced Nursing Concepts for Primary Care: Adult (3cr)

When Offered: FALL

This course provides the advanced practice registered nurse (APRN) student with the foundational knowledge for advanced nursing practice with adults in primary care. The course focus is on evidence-based health promotion, health maintenance, and primary care diagnosis, treatment and evaluation of common acute or chronic conditions. Financial, cultural, ethical, spiritual, genetic and legal considerations for care of the adult will be integrated with course content.

Prerequisite(s): NUR 7100, NUR 7110, NUR 7120, NUR 7150, NUR 7160

Proposed Bulletin Copy

NUR 7340 - Advanced Nursing Concepts for Primary Care: Older Adult (3cr)

When Offered: SPRING

This course provides the APRN student with the foundational knowledge for advanced nursing practice with older adults in primary care or congregant living. The course focus is on evidence-based health promotion, health maintenance, end of life care and primary care diagnosis, treatment and evaluation of common acute or chronic conditions. Financial, cultural, ethical, spiritual, and legal considerations for care of the older adult will be integrated with course content.

Prerequisite(s): NUR 7100, NUR 7110, NUR 7120, NUR 7150, NUR 7160

Proposed Bulletin Copy

NUR 7350 - Advanced Nursing Concepts for Primary Care: Pediatric (3cr)

When Offered: SUMMER

This course provides the APRN student with the foundational knowledge for advanced nursing practice with infants, children and adolescents in primary care and schools. The course focus is on evidence-based health promotion, health maintenance, family-centered care including primary care diagnosis, treatment, and evaluation of common acute or chronic conditions. Financial, cultural, ethical, spiritual, genetic and legal considerations for care of the infant, child and adolescent will be integrated with course content.

Prerequisite(s): NUR 7100, NUR 7110, NUR 7120, NUR 7150, NUR 7160

Proposed Bulletin Copy

NUR 7360 - Advanced Nursing Concepts for Primary Care: Sexual and Reproductive Health (2cr)

When Offered: FALL

This course provides the APRN student with the foundational knowledge for advanced nursing practice to manage sexual and reproductive health. The course focus is on evidence-based health promotion, health maintenance, peripartum care, and management of sexual and reproductive health diagnoses commonly seen in primary care. Financial, cultural, ethical, spiritual, genetic and legal considerations for care will be integrated with course content.

Prerequisite(s): NUR 7100, NUR 7110, NUR 7120, NUR 7150, NUR 7160

Proposed Bulletin Copy

NUR 7400 – Role Seminar 1: Introduction to the FNP Role (1cr)

When Offered: FALL

This course serves as the foundational experience for students entering the Doctor of Nursing Practice (DNP) program. Designed to provide a comprehensive introduction to the FNP role and initiate the development of the DNP Clinical Scholarly Project. This course blends theoretical knowledge, skills, and collaborative learning opportunities.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7420 - Role Seminar 2: Advanced Role Development for the DNP Scholar (3cr)

When Offered: SUMMER

This course aims to refine and solidify the FNP advanced nursing role for the Doctor of Nursing Practice (DNP) scholar. As a summative experience, DNP scholars will develop their professional identity, refine leadership skills, and build a comprehensive understanding of the practical application of their knowledge. The course serves as a bridge between academic preparation and the transition to advanced nursing practice roles.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7470 - Role: Advanced Practice RN (2cr)

When Offered: SPRING

This course focuses on transition into the advanced practice nursing role. The emphasis will be placed on preparation for entry into advanced practice. Content for national board certification will be reviewed. The course will also include reviews of the APRN scope of practice, standards of care, legislative rules and regulations governing advanced practice nursing and employment acquisition. Students will use evidence-based research to analyze current issues affecting the advanced practice nursing role including ethical, spiritual, psycho-social, and alternative medicine issues.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7600 - DNP Clinical Scholarly Project (1-5cr) (5)

When Offered: FALL, SPRING, SUMMER

This course builds on the principles of nursing scholarship and competencies of advanced practice nursing. In this course, students will integrate skills to improve outcomes through organization and systems leadership, quality improvement processes, health policy initiatives, educational best practices, and translation of evidence into practice. Students will develop an approved clinical proposal, implement

a project, analyze findings, prepare a report and present the project. May be repeated for a total of 6 credit hours.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7700 - Healthcare Policy, Practice and Organization (3cr)

When Offered: SUMMER

This course explores the multi-faceted nursing roles in navigating and influencing practice, legislative processes, policy implementation, healthcare systems, and organizations. Students will explore how health policy development and advocacy intersect with nursing practice to influence healthcare outcomes for individuals, families, and communities at various levels—local, state, national, and/or international. The course will delve into emerging health policy issues, emphasizing the application of leadership principles to drive meaningful change.

Prerequisite: Admission to the DNP program

Proposed Bulletin Copy

NUR 7900 - Advanced Health Assessment for Diagnosis Clinical (1cr)

When Offered: SPRING

The purpose of this course is to enhance assessment skills learned previously by providing meaningful opportunities to apply and practice these skills. Common procedures performed in primary care settings and their indications and contraindications will be introduced. Additionally, these procedures will be practiced and performed with supervision and feedback provided. (50 hours)

Prerequisite or Corequisite: NUR 7100

Proposed Bulletin Copy

NUR 7920 - Health Promotion/ Health Behavior Clinical (1cr)

When Offered: SUMMER

This course provides the advanced practice registered nurse (APRN) with opportunities to implement concepts learned in the Health Promotion and Health Behavior didactic course. A variety of clinical practices allow the student to gain additional experience in strategies to motivate and assist patients to make health behavior changes supportive of optimal well-being, disease prevention, and chronic disease management and/or reversal. The student may build on their unique clinical problem if it is pertinent to health behavior change and/or lifestyle medicine (50 hours)

Prerequisite or Corequisite: NUR 7220

Proposed Bulletin Copy

NUR 7930 - Advanced Practice Clinical: Adult (3cr)

When Offered: SUMMER

This course provides the advanced practice registered nurse (APRN) student with practice implementing course content in the advanced practice role in a variety of outpatient settings. In addition, the student will identify quality improvement (QI) or clinical issues in this first clinical course for implementation of evidence-based practice. (150 hours)

Corequisite: NUR 7330

Proposed Bulletin Copy

NUR 7940 - Advanced Practice Clinical: Older Adult (3cr)

When Offered: SPRING

This course provides the APRN with opportunities to implement concepts learned in the Older Adult didactic course. A variety of clinical practices allow the student to gain additional experience in caring for patients who are older. The student may build on their unique clinical problem identified for their scholarly project if it is pertinent to older adults. (150 hours)

Corequisite: NUR 7340

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NUR 7950 - Advanced Practice Clinical: Pediatric (2cr)

When Offered: SUMMER

This course provides the APRN with opportunities to implement concepts learned in the Pediatrics didactic course. A variety of clinical practices allow the student to gain additional experience in caring for infants, children, and adolescents. The student may build on their unique clinical problem if it is pertinent to pediatric patients. (100 hours)

Corequisite: NUR 7350

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NUR 7960 - Advanced Practice Clinical: Sexual and Reproductive Health (2cr)

When Offered: FALL

This course provides the APRN with opportunities to implement concepts learned in the sexual and reproductive health didactic course. A variety of clinical practices allow the student to gain experience in caring for sexual and reproductive health of patients of different ages, sexes, and genders. The student may build on their unique clinical problem if it pertains to sexual and reproductive health. (100 hours)

Corequisite: NUR 7360

Proposed Bulletin Copy

NUR 7970 - Role: Advanced Practice RN Clinical (3cr)

When Offered: SPRING

This course is an integrative experience in which the APRN students continue to develop knowledge and expertise in the role as a primary care provider. Autonomy in clinical decision-making is emphasized. The APRN student will increase their responsibility for independent client and family management. Direct guidance and supervision is provided in the clinical sites by preceptors with direction from the nursing faculty. (150 hours)

Prerequisite or Corequisite: NUR 7470

Leave of Absence and Readmission

A graduate student who has begun work toward a graduate degree but who is not enrolled at Appalachian during a specific Fall or Spring academic term will be officially classified as being on leave. A student who is on leave of absence will have no access to university resources, and cannot schedule and pass a thesis or dissertation defense, nor take comprehensive or qualifying examinations. [Unless restricted by the program, all students in good standing may return to their program within 1 calendar year without being required to reapply. Students who have not enrolled in classes for more than one calendar year, or were not in good academic standing at the time of leave, must apply for readmission. A leave of absence alone has no effect on the time limit for degree completion. The time limit associated with the degree, beginning from the year of admission, will remain the same including the time spent on leave. \(\[Time Limit Requirements\]\(#\)\)](#)

~~To return after a leave, students should contact Graduate Records for instructions.~~

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

Readmission [Following Suspension](#)

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

Leave of Absence and Readmission

A graduate student who has begun work toward a graduate degree but who is not enrolled at Appalachian during a specific Fall or Spring academic term will be officially classified as being on leave. A student who is on leave of absence will have no access to university resources, and cannot schedule and pass a thesis or dissertation defense, nor take comprehensive or qualifying examinations. Unless restricted by the program, all students in good standing may return to their program within 1 calendar year without being required to reapply. Students who have not enrolled in classes for more than one calendar year, or were not in good academic standing at the time of leave, must apply for readmission. A leave of absence alone has no effect on the time limit for degree completion. The time limit associated with the degree, beginning from the year of admission, will remain the same including the time spent on leave. ([Time Limit Requirements](#))

Readmission Following Suspension

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

Dual Degree

The purpose of a dual degree program is to allow students to simultaneously complete two complementary graduate degree programs through a prearranged curriculum plan that meets the requirements of both degree programs, while allowing for a specified set of shared coursework. There are two types of dual degree graduate programs at Appalachian: (1) pairing of two master's degree programs; and (2) pairing of two graduate programs across degree levels (e.g., a master's degree paired with a specialist or doctoral degree, or a specialist paired with a doctoral degree). Requirements for the dual degree vary depending on the type of dual degree pairing.

Students apply for entrance into each intended program individually ~~either an approved dual degree program~~ either (1) at the time of initial admission into the School of Graduate Studies, or (2) by later requesting entrance into a second degree program that could be paired with the student's initial program. Those students requesting a later admission must apply before completing 50% of the required credit hours in their initial degree program.

Students begin the admissions process by conferring with the program director(s) of the requested paired programs. Admission to all dual degree programs requires approval by both paired degree programs and by the School of Graduate Studies.

Students approved to pursue a dual degree program pairing two graduate degrees will be subject to the following requirements:

1. If a **formal** dual degree pairing **does not exist but is of interest to a student** ~~has been offered no more than two times in the last five years~~, the program directors can create an individualized program of study (POS) **which must be approved by both programs and by the School of Graduate Studies and that adheres** ~~to the following requirements. The POS must be approved by both programs and by the School of Graduate Studies.~~
2. All admissions requirements for both degree programs must be met, except in cases where programs participating in the dual degree have established a unified standardized exam policy.
3. The paired POS must meet all requirements for both degree programs, including admission to candidacy, proficiency, comprehensive exam, or other requirements. All courses being shared for credit must be clearly defined in the paired POS. No more than 50% of the courses, based on the program with the least required credit hours, may be shared on the dual degree POS, except when credit hours required for the larger program is 54 hours or greater. In that case, the dual degree program shall require a minimum of 69 credit hours OR 54 hours plus 50% of the number of credit hours required for the smaller program, whichever is greater.

Tracked Changes

4. Students pursuing a dual degree who already have an earned master's degree will be required to complete all requirements of the dual degree, because the reduction in hours allowed under the Second Master's policy is already factored into the dual degree programs.
5. Students must complete both degree programs in the paired dual degree within seven (7) years of the initial admission term [for masters level programs or ten \(10\) years for doctoral programs](#) and [should](#) graduate from both programs in the same term. No dual degrees will be awarded retroactively.

Students approved to pursue a dual degree program pairing across two degree levels will be subject to the following requirements:

1. All admissions requirements for both degree programs must be met, except in cases where programs participating in the dual degree have established a unified standardized exam policy.
2. The paired POS must meet all requirements for both degree programs, including admission to candidacy, proficiency, comprehensive exam, or other requirements. Any courses being shared for credit must be clearly defined in the paired POS.
3. In cases where a master's degree is paired with a specialist or doctoral program, no reduction in hours will be allowed for students with a previously-earned master's degree.
4. Students must complete both dual degree programs within seven (7) years of the initial admission term [for masters level programs or ten \(10\) years for doctoral programs](#). Graduation from the lower degree level program may be permitted before completion of the specialist or doctoral degree, but ONLY if the coursework for each degree level is clearly defined.
5. No dual degrees will be awarded retroactively.

Dual Degree

The purpose of a dual degree program is to allow students to simultaneously complete two complementary graduate degree programs through a prearranged curriculum plan that meets the requirements of both degree programs, while allowing for a specified set of shared coursework. There are two types of dual degree graduate programs at Appalachian: (1) pairing of two master's degree programs; and (2) pairing of two graduate programs across degree levels (e.g., a master's degree paired with a specialist or doctoral degree, or a specialist paired with a doctoral degree). Requirements for the dual degree vary depending on the type of dual degree pairing.

Students apply for entrance into each intended program individually either (1) at the time of initial admission into the School of Graduate Studies, or (2) by later requesting entrance into a second degree program that could be paired with the student's initial program. Those students requesting a later admission must apply before completing 50% of the required credit hours in their initial degree program.

Students begin the admissions process by conferring with the program director(s) of the requested paired programs. Admission to all dual degree programs requires approval by both paired degree programs and by the School of Graduate Studies.

Students approved to pursue a dual degree program pairing two graduate degrees will be subject to the following requirements:

1. If a formal dual degree pairing does not exist but is of interest to a student, the program directors can create an individualized program of study (POS) which must be approved by both programs and by the School of Graduate Studies and that adheres to the following requirements.
2. All admissions requirements for both degree programs must be met, except in cases where programs participating in the dual degree have established a unified standardized exam policy.
3. The paired POS must meet all requirements for both degree programs, including admission to candidacy, proficiency, comprehensive exam, or other requirements. All courses being shared for credit must be clearly defined in the paired POS. No more than 50% of the courses, based on the program with the least required credit hours, may be shared on the dual degree POS, except when credit hours required for the larger program is 54 hours or greater. In that case, the dual degree program shall require a minimum of 69 credit hours OR 54 hours plus 50% of the number of credit hours required for the smaller program, whichever is greater.
4. Students pursuing a dual degree who already have an earned master's degree will be required to complete all requirements of the dual degree, because the reduction

in hours allowed under the Second Master's policy is already factored into the dual degree programs.

5. Students must complete both degree programs in the paired dual degree within seven (7) years of the initial admission term for masters level programs or ten (10) years for doctoral programs and should graduate from both programs in the same term. No dual degrees will be awarded retroactively.

Students approved to pursue a dual degree program pairing across two degree levels will be subject to the following requirements:

1. All admissions requirements for both degree programs must be met, except in cases where programs participating in the dual degree have established a unified standardized exam policy.
2. The paired POS must meet all requirements for both degree programs, including admission to candidacy, proficiency, comprehensive exam, or other requirements. Any courses being shared for credit must be clearly defined in the paired POS.
3. In cases where a master's degree is paired with a specialist or doctoral program, no reduction in hours will be allowed for students with a previously-earned master's degree.
4. Students must complete both dual degree programs within seven (7) years of the initial admission term for masters level programs or ten (10) years for doctoral programs. Graduation from the lower degree level program may be permitted before completion of the specialist or doctoral degree, but ONLY if the coursework for each degree level is clearly defined.
5. No dual degrees will be awarded retroactively.

Probationary Status

Unless otherwise restricted by their program, graduate students who do not maintain a cumulative grade-point average of at least 3.00, but have passed all coursework, will be granted one semester of probationary status. After being suspended from graduate study for poor academic performance, a graduate student may appeal for a semester on probation. If the program and the Graduate School approve an appeal from the student, the student will be granted one semester to bring the GPA up to 3.0 or better. Failure to achieve a cumulative GPA of 3.0 or better following a semester of probation will result in suspension from the graduate school (See Suspension and Dismissal for appeal options.). That student will be considered enrolled under probationary status during the post-appeal semester.

Restrictions:

- A student can have only one probationary term per degree program prior to being suspended from the graduate school. If the student was admitted provisionally, the first term counts as the probationary term.
- A student enrolled under probationary status cannot hold a graduate assistantship, fellowship, or NC Tuition Scholarship.
- Course work reported "Incomplete" must be completed within the probationary semester. A student cannot be removed from probation while "Incompletes" remain on their academic record.
- A transfer course may not be used to substitute for a course in which a student earned a grade of "F" at Appalachian.

Programs wanting to retain a suspended student under probationary status must submit a retention plan for the student to the School of Graduate Studies. This plan is an agreement among the student, program, and the Graduate School outlining the conditions for probation from both the program and the Graduate School. The retention plan should include the following:

1. Term of probation requested;
2. Program's reason(s) for retaining the student; and,
3. Conditions/requirements required by program during probationary period.

Suspension and Dismissal

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

best interest of the University. Graduate students who do not ~~achieve~~ maintain a cumulative grade-point average of at least 3.00 ~~following a probationary semester~~ are suspended from the Graduate School and cannot register for classes without a the written ~~–recommendation of the advise~~ retention plan and the approval of the Dean of the Graduate School (see “Probationary Status”).

~~If a Degree candidacy is discontinued for the student who has received four grades C-level grades (including C-, C, C+)- of “C,” or and if a graduate student receives a grade of “F” or “U,” the student is suspended and may not continue in the Graduate School without a retention plan and the approval of the Dean of the Graduate School .unless the advisor submits, in writing, an acceptable recommendation to the Dean of the Graduate School. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of “F”, “U”, “WF” or “WU” may not continue toward the graduate degree under any circumstances and will be permanently dismissed from the Graduate School. A transfer course may not be used to substitute for a course in which a student earned a grade of “F” at Appalachian.~~

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

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

Programs wanting to retain a suspended student must submit a retention plan for the student to the School of Graduate Studies. This plan is an agreement among the student, program, and the Graduate School outlining the conditions for continued probation from both the program and the Graduate School. The retention plan should include the following:

1. Term of probation requested;
2. Program’s reason(s) for retaining the student; and,
3. Conditions/requirements required by program during probationary period.

Probationary Status

Unless otherwise restricted by their program, graduate students who do not maintain a cumulative grade-point average of at least 3.00, but have passed all coursework, will be granted one semester of probationary status to bring the GPA up to 3.0 or better: Failure to achieve a cumulative GPA of 3.0 or better following a semester of probation will result in suspension from the graduate school (See Suspension and Dismissal for appeal options.). Restrictions:

- A student can have only one probationary term per degree program prior to being suspended from the graduate school. If the student was admitted provisionally, the first term counts as the probationary term.
- A student enrolled under probationary status cannot hold a graduate assistantship, fellowship, or NC Tuition Scholarship.
- Course work reported “Incomplete” must be completed within the probationary semester. A student cannot be removed from probation while “Incompletes” remain on their academic record.

Suspension and Dismissal

Appalachian reserves the right to exclude, at any time, a graduate student whose performance is unsatisfactory or whose conduct is deemed improper or prejudicial to the best interest of the University. Graduate students who do not achieve a cumulative grade-point average of at least 3.00 following a probationary semester are suspended from the Graduate School and cannot register for classes without a written retention plan and the approval of the Dean of the Graduate School (see “Probationary Status”).

If a student has received four C-level grades (including C-, C, C+) , or if a graduate student receives a grade of “F” or “U,” the student is suspended and may not continue in the Graduate School without a retention plan and the approval of the Dean of the Graduate School. In no case may a graduate student be permitted to repeat more than one course to improve the grade, and the student who receives a second grade of “F”, “U”, “WF” or “WU” may not continue toward the graduate degree under any circumstances and will be

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permanently dismissed from the Graduate School. A transfer course may not be used to substitute for a course in which a student earned a grade of "F" at Appalachian.

Programs wanting to retain a suspended student must submit a retention plan for the student to the School of Graduate Studies. This plan is an agreement among the student, program, and the Graduate School outlining the conditions for continued probation from both the program and the Graduate School. The retention plan should include the following:

1. Term of probation requested;
2. Program's reason(s) for retaining the student; and,
3. Conditions/requirements required by program during probationary period.

Accelerated Master's/Early Acceptance

The Graduate School offers an accelerated program by which undergraduate students can accelerate their admission to and/or completion of a master's degree program at Appalachian. Early acceptance guarantees admission to the graduate degree program assuming the student still meets all graduate admission criteria upon completion of the undergraduate degree. Some programs may allow accelerated admission students to ~~double-count~~ take up to twelve (12) hours of graduate coursework to fulfill program of study requirements for both the undergraduate and graduate degrees. [No more than 12 credit hours of graduate coursework completed prior to completion of an undergraduate degree can be applied towards a graduate degree program of study.](#) Accelerated admission status is only available to students intending to pursue a graduate degree (not certificate) program.

An eligible student:

- Must be currently enrolled in an undergraduate degree program at Appalachian.
- Must have a minimum 3.2 cumulative grade-point average in at least 24 hours of undergraduate coursework completed at Appalachian. (Some programs have higher minimum GPA requirements.)
- Is ready to start the final year of enrollment in an undergraduate degree program at Appalachian (must have completed 90 hours by the time they begin taking graduate coursework).

Accelerated Master's/Early Acceptance Guidelines:

- Prospective Accelerated Master's/Early Acceptance students should meet with the director of the desired graduate program to confirm their eligibility and to discuss potential graduate coursework.
- Students must complete the Accelerated Master's application through the Graduate School application portal.
- Standardized test scores (GRE, GMAT, MAT) will be waived for Accelerated Master's/Early Acceptance applicants.
- Undergraduate students may NOT take graduate hours in Thesis, Independent/Individual Study, or Internship.

- Any graduate course in which the student earns a grade of B- or lower cannot be applied to a graduate program of study unless approved by the graduate program director.
- Accelerated Master's/Early Acceptance students who do not complete the baccalaureate degree with at least a 3.2 GPA (or higher, if required by the program), or those earning an F or U in a graduate course, will be dismissed from the Accelerated program and will be subject to all admission requirements applied to regular applicants to be admitted to the graduate program.

Refer to the [Accelerated Master's/Early Acceptance website](#) for additional details regarding the application process, application deadlines, and participating programs.

Undergraduate Enrollment in Graduate Level Courses

Students enrolled as undergraduates at Appalachian State University and who are not previously admitted as [accelerated master's](#) students may request permission to take graduate courses if they will be seniors in the semester of enrollment and have at least a 3.0 GPA. The [Senior Permission](#) request form can be found on the Graduate School website, and it requires both department and Graduate School approval. Undergraduate students may NOT take graduate hours in Thesis, Independent/Individual Study, or Internship, or classes at the 7000-level.

Undergraduate non-degree students are not eligible to take graduate-level courses.

Students may count up to 9 semester hours taken under this classification toward a later graduate degree program, provided that the 7-year [for master's degrees or 10-year for doctoral degrees](#) time limit for graduate courses is not exceeded; that the course credits are not used to meet the requirements of the undergraduate degree; and that the graduate program approves their inclusion on the graduate program of study. [Students who have previously taken graduate coursework via Senior Permission and are later admitted as accelerated master's students may apply no more than 12 credit hours, in total, of graduate coursework completed prior to completion of an undergraduate degree towards a graduate degree program of study.](#)

Accelerated Master's/Early Acceptance

The Graduate School offers an accelerated program by which undergraduate students can accelerate their admission to and/or completion of a master's degree program at Appalachian. Early acceptance guarantees admission to the graduate degree program assuming the student still meets all graduate admission criteria upon completion of the undergraduate degree. Some programs may allow accelerated admission students to take up to twelve (12) hours of graduate coursework to fulfill program of study requirements for both the undergraduate and graduate degrees. No more than 12 credit hours of graduate coursework completed prior to completion of an undergraduate degree can be applied towards a graduate degree program of study. Accelerated admission status is only available to students intending to pursue a graduate degree (not certificate) program.

An eligible student:

- Must be currently enrolled in an undergraduate degree program at Appalachian.
- Must have a minimum 3.2 cumulative grade-point average in at least 24 hours of undergraduate coursework completed at Appalachian. (Some programs have higher minimum GPA requirements.)
- Is ready to start the final year of enrollment in an undergraduate degree program at Appalachian (must have completed 90 hours by the time they begin taking graduate coursework).

Accelerated Master's/Early Acceptance Guidelines:

- Prospective Accelerated Master's/Early Acceptance students should meet with the director of the desired graduate program to confirm their eligibility and to discuss potential graduate coursework.
- Students must complete the Accelerated Master's application through the Graduate School application portal.
- Standardized test scores (GRE, GMAT, MAT) will be waived for Accelerated Master's/Early Acceptance applicants.
- Undergraduate students may NOT take graduate hours in Thesis, Independent/Individual Study, or Internship.

- Any graduate course in which the student earns a grade of B- or lower cannot be applied to a graduate program of study unless approved by the graduate program director.
- Accelerated Master's/Early Acceptance students who do not complete the baccalaureate degree with at least a 3.2 GPA (or higher, if required by the program), or those earning an F or U in a graduate course, will be dismissed from the Accelerated program and will be subject to all admission requirements applied to regular applicants to be admitted to the graduate program.

Refer to the Accelerated Master's/Early Acceptance website for additional details regarding the application process, application deadlines, and participating programs.

Undergraduate Enrollment in Graduate Level Courses

Students enrolled as undergraduates at Appalachian State University and who are not previously admitted as accelerated master's students may request permission to take graduate courses if they will be seniors in the semester of enrollment and have at least a 3.0 GPA. The Senior Permission request form can be found on the Graduate School website, and it requires both department and Graduate School approval. Undergraduate students may NOT take graduate hours in Thesis, Independent/Individual Study, or Internship, or classes at the 7000-level.

Undergraduate non-degree students are not eligible to take graduate-level courses.

Students may count up to 9 semester hours taken under this classification toward a later graduate degree program, provided that the 7-year for master's degrees or 10-year for doctoral degrees time limit for graduate courses is not exceeded; that the course credits are not used to meet the requirements of the undergraduate degree; and that the graduate program approves their inclusion on the graduate program of study. Students who have previously taken graduate coursework via Senior Permission and are later admitted as [accelerated master's](#) students may apply no more than 12 credit hours, in total, of graduate coursework completed prior to completion of an undergraduate degree towards a graduate degree program of study.