



**LENOIR-RHYNE
UNIVERSITY**

**GRADUATE CATALOG
2019 – 2020**



Table of Contents

1_Grad Catalog Cover_2019	4
ACADEMIC CALENDAR	5
GRADUATE PROGRAMS	7
GENERAL INFORMATION	11
GENERAL INFORMATION AND POLICIES	11
FINANCIAL INFORMATION	12
Campus Computing Policies	17
Academic Honesty	26
Drug Free Schools and Communities Act	26
Family Educational Rights and Privacy Act	27
Harassment	30
Physical Accessibility for Persons with Disabilities	30
Sexual Harassment	31
Nondiscrimination	32
Statement on Online Learning	32
GRADUATE ADMISSION POLICIES	34
APPLICATION, ADMISSIONS DEADLINE, AND TERM-ENTRY INFORMATION	34
GENERAL ADMISSION REQUIREMENTS	35
INTERNATIONAL STUDENTS	35
CONFIRMATION OF ENROLLMENT	37
DEFERRED ENROLLMENT	37
RE-ENTRY CRITERIA	37
WAITLISTING	37
PROVISIONAL ADMISSION	38
TRADITIONAL ADMISSION TRACK	38
OPPORTUNITIES FOR WAIVING TEST SCORES	38
ADMISSION REQUIREMENTS BY PROGRAM	39
<i>ATHLETIC TRAINING</i>	39
<i>MASTER OF BUSINESS ADMINISTRATION</i>	40
<i>CHRISTIAN MINISTRY</i>	41
<i>COMMUNITY COLLEGE ADMINISTRATION</i>	41
<i>COUNSELING</i>	41
<i>CRIMINAL JUSTICE LEADERSHIP</i>	42
<i>DIETETIC INTERNSHIP</i>	43
<i>DIVINITY</i>	43
<i>EXERCISE SCIENCE</i>	44
<i>HUMAN SERVICES</i>	44
<i>LEADERSHIP</i>	45
<i>NURSING</i>	45
<i>OCCUPATIONAL THERAPY</i>	46

<i>ONLINE TEACHING AND INSTRUCTIONAL DESIGN</i>	47
<i>PHYSICIAN ASSISTANT STUDIES</i>	48
<i>PUBLIC HEALTH</i>	51
<i>RELIGIOUS LEADERSHIP</i>	51
<i>SACRED THEOLOGY</i>	52
<i>SUSTAINABILITY STUDIES</i>	52
<i>TEACHING</i>	52
<i>THEOLOGICAL STUDIES</i>	53
<i>UNIVERSITY LEADERSHIP</i>	53
<i>WRITING</i>	54
<i>DOCTOR OF NURSING PRACTICE</i>	54
GRADUATE ACADEMIC POLICIES	56
ADVISORS	56
APPLICATION FOR THE DEGREE	56
CHANGE OF PROGRAM PROCEDURE	56
COMPREHENSIVE EVALUATION	56
CONTINUING STUDENT STATUS	56
COURSE REPEATS	57
INCOMPLETE GRADES	57
ACADEMIC PROBATION, DISMISSAL, AND APPEAL	58
ACADEMIC APPEALS	58
NON-ACADEMIC PROBATION, DISMISSAL, AND APPEAL	58
NON-ACADEMIC APPEALS	58
REMEDICATION PLANS	59
READMISSION POLICIES	59
PROGRESS TOWARD DEGREE	59
TIME LIMITATION	59
TRANSFER CREDIT	59
DROP/ADD POLICY	60
WITHDRAWAL FROM COURSES	60
WITHDRAWAL FROM THE UNIVERSITY	61
WITHDRAWAL REFUND POLICIES	61
SCHOOL OF ARTS & LETTERS	63
MASTER OF ARTS IN WRITING	63
CERTIFICATE IN NARRATIVE HEALTHCARE	64
SCHOOL OF NATURAL SCIENCES	65
MASTER OF SCIENCE IN SUSTAINABILITY STUDIES	65
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES	68
CRIMINAL JUSTICE LEADERSHIP	68
SCHOOL OF COUNSELING & HUMAN SERVICES	69
COUNSELING	69
HUMAN SERVICES	73
SCHOOL OF EDUCATION	74
COMMUNITY COLLEGE ADMINISTRATION	75

TEACHING	76
ONLINE TEACHING AND INSTRUCTIONAL DESIGN	79
LEADERSHIP PROGRAMS	81
SCHOOL OF HEALTH, EXERCISE & SPORTS SCIENCE	85
MASTER OF PUBLIC HEALTH	85
DIETETIC INTERNSHIP	86
ATHLETIC TRAINING	86
EXERCISE SCIENCE	88
SCHOOL OF NURSING	89
MASTER OF SCIENCE IN NURSING	89
DOCTOR OF NURSING PRACTICE	91
POST MASTER'S DNP	93
SCHOOL OF OCCUPATIONAL THERAPY	95
SCHOOL OF PHYSICIAN ASSISTANT STUDIES	97
SCHOOL OF BUSINESS & ECONOMICS	101
LUTHERAN THEOLOGICAL SOUTHERN SEMINARY	105
MISSION STATEMENT	105
ACCREDITATION	105
CORE VALUES	105
HISTORY	105
TRANSFER CREDIT	106
ACADEMIC PROBATION, DISMISSAL, AND APPEAL	107
CHANGE OF DEGREE PROCEDURE	108
MASTER OF DIVINITY	108
MASTER OF THEOLOGICAL STUDIES	110
MASTER OF ARTS IN CHRISTIAN MINISTRY	111
MASTER OF SACRED THEOLOGY	113
GRADUATE COURSE DESCRIPTIONS	115

LENOIR-RHYNE UNIVERSITY

2019-2020 Academic Calendar

SUMMER 2019

May 13	Maymester classes begin
May 13	Drop/Add ends for Maymester classes at 5:00 pm
May 17	Last day to withdraw from Maymester classes with grade of "W"
May 24	Maymester classes end
May 27	Memorial Day Holiday; University Offices Closed
May 28	1 st Summer Session and Summer Full-Term Classes Begin
May 31	Maymester final grades due by 5:00 pm
May 31	Drop/Add ends for 1 st Summer/Full-Term classes
June 12	Last day to withdraw from 1 st Summer Session with grade of 'W'
June 28	1 st Summer Session Ends
June 28	Last day to withdraw from Full Summer Session with grade of 'W'
July 1	2 nd Summer Session Begins
July 4	Holiday – No Classes, University Offices Closed
July 5	Drop/Add Ends for 2 nd Summer Session
July 5	Final Grades due for 1 st Summer Session by 5:00 pm
July 17	Last day to withdraw from 2 nd Session classes with grade of 'W'
July 18-19	Board of Trustee Meetings
August 2	Full and 2 nd Term Session Classes end
August 5	Final Grades due for Full and 2 nd Summer Session Classes

FALL 2019

August 20-21	New Faculty Workshops
August 22	President's Breakfast and Address
August 22-23	Faculty Development
August 23	New Student Move-In
August 24	Community Service Day
August 25	First Year Student Matriculation Ceremony (Time-TBD)
August 26	ALL Fall Classes Begin (Full and Mini Session One)
August 30	Drop/Add ends for Full and Mini One Classes
September 17	Last day to withdraw from Mini Session One with grade of 'W'
October 4-5	Parent's Weekend
October 5	Homecoming
October 9	Midterm grades due for all Full Session Classes by 5:00 pm
October 11	Last day to withdraw from a Full Session course with grade 'W'
October 11	Mini Session One Classes End
October 14	Holiday, Offices Closed
October 14-15	Fall Break – No Classes
October 16	First Day of Classes for Mini Session Two
October 18	Final grades for Mini Session One due by 5:00 pm
October 21	Drop/Add Ends for Mini Session Two
October 28	Academic Advising for Spring 2020 Begins
November 7	Last day to withdraw from Mini Session Two with grade 'W'
November 8	Academic Advising for Spring 2020 Ends
November 7-8	Board of Trustee Meetings
November 11-15	Registration for Spring 2020
November 27-29	Thanksgiving Break – No Classes
December 6	Final Day of Classes for Full and Mini Session Two
December 7	Reading Day
December 9-12	Final Exams (See Final Exam Schedule)
December 13	Grades Due for Graduating Seniors, End of Semester
December 16	ALL Final Grades Due by 5:00 pm

SPRING 2020

January 8-9	Faculty Development Days
January 13	ALL Full and Mini Session One Classes Begin
January 17	Drop/Add Ends for all Full and Mini Session One Classes
January 20	MLK Holiday – No Classes, University Offices Closed
February 5	Last day to withdraw from Mini Session One with grade of ‘W’
February 26	Midterm Grades Due for all Full Session Classes
March 2	Mini Session One Classes End
March 2	Last Day Withdraw from Full Session Classes with grade ‘W’
March 3	Mini Session Two Classes Begin
March 6	Drop/Add Ends for Mini Session Two
March 16-20	Spring Break
March 20	University Holiday, Offices Closed
March 23	Academic Advising for Summer/Fall 2020 Begins
March 26-27	Board of Trustee Meetings
April 3	Academic Advising Ends
April 3-9	Registration for Summer/Fall 2020
April 10	Holiday – No Classes and Offices Closed
April 21	SOURCE Day – No Classes
April 29	Last Day of Classes for Full and Mini Term Two
April 29	Baccalaureate (10:00 am)
April 30	Reading Day
May 1-2	Final Exams
May 4-5	Final Exams
May 6	Final Grades for Graduating Seniors due by 11:00 am
May 7	Columbia Commencement (Time TBD)
May 7	LTSS Baccalaureate (Time TBD)
May 8	Hickory Graduate Ceremony (Time TBD)
May 8	Hickory Commencement (Time TBD)
May 8	Grades for ALL students due by 5:00 pm
May 9	Asheville Commencement (10:00 am)

THE GRADUATE SCHOOL

Assistant Provost & Dean of Graduate and Adult Education

Amy B. Wood; PhD, NCC, LPC.

COLLEGE OF ARTS & SCIENCES		Dr. Daniel Kiser, Dean
School of Arts and Letters		Dr. Jennifer Heller, Chair
Master of Arts in Writing		<i>Asheville</i>
School of Natural Sciences		Dr. Marsha Fanning, Chair
Master of Science in Sustainability Studies		<i>Asheville</i>
COLLEGE OF EDUCATION & HUMAN SERVICES		Dr. Hank Weddington, Dean and Chair of School of Education
School of Education		Dr. Hank Weddington, Chair
Master of Arts in Community College Administration		<i>Online</i>
Master of Arts in Leadership		<i>Online</i>
Master of Arts in Religious Leadership		<i>Online</i>
Master of Arts in Teaching		<i>Online</i>
Master of Arts in University Leadership		<i>Online</i>
Master of Science in Online Teaching & Instr. Design		<i>Online</i>
School of Counseling & Human Services		Dr. Neal Gray, Chair
Master of Arts in Clinical Mental Health Counseling		<i>Hickory, Asheville, Columbia</i>
Master of Arts in Human Services		<i>Online</i>
Master of Arts in School Counseling		<i>Hickory, Asheville, Columbia</i>
COLLEGE OF HEALTH SCIENCES		Dr. Michael McGee, Dean
School of Health, Exercise & Sports Science		Dr. Stephanie Stadden, Chair
Master of Public Health		<i>Hickory, Asheville, Online</i>
Dietetic Internship		<i>Hickory, Asheville, Online</i>
Master of Science in Athletic Training		<i>Hickory</i>
Master of Science in Exercise Science		<i>Hickory</i>
School of Nursing		Dr. Kerry Thompson, Chair
Master of Science in Nursing		<i>Online</i>
Doctor of Nursing Practice (FNP/DNP)		<i>Online</i>
School of Occupational Therapy		Dr. Toni Oakes, Chair
Master of Science in Occupational Therapy		<i>Hickory, Columbia</i>
School of Physician Assistant Studies		Dr. Sandra Keavey, Interim Chair
Master of Science in Physician Assistant Studies		<i>Hickory</i>
COLLEGE OF PROFESSIONAL & MATHEMATICAL STUDIES		Dr. Mary Lesser, Dean
Charles M. Snipes School of Business & Economics		Dr. David Jones, Chair
Master of Business Administration		<i>Hickory, Asheville, Online</i>

LUTHERAN THEOLOGICAL SOUTHERN SEMINARY		The Rev. Mary Hinkle Shore, PhD, Rector and Dean
	Lutheran Theological Southern Seminary	
	Master of Theological Studies	<i>LTSS - Columbia</i>
	Master of Christian Ministry	<i>LTSS - Columbia</i>
	Master of Divinity	<i>LTSS - Columbia</i>
	Master of Sacred Theology	<i>LTSS - Columbia</i>
	Master of Arts in Religious Leadership (College of Education and Human Services)	<i>Online</i>

ACCREDITATION

Lenoir-Rhyne University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and doctoral degrees. For information on accreditation status, contact:

The Southern Association of Colleges and Schools Commission on Colleges

1866 Southern Lane
Decatur, GA 30033-4097
404.679.4500
Initial Accreditation: 1928
Last Accreditation Review: 2012
Next Accreditation Review: 2018

Purpose of Accreditation Status Publication:

The purpose of publishing Lenoir-Rhyne University's accreditation status with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is 1) to learn about the accreditation status of the institution, 2) to file a third-party comment at the time of the University's decennial review, or 3) to file a complaint against the University for alleged non-compliance with a standard or requirement. It indicates that normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to the institution and not to the Commission's office.

South Carolina Commission on Higher Education

The Master of Arts in Counseling, Master of Arts in Human Services, and the Master of Science in Occupational Therapy degree programs offered through Lenoir-Rhyne's Center for Graduate Studies in Columbia, SC are licensed by the South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia SC 29201, Telephone (803) 737-2260, www.che.sc.gov. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)

The ARC-PA has granted Accreditation-Provisional status to the Lenoir-Rhyne University Physician Assistant Program sponsored by Lenoir-Rhyne University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The National Council for Accreditation of Teacher Education

2010 Massachusetts Avenue NW, Suite 500
Washington, DC 20036-1023
Initial Accreditation: 1958
Last Accreditation Review: October 2013
Next Accreditation Review: Spring 2020

The Accreditation Council for Occupational Therapy Education

ACOTE; c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
Initial Accreditation: December 1996
Last Accreditation Review: December 2018
Next Accreditation Review Academic Year: 2025/2026

Accreditation Council for Business Schools and Programs

Initial Accreditation: April 2002
Last Accreditation Review: June 2013
Next Accreditation Review: June 2023

Commission on Collegiate Nursing Education

Baccalaureate Nursing Degree Program
Initial Accreditation: 2005
Next Accreditation Review: 2019

Master's Nursing Degree Program

Initial Accreditation: 2014
Next Accreditation Review: 2019

Doctor of Nursing Practice Degree Program

Initial Accreditation Review: 2019

Accreditation Council for Education in Nutrition and Dietetics (ACEND)

120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
800.877.1600 ext. 5400
Initial Accreditation: 2016
Next Accreditation Review: 2023

CAATE (Commission on Accreditation of Athletic Training Education)

2201 Double Creek Dr.
Suite 5006
Round Rock, TX 78664
Phone: 512.733.9700
Fax: 512.733.9701
Initial Accreditation: 2011
Next Accreditation Review: 2025

CACREP (Council for Accreditation of Counseling and Related Educational Programs)

1001 North Fairfax Street
Suite 510
Alexandria, VA 22314
Initial Accreditation: 2014
Next Accreditation Review: March 2022

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada

Lutheran Theological Southern Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: Master of Divinity, Master of Arts Religion, Master of Arts in Christian Ministry, Master of Sacred Theology.

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada:

10 Summit Park Drive
Pittsburgh, PA 15275, USA
Telephone: 412.788.6505
Fax: 412.788.6510
Initial Accreditation: 1944
Last Accreditation Review: 2013
Next Accreditation Review: 2020

Council on Education for Public Health

1010 Wayne Avenue Suite 220
Silver Spring, Maryland 20910
Telephone: 202.789.1050
Fax: 202.789.1895
Initial Accreditation: 2017
Next Accreditation Review: 2022

THE GRADUATE SCHOOL

GENERAL INFORMATION AND POLICIES

OBJECTIVES OF THE GRADUATE SCHOOL

Consistent with and complementary to the general mission and purpose of Lenoir- Rhyne University, the graduate school will:

1. Provide opportunity for advanced study in selected disciplines;
2. Increase the instructional resources available to the Institution, thereby enriching educational opportunity for undergraduate as well as post-baccalaureate students, and
3. Meet a growing societal need for more highly qualified and more competent professionals and community leaders.

GRADUATE FACULTY

Graduate faculty must have earned a terminal degree in the discipline. In some cases faculty will be approved who have exceptional expertise in their fields to qualify them for their assignments in academic programs. Faculty considered under this provision of exception must have formal advanced study or demonstrated competence through independent scholarly activities and/or professional experiences in each field of specialization that they teach.

GRADUATE CLASSIFICATION

A student who seeks enrollment in graduate courses will be classified as a degree seeking or non-degree seeking student. Lenoir-Rhyne University's graduate courses are progressively more advanced in academic content than its undergraduate studies. Its academic programs leading to a specific graduate degree are structured to include more advanced knowledge of the discipline and appropriate research and/or professional practice and training experiences. Graduate courses are denoted as either 500- or 600-level classes.

DEGREE STUDENTS

A student who wishes to enroll in graduate level courses to pursue a specific graduate degree at Lenoir-Rhyne University should apply as a degree-seeking student following procedures outlined in Admission Policies and Procedures Section specific to graduate students. Each applicant must meet general admission requirements for the graduate school and specific requirements of the program to which the student is seeking admission.

NON-DEGREE STUDENTS

The collegiate environment continues to be an academic resource beyond the completion of the undergraduate degree. In order to make its resources available for a broad range of purposes not confined to the pursuit of specific degrees, a student who holds a baccalaureate or graduate degree may register for individual courses at the graduate level without making formal application to a degree program. A student not pursuing a graduate degree at Lenoir-Rhyne applies to the university as a continuing education student and is required to furnish proof of an undergraduate degree with a minimum GPA of 2.7 or graduate degree with a minimum GPA of 3.0. Contact the Enrollment Services Center for detailed application procedures and contact information. Applications for non-degree student status are available online (for print) or in the Enrollment Services Center.

Note: Admission as a non-degree student does not guarantee future admission into a specific degree program, nor into a public school licensure program. A non-degree student may take either undergraduate or graduate courses. A non- degree student may enroll in no more than 6

hours under this classification and is not eligible for financial aid. Exceptions to this limit may be made only with the approval of the Graduate Studies Council.

FINANCIAL INFORMATION

Financial Aid for Graduate Students

For the most current information regarding Financial Aid for graduate students please visit our website at <https://www.lr.edu/admission/undergraduate/financial-aid> or contact the Office of Financial Aid at 828.328.7300/800.277.5721.

Tuition and Fees – All Campuses (Non-LTSS)

Tuition

Undergraduate:

Full Time (12-18 credits)	Year	\$ 37,400
Overload (more than 18 credits)	Credit	840
Part Time (less than 12 credits)	Credit	1545
Summer School	Credit	610

Adult Learners:

<i>Graduate – All except OT, PAS, and DNP 600 level courses</i>	Credit	610
<i>Graduate – Occupational Therapy and DNP 600 level courses</i>	Credit	875

Graduate – Physician Assistant Program

Cohort 2 – Spring 2017	Spring Semester I	13,500
	Summer Semester I	10,400
	Fall Semester I	13,500
	Spring Semester II	13,500
	Summer Semester II	8,300
	Fall Semester II	10,400
	Spring Semester III	10,400

Cohort 3 – Spring 2018	Spring Semester I	14,150
	Summer Semester I	10,900
	Fall Semester I	14,150
	Spring Semester II	14,150
	Summer Semester II	8,700
	Fall Semester II	10,900
	Spring Semester III	10,900

Cohort 4 – Spring 2019	Spring Semester I	14,560
	Summer Semester I	11,220
	Fall Semester I	14,560
	Spring Semester II	14,560
	Summer Semester II	8,950
	Fall Semester II	11,215
	Spring Semester III	11,215

Cohort 5 – Spring 2020	Spring Semester I	15,000
	Summer Semester I	11,555
	Fall Semester I	15,000
	Spring Semester II	15,000
	Summer Semester II	9,220
	Fall Semester II	11,555
	Spring Semester III	11,555

Other:

Dietetics Internship	Credit	875
Certificate Programs	Credit	610
Course Audit	Credit	260
Senior Citizens (65+ years) Audit	Credit	75
University Christian High School	Credit	155
High School Enrichment Program	Credit	110
High School Scholars Program	Semester	1,500

Room and Board

<i>Fall and Spring semesters Full Time Students:</i>	Year	12,510
Private room rate premium	Year	3,265
<i>Summer:</i>		
Single (less than 8 credits)	Week	185
Double (less than 8 credits)	Week	150
11 credits or more		FREE
8-10 credits	Week	80
<i>Full Time Undergraduate Commuter Students:</i>		
Declining balance for Meal Card	Semester	120

Undergraduate Full Time on Campus

<i>Tuition</i>	Year	37,400
<i>Room & Board</i>	Year	12,510
<i>TOTAL Tuition, Room, and Board</i>	Year	\$ 49,910

Tuition and Fees – Lutheran Theological Southern Seminary**Tuition***MDiv and MTS (Note 1):*

Fall Semester	Semester	\$ 9,265
Spring Semester (including J-Term)	Semester	9,265
Full Time per Year	Year	18,530
More than 14 credits in a semester	Credit	630
Less than 9 credits in a semester	Credit	750
Audit	Credit	245
Summer Greek (Summer Mini II)	Credit	610

<i>STM:</i>	Credit	650
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Housing (Open to ALL Columbia Students)*Dormitory:*

Single (Single Occupancy)	Year	3,730
Double (Single Occupancy)	Year	5,590
Triple (Double Occupancy)	Year	4,320

Apartments:

2 Bedroom (Single or Family)	Year	8,500
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2 Bedroom (Double Occupancy) Per Student	Year	4,240
3-4 Bedroom (Single or Family)	Year	8,950
3-4 Bedroom (Double Occupancy) Per Student	Year	4,490
3-4 Bedroom (Triple Occupancy) Per Student	Year	2,985
<i>Summer Housing: (Prorated for partial months)</i>		
2 Bedroom (Single or Family)	June-Aug	2,830
2 Bedroom (Double Occupancy) Per Student	June-Aug	1,410
3-4 Bedroom (Single or Family)	June-Aug	2,985
3-4 Bedroom (Double Occupancy) Per Student	June-Aug	1,495
3-4 Bedroom (Triple Occupancy) Per Student	June-Aug	995
Storage Fee	Month	200

Full Time on Campus

<i>Tuition (full time Non-Lutherans)</i>	Year	18,530
<i>Room (Assumes 2 bedroom apartment single or family)</i>	Year	8,500
TOTAL	Year	\$ 27,030

Note 1: A 9.00% tuition reduction is given to all ELCA Lutheran Seminarians who do not qualify for any other discount program (see Special Programs section for more information).

Health Insurance

Domestic Student Health Insurance is not available through Lenoir-Rhyne. International Student Health Insurance rates are as follows:

Premium Type	Type of Student	Cost
Annual	International Student (Aug – July)	\$1,245.00
Annual	International Student/Intercollegiate Athlete (Aug – July)	\$1,481.00

Other Fees

Students will be assessed other fees for the services indicated below:

Auditing Fee: \$260.00 per credit hour. Students who audit a course must receive permission from their advisor and the instructor of the course. Students who audit courses do not take examinations or participate actively in class sessions. Audits are recorded on the student’s permanent record as a grade of AU. The fee for auditing a course is listed above. Students who audit a course and then elect to test out of that course must pay the full tuition for the academic credit earned. Normally, only lecture courses may be audited. Certain courses (lab classes, language classes, physical education activity classes, etc.) are not eligible for audit.

Course Fees: some courses have additional course fees to cover additional expenses. Course fees are noted in the course description for each individual course and/or on the course syllabus received at the beginning of each course.

Credit by Examination Fee: \$200 per examination.

Room (Housing) – Hickory Campus

Lenoir-Rhyne provides semi-private rooms for all interested students at the rate listed above (which includes room and board). Additional room charges are as follows:

Single Room Rate

The opportunity exists for upper-class students to obtain a single for a fee (listed above) in addition to the regular, shared room rate. This opportunity exists only on a space-available basis.

Residence Hall Damage Deposit

Rental of a residential area is a contractual agreement, and rooms will be rented only to full-time students. A signed housing agreement is required before students are allowed to occupy a room. A one-time residence hall damage deposit of \$150 will be assessed with the fall semester billing. This deposit is refundable after a student ceases to rent a residence hall room.

Board (Food Service) – Hickory Campus

The University offers food service to students in three main locations: the Cromer Center Dining Hall, the Bears' Lair food court, and Joe's Coffee. The Dining Hall offers all-you-care-to-eat dining at every meal. Meals are served in the Dining Hall only during times when the University is in session. The Bears' Lair features made to order grill and deli items, Subway, grab and go sandwiches and salads, and assorted beverages.

The University offers the following meal plan options for *residential students*:

Plan #1: Unlimited + 7

- Standard Room & Board Plan plus \$85.00 per semester
- Unlimited meals per week in the Cromer Dining Hall
- 7 Meal Exchanges per week in the Bears' Lair, Joe's Coffee, and POD Express
- \$200 Bear Bucks (declining balance) per semester

Plan #2: Unlimited +6

- Standard Room & Board Plan plus \$45.00 per semester
- Unlimited meals per week in the Cromer Dining Hall
- 6 Meal Exchanges per week in the Bears' Lair, Joe's Coffee, and POD Express
- \$150 Bear Bucks (declining balance) per semester

Plan #3: Unlimited +5

- Basic Plan – included with standard Room & Board rate
- Unlimited meals per week in the Cromer Dining Hall
- 5 Meal Exchanges per week in Bears' Lair, Joe's Coffee, and POD Express
- \$100 Bear Bucks (declining balance) per semester

**Bear Bucks can be transferred from fall to spring, but expire at the end of spring semester.*

The University offers the following meal plans for *commuter students**, *faculty and staff*.

Option 1:	75 meals plus \$75	\$608.66
Option 2:	50 meals plus \$50	\$409.22
Option 3:	25 meals	\$179.31
Option 4:	10 meals	\$77.01

**All full time undergraduate commuter students are automatically assessed a \$120 Declining Meal Plan balance each semester. If the student uses all funds they may add more funds to the Declining Balance or purchase one of the meal plans above.*

All charges for Meal Plans include any applicable NC Sales Tax. The declining balance can be added at any time and for any amount.

Payments and Refunds

Statements provided to students and/or parents prior to the beginning of the semester will reflect charges, credits, deposits, and a pro-rated portion of financial aid known at the time the statement was generated. Balances on accounts unpaid after the due dates listed on the statements are subject to finance charges that accrue every 30 days at a rate of 1.5% per month. Accounts that are past due may be turned over to a collection agency at which time additional fees may be incurred. The charge for returned checks is \$25.

Any students who have a prior unpaid balance on their account at the time of registration will not be permitted to register for new courses, receive copies of transcripts or their diplomas, live in a residence hall, or receive meals in the university cafeteria.

Deposits are credited to the first payment in a session. Students who do not matriculate or who withdraw within the first two weeks of a semester forfeit their deposit. Room charges are not refunded and board charge refunds are pro-rated on a weekly basis. Tuition charges are refunded based on the following:

Withdrawal from classes: Course charges are based on the student's registration as of the end of the Add/Drop period. No refunds will be given for course withdrawals after the end of the Add/Drop period except in the case where the student officially withdraws from the University.

Withdrawal from University: Students who withdraw from the University must drop all courses by completing forms with the Office of Student Success and Retention.

The refund percentage is based on the official withdrawal date - the date in which the student initiated withdrawal from the university with the Office of Student Success and Retention. A fair and equitable refund will be calculated according to the University Refund Policy as follows:

Tuition Refunds for Fall & Spring Semesters

For 16 Week Courses:

100%	During the Drop/Add period
85%	During second week of classes
75%	During third week of classes
60%	During fourth week of classes
25%	During weeks five through eight
0%	After eighth week of classes

For 8 Week Courses:

100%	During the Drop/Add period
60%	During second week of classes
25%	During weeks three and four
0%	After fourth week of classes

Tuition Refunds for Summer Semester

For 10 Week Courses:

100%	During the Drop/Add period
80%	During second week of classes
70%	During third week of classes
50%	During fourth week of classes
25%	During fifth week of classes
0%	After fifth week of classes

For 5 Week Courses:

100%	During the Drop/Add period
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50%	During second week of classes
25%	During third week of classes
0%	After third week of classes

**Note: for Maymester refund schedule, please contact the Office of Student Accounts.*

Prior to a refund check being issued to a student who withdraws, the University must first determine if any of the Title IV Financial Aid Programs need to be repaid. According to federal guidelines, the amount of refund due to the financial aid programs must be repaid before a refund check will be given to the student. Lenoir-Rhyne reserves the right to modify the refund policy to comply with federal, state, and other regulatory bodies.

Refunds to Title IV Financial Aid Programs are distributed in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Other federal aid programs.

Withdrawal after the mid-point of the semester is granted only under extraordinary circumstances. Extraordinary circumstances may include death in the immediate family, severe illness of student, severe financial hardship due to loss of employment, or unforeseen major property loss. Supporting documentation will be required.

Return of Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will remain enrolled for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

As such, and to comply with the Department of Defense policies and regulations, Lenoir-Rhyne University will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military Service branch.

Instances when a Service member stops attending due to a military service obligation, Lenoir-Rhyne University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

Payment Plans

The University recognizes the substantial burden of paying for and financing higher education. In order to assist students and parents with this issue, the University offers a variety of payment plans that will assist students and parents in paying for tuition over the number of weeks within a particular semester. Payment plan options may be reviewed through the student's myLR account by reviewing the "Make a Payment" screen. If you are interested in this service you can learn more by contacting (828) 328-7105.

Adjustments to Charges

Lenoir-Rhyne University reserves the right to adjust any and all charges at any time and to modify refund policies in order to maintain compliance with federal, state, and other regulatory bodies. In general, the university adjusts tuition and fees on an annual basis.

Lenoir-Rhyne Campus Computing Policies

Purpose

Lenoir-Rhyne University strives to maintain access for its students, faculty, and staff to local, national, and international sources of information and to provide an atmosphere that encourages the sharing of knowledge, the creative process and collaborative efforts within the University's educational, research and public service programs.

Policy

Access to electronic information systems at Lenoir-Rhyne University is a privilege, not a right, and must be treated as such by all users of these systems. With this privilege come the following responsibilities:

- All users must act honestly and responsibly.
- Every user is responsible for the integrity of these information resources.

- Users are responsible for protecting their accounts from access by others and shall keep private their passwords and ID's.
- All users must respect the rights of other computer users.
- All users must respect the integrity of the physical facilities and controls.
- All users must respect the pertinent license and contractual agreements related to University information systems.
- Users who incur access or user charges for services provided by off-campus services (such as commercial databases, processing time, etc.) are responsible for full payment of such charges.
- All users must act in accordance with relevant local, state, and federal laws and regulations.
- All users must abide by all federal copyright laws and the Digital Millennium Copyright Act (DMCA).

Lenoir-Rhyne University is a provider of a means to access the vast and growing amount of information available through electronic information resources. Lenoir-Rhyne University is not a regulator of the content of that information and takes no responsibility for the content of information, except for that information the University itself, and those authorized to act on its behalf, create. Any person accessing information through Lenoir-Rhyne University information systems must determine for him/herself whether any source is appropriate for viewing and use.

Scope of Policy

Any person accepting an account and/or using Lenoir-Rhyne University's information systems shall constitute an agreement on behalf of the user to abide and be bound by the provisions of this policy. This includes any person using a privately owned machine on the University's network. This policy shall not impinge upon academic freedom with regards to research.

Definitions

- "University" shall mean Lenoir-Rhyne University.
- "Electronic communications" shall mean and include the use of information systems in the communicating or posting of information or material by way of electronic mail, bulletin boards, World Wide Web (Internet), or other such electronic tools.
- "Information Systems" shall mean and include computers, networks, servers and other similar devices that are administered by the University and for which the University is responsible.
- "Networks" shall mean and include video, voice and data networks, routers and storage devices.
- "Obscene" with respect to obscene material shall mean (1) an average person applying contemporary community standards would find that the material taken as a whole predominantly appeals to the prurient interest, (2) the material taken as a whole lacks serious literary, artistic, political, or scientific value.
- "Phishing" is attempting to acquire sensitive information such as usernames, passwords and credit card details by masquerading as a trustworthy entity in an electronic communication.

Restriction of Use

The University may restrict or prohibit the use of its information systems in response to complaints presenting evidence of violations of University policies and/or local, state or federal laws. Such complaints shall be addressed through established investigative and disciplinary procedures. Should it be determined that a violation has occurred, the University may restrict or prohibit access to its information systems, as well as any other disciplinary sanction deemed appropriate.

Permitted Use by Employees

University information systems are to be used predominantly for University-related business. Limited personal use by employees is permitted as long as:

- It conforms to this policy.
- It does not interfere with University operations or performance of one's duties as an employee.
- It does not result in additional costs to the University.
- It does not require an inordinate amount of information systems resources.

Obscene Material

University information systems may not be used to access, download, print, store, forward, transmit or distribute obscene material.

Unauthorized Access

Unauthorized access to information systems is prohibited. This includes, but is not limited to:

- Use of another's password or ID.
- Trying to guess another's password or ID.
- Any attempt to circumvent system security.
- When any user terminates his/her relationship with the University, his/her password and ID shall be denied further access to University computing resources.

Misuse of Information Systems

Misuse of University information systems are prohibited and shall include, but not be limited to:

- Attempting to modify or remove computer equipment, software, or peripherals without proper authorization.
- Accessing without proper authorization computers, software, information or networks to which the University belongs, regardless of whether the resource accessed is owned by the University or the abuse takes place from a non-University site.
- Taking actions, without authorization, which interfere with the access of others to information systems.
- Circumventing, or attempting to circumvent, logon or other security measures.
- Using information systems for any illegal or unauthorized purpose.
- Personal use of information systems or electronic communications for non-University consulting, business or employment. Any exception must be approved by the appropriate division/department head and notification sent to the Chief Information Officer.

- Sending any fraudulent, harassing, threatening, or obscene electronic communication.
- Violating any software license or copyright, including copying or redistributing copyrighted software, without the written authorization of the copyright owner.
- Using electronic communications to violate the property rights of authors and copyright owners. Users should be especially aware of potential copyright infringement through the use of email.
- Using electronic communications to disclose proprietary information without the explicit permission of the owner.
- Using electronic communications to send chain letters or to initiate or perpetuate Phishing.
- Reading or accessing other users' information or files without permission.
- Academic dishonesty, including but not limited to plagiarism (see Student Handbook).
- Forging, fraudulently altering or falsifying, or otherwise misusing University or non-University records (including computerized records, permits, identification cards, or other documents or property).
- Using electronic communications to hoard, damage, or otherwise interfere with academic resources available electronically.
- Launching a computer worm, computer virus, or other rogue program.
- Downloading or posting illegal, obscene, proprietary or damaging material to a University computer or network.
- Transporting illegal, obscene, proprietary or damaging material across a University network.
- Use of any University information system to access, download, print, store, forward, transmit, or distribute obscene material.
- Violating any local, state or federal law or regulation in connection with use of any information system.
- Installing software not approved for use by the University on any University computer, network, or server.

Use of Private Machines

Use of privately owned equipment is the responsibility of the owner of the equipment. The University will provide support for such equipment based on the standard support policies. Use of the University network is subject to all of the University policies herein. The University is not responsible for any access to or damage of privately owned equipment, its software, or its files connected to the University's network. The owner is also responsible for any damage or compromise to the University's systems and/or equipment.

Support Policies

There are multitudes of hardware and software choices on the market, and people naturally prefer to use those that suit their individual preferences. Many computer users rely on the Office of Information Technology (OIT) staff for support and it is impossible for the available staff to become experts on all hardware and software products. Therefore, hardware and software campus standards are necessary to make support activities as efficient as possible. Standards allow staff expertise and effort to concentrate on a limited set of essential applications and

hardware systems that are widely used on campus. Concentration on standards allows support staff to build expertise in a manageable number of areas. It also focuses support services such as the Help Desk to benefit the greatest number of clients.

Standards also help clients make decisions about hardware and software that are consistent with OIT staff expertise and support programs. Standards, however, are not available for all possible applications that individuals or departments may need to use. In addition, some clients have needs for which the standard hardware or software is not ideal. In cases where non-standard hardware or software for desktop applications are selected, OIT must limit the resources available to solve problems in order to meet our obligations for support of standards. Therefore, clients using non-standard products must assume a greater burden for self-reliance and independence. The following policy explains the support that OIT will provide for various combinations of hardware and software.

Whenever standards have been set for hardware or software products, University policy requires purchase of the standard hardware and software be directed to the Chief Information Officer.

Definitions:

Campus Standard Hardware - Brands and models of hardware that have been tested and found to be reliable and compatible with existing standards. All other hardware is non-standard. Examples of hardware include CPUs, external drives, input devices, network cards, modems, printers, etc. Please see the University OIT website for the list of current hardware standards for more information. Network connectivity is assured for systems where both hardware and software meet University standards.

Campus Standard Software - The University direction for particular types of software in wide campus use that have been tested and found to be reliable and compatible with existing standards. Examples of software include operating systems, networking software, word processors.

The University may announce the direction the campus will take for a particular application prior to the application becoming a standard. Support for the software will begin when the software is designated as a Campus Standard.

OIT provides all standard computer hardware and software. Additional hardware and software for the standard office computer may be purchased by the department with approval from the Chief Information Officer. Any non-standard computer hardware or software purchased with university funds must abide by this policy and will be classified as a Support Level 3. (See below).

Support Levels:

Level 1 - Full Support (Provided for all University owned equipment using Campus Standard hardware and software)

- OIT provides support (including Help Desk, troubleshooting, and when appropriate, training and documentation) for standard software and guarantees to the extent possible that the various standards will operate correctly together. OIT will make every effort to get standard hardware or software working and bring in expertise as needed until the problem is solved or is found to be unsolvable. In such a case, OIT will work to provide an alternate solution. However, if a software or hardware problem appears to be related to a conflict with non-standard or unapproved component(s), support will drop to Level 3 (see below). Please see the list of Campus Standard hardware and software that receives Level 1 support.

- Some combinations of standard hardware and software will not be supported because these combinations do not operate well together.

Level 2 – Partial Support for University Owned Equipment

- OIT support for Approved Software may include making it work with standard hardware and software and/or making it available in our facilities. For example, academic departments may wish to have software available in Lab facilities for their students. In such cases, the professors are responsible for supporting the actual use of the program ("how do I use the quiz feature of the program?"), in conjunction with the manufacturer. OIT support is limited to attempting to make the program run and print on the network.
- OIT will devote up to one hour attempting to connect non-standard hardware to the network. If the problem cannot be resolved during that time, OIT will not research or refer the problem. If campus standard network software and configuration settings or variations compatible with the network do not work, the hardware will not be connected to the network

Level 3 – No Support (applies to software and hardware that is not standard or has not been approved for use on the campus network or is not University owned)

- When time permits, a best-guess effort will be made to troubleshoot and correct problems that involve non-standard hardware or non-standard software. "Best guess" means that the OIT Help Desk will suggest solutions or steps toward resolution of problems based on their expertise and experience. In such a case, there will be no research on the problem, office visits or referral of the problem beyond the Help Desk for work by other OIT staff. Clients who purchase non-standard hardware and unsupported software assume an obligation for self-support. They should learn what support and assistance the vendor or manufacturer provides before making a decision to purchase.

Use of Computer Labs/Facilities

Users of computer labs are obligated to all policies herein and to any supplemental policies posted in that lab. Further regulations include but are not limited to:

- Food, drink, or tobacco use is not permitted in computer labs.
- Priority of use and hours of use is as posted in the specific lab.
- Users must exercise proper care of the equipment in the lab.
- Users shall not attempt to remove, repair, reconfigure, move, modify or attach any external device to the computer(s) or system other than usb drives.
- Users shall not attempt to add, delete, or modify data, files, or programs.
- Users shall not attempt to circumvent security measures of the University or other users.
- Primary use of all labs is for academic and educational purposes. Users must be respectful of this in behavior.
- Users shall report any malfunction, or concern to the Help Desk as posted in the lab.
- Users shall report any violation of policy to the Chief Information Officer.

Privacy

When University information systems are functioning properly, a user can expect the files and data he/she generates to be private information, unless the creator of the file or data takes action to reveal it to others. However, users should be aware that no information system is

100% secure. Persons within and outside of the University may find ways to access files. ACCORDINGLY, THE UNIVERSITY CANNOT AND DOES NOT GUARANTEE USER PRIVACY, and users should be continuously aware of this fact.

Users should be aware that on occasion duly authorized Information Technology personnel have authority to access individual user files or data in the process of performing repair or maintenance of computing equipment and systems. This may include the testing of systems in order to ensure adequate storage capacity and performance for University needs. Information Technology personnel performing repair or maintenance of computing equipment are prohibited by law from exceeding their authority of access for repair and maintenance purposes or from making any use of individual user files or data for any purpose other than repair or maintenance services performed by them.

Email

All policies stated herein are applicable to email. Users should never assume that no one other than the addressee would read the message(s). Users should also be cautious about attachments and broad publication of messages. Copyright laws and license agreements also apply to email.

Web Pages

All University web pages shall be designed in accordance with established regulations and guidelines as maintained by the Marketing Department. Creators of all web pages using University information systems shall comply with University policies and are responsible for complying with all local, state and federal laws and regulations, including but not limited to, copyright, obscenity, libel, slander and defamation laws.

Creators of a web page are responsible for the content of the page, including but not limited to accuracy of the information. Content should be reviewed on a timely basis to assure continued accuracy. Web pages should include a contact (phone number, address, or email) of the person to whom questions/comments may be addressed, as well as the most recent revision date. For further details, please contact the Marketing Department.

Institutional Data

Institutional data is information that supports the mission of Lenoir-Rhyne University. Institutional data is considered a vital asset and is owned by the University. Due to the essential nature of institutional data, its quality and security must be ensured to comply with legal, regulatory, and administrative requirements. Authorization to access institutional data varies according to its sensitivity. This policy sets forth the university's standards with regard to the handling and storing institutional data.

Definitions:

- **Archival/Storage:** The act of physically or electronically moving inactive or other records to a storage location until the record retention requirements are met or until the records are needed again.
- **Institutional Data:** Information that supports the mission of Lenoir Rhyne University.
- **Personally Identifiable Information (PII) or Sensitive Data:** Data requiring the highest level of protection including, but not limited to, data protected by law, data protected by legal contracts, or security related data. It also includes data that is not open to public examination because it contains information which, if disclosed, could

cause severe reputation, monetary or legal damage to individuals or the college or compromise public activities. Examples include: passwords, intellectual property, on-going legal investigations, medical or grades information protected by FERPA or HIPAA, social security numbers, people code ID's, birth dates, professional research, graduate student work, bank or credit card account numbers, income and credit history.

- **Restricted Data:** Data whose access is restricted by federal or state statute (i.e. HIPPA, FERPA). For purposes of this policy, restricted data is a subset of PII data.

Archival/Storage Procedures

- **Enterprise Resource Programs (ERP):** The system(s) that maintain enterprise-wide institutional data that is considered PII and requires the greatest security. At all times, personnel should use internal identifiers in lieu of social security numbers. These systems include but are not limited to: PowerCAMPUS, PowerFAIDS, and Dynamics. The ERP is backed up nightly to a back-up server that is also backed up nightly. The data is being backed up but not the entire database structure. OIT will be able to restore the data after the replacement and build of a new database server.
- **Electronic Mail (E-Mail):** The E-mail system is a delivery system for electronic communication and is treated as Institutional Information. E-Mail is backed up nightly and moved to a Storage Area Network that is backed up weekly to a server in a secondary data center. The mailbox stores are being backed up but not the entire Exchange environment. OIT will be able to restore the data after the replacement and building of a new Exchange server.
- **File Servers:** The servers used to store all non-ERP related information that is vital to the mission of the University. The File Server is backed up nightly to a server in a secondary data center.

Access Controls

- Only authorized users may access, or attempt to access, sensitive information.
- Authorization for access to sensitive data comes from the appropriate Vice President or department head, and is made in conjunction with an authorization form which is found on the login screen to PowerCAMPUS.
- Where access to sensitive data has been authorized, use of such data shall be limited to the purpose required to perform university business.
- Users will respect the confidentiality and privacy of individuals whose records they access, observe ethical restrictions that apply to the information they access, and abide by applicable laws and policies with respect to accessing, using, or disclosing information.
- Notification of a user's termination or removal of authorized access to electronic sensitive information must be conveyed immediately to the Office of Information Technology (OIT). The Office of Public Safety must be notified to remove physical access to offices containing sensitive information.

Data Transfer of Personally Identifiable information (PII)

- PII should not be transmitted through electronic messaging even to other authorized users unless security methods, such as encryption, are employed.
- PII must not be transferred by any method to persons who are not authorized to access that information. Users must ensure that adequate security measures are in place at each destination when sensitive data is transferred from one location to another.
- PII must not be taken off campus unless the user is authorized to do so, and only if encryption or other approved security precautions have been applied to protect that information.
- Physical protection from theft, loss, or damage must be utilized for mobile devices that can be easily moved such as a PDA, flash drive, thumb drive or laptop.

Data Storage of PII

- Physical protection must be employed for all devices storing PII. This shall include physical controls that limit physical access and viewing, if open to public view. When not directly in use, office, lab, and suite doors must be locked and any easily transportable devices should be secured in locked cabinets or drawers.
- Users of laptop and other mobile computing devices need to be particularly vigilant and take appropriate steps to ensure the physical security of mobile devices at all times, but particularly when traveling or working away from the University.
- It is strongly recommended that institutional data not be stored on PCs or other systems in offices or laboratories. Institutional data (including word documents, spreadsheets and Access databases) that is created on a PC or similar system should be stored on a networked server managed by OIT.
- Individual desktop machines are not being backed up by OIT.

Data Retention and Disposal

This will be the responsibility of each Vice President, Department Head or designee to determine for each department, school or college at Lenoir-Rhyne University.

Modification and Notification

This policy may be modified at any time in accordance with existing University practice and policy. Notification of this policy and any modification shall be through established University channels of policy information. Logging on to the University's network constitutes acceptance of the policies, procedures, and sanctions herein.

Application and Enforcement

This policy applies to all administrative and educational areas of the University. This policy applies to all employees and students of the University. This policy applies to anyone including guests of the university who access the University's network (both wired and wireless) as well as any university owned computer.

Judicial Process for Cases of Alleged Misuse of Computing Resources

If there is a preponderance of evidence that intentional or malicious misuse of computing resources has occurred, and if that evidence points to the computing activities or the computer files of an individual, OIT has the obligation to pursue any or all of the following steps to protect the user community:

- Take action to protect the systems and data from damage.
- Refer the matter for processing through the appropriate University judicial system.
- Suspend or restrict the alleged abuser's computing privileges during the investigation and judicial processing. A user may appeal.
- Inspect the alleged abuser's files.
- Disciplinary sanctions may include suspension, expulsion, or termination.

Academic Honesty

Faculty and students are reminded that computer-assisted plagiarism is still plagiarism. Unless specifically authorized by a class instructor, all the following uses of a computer are violations of the University's guidelines for integrity code and are punishable as acts of plagiarism:

- Copying a computer file that contains another student's assignment and submitting it as your own.
- Copying a computer file that contains another student's assignment and using it as a model for your own assignment.
- Working together on an assignment, sharing the computer files or programs involved, and then submitting individual copies of the assignment as your own individual work.
- Knowingly allowing another student to copy or use of one of your computer files and to submit the file, or a modification thereof, as his or her individual work.

Drug Free Schools and Communities Act

In 1987, Lenoir-Rhyne University entered into affiliation with the network of colleges and universities committed to the elimination of drug and alcohol abuse. In doing so, the University committed itself to a policy which is consistent with federal, state, and local laws regarding the use of alcohol and illicit or controlled substances. Furthermore, the Drug Free Schools and Communities Act of 1988 and Amendments of 1989 require that institutions of higher education adhere to "standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities." (Federal Register, Vol. 5, N. 59, Page 17385).

The following North Carolina Statutes inform the College's position on drug and alcohol use:

Alcohol: (N STATUTE 18B-302)

- It shall be unlawful for a person less than 21-years-old to purchase, attempt to purchase, or possess malt beverages, wine, liquor or mixed beverages.
- It shall be unlawful to sell or give malt beverages, wine, liquor, or mixed beverages to anyone less than 21-years-old.
- It shall be unlawful for anyone to obtain or attempt to obtain alcoholic beverages by using a fraudulent or altered driver's license or other ID; also by using driver's license or other ID issued to another person.

Controlled Substances: (N STATUTE 90-95)

- It is unlawful for any person to manufacture, sell or deliver, or possess with intent to manufacture to sell or deliver, or possess a controlled substance or counterfeit controlled substance.
- It is unlawful for any person to knowingly use, possess, manufacture, or deliver drug paraphernalia (N Statute 90-113.22, 90-113.23) as defined in N Statute 90-113.21

Penalties

Lenoir-Rhyne University takes very seriously the possession, use, or sale of any controlled substance as well as violations of the laws regarding alcoholic beverages. The campus is not a sanctuary that relieves students or its employees of their responsibilities as citizens to abide by local, state and federal laws, nor college regulations, policies, and procedures.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law which helps protect the privacy of student education records. The act provides eligible students the right to inspect and review their education records. An “eligible student” under FERPA is a student who is 18 years of age or older or one who attends a postsecondary institution. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records.

The rights protected under FERPA include:

1. The right to inspect and review the student’s educational records within 45 days of the day Lenoir-Rhyne University receives a written request for access.
2. The right to request an amendment to the student’s education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information (PII) contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the US Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5901

Definitions as Related to FERPA Policy and Practice

Student: Any person currently or formerly enrolled at Lenoir-Rhyne University (or Lenoir-Rhyne College) regardless of their age or status with regard to parental dependency. Note that records of students who have made application but have not been admitted to Lenoir-Rhyne are not subject to FERPA guidelines, nor are the records of deceased students.

Educational Record: Any record maintained by the University directly related to a student and/ or which contains information personally identifiable to a student. Educational records do not include:

- Sole possession records or private notes held by school officials that are not accessible or released to other personnel.
- Campus Security records that are solely for campus safety/security enforcement purposes and maintained solely by the Campus Security department.
- Records relating to individuals who are employed by the University (unless directly related to employment status.)
- Records relating to treatment provided by a physician, psychologist, psychiatrist, or other recognized professional or para-professional and disclosed only to individuals providing treatment.
- Records created or received by the University after the student has graduated or is no longer enrolled (i.e. alumni records.)

School Official: Any member of the Lenoir-Rhyne University faculty, staff or administration whose intention is to act in the student's educational interest within the parameters of their position at the University. In addition to faculty, staff and administration, school officials may also include contractors, volunteers and others performing institutional functions. Students who are serving on an official University committee or otherwise employed by the University may also be considered school officials if performing in the interest of the requested capacity.

Reasons of legitimate educational interest for a school official include, but are not limited to:

- Performing a task that is specified in his or her position or contract.
- Performing a task related to a student's education or academic progress.
- Performing a task related to the discipline of a student.
- Providing a service or benefit relating to the student (or student's family) such as health care, counseling, job placement or financial aid.
- Maintaining the safety and security of the campus.

Directory Information: Lenoir-Rhyne University defines the following as Directory Information:

- Name
- Local and Home/Permanent Address, Telephone, and Lenoir-Rhyne Email address
- Name and Address of the student's parent(s)
- Date and Place of Birth
- Major and Degree
- Participation in officially recognized University activities and sports
- Height and Weight of University Athletes
- Enrollment status (i.e. dates of attendance, class level, full-time/part-time, etc.)
- Degree completion (or non-completion)
- Honors, Awards and Recognition

Notification of Policy

Lenoir-Rhyne University releases the FERPA policy annually in the University's *General Catalog*. Any significant changes to the policy are disseminated to the campus community via email and on *myLR*, the University's internal website.

Release of Information/Records

Lenoir-Rhyne University will disclose information from a student's educational records with the written consent of the student. Written consent may be received by means of an online transcript request, signed FERPA Release or Transcript Request form, or signed letter of consent directly from the student. Written consent may be submitted in person, through the US Postal Service, scanned attachment (pdf or Microsoft Word) via email or by secured fax at 828.328.7378. An email from the student may not serve as written consent.

In some cases, Lenoir-Rhyne may release information from a student's educational records without the direct consent from the student. Records may be released without consent when the disclosure is:

- To appropriate school officials (defined above).
- To authorized representatives of federal, state or local educational authorities.
- In connection with financial aid for which the student has applied or the student has received.
- To third-party vendors conducting research or other analysis for or on behalf of the University.
- To accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena (Note that under these circumstances we will make every effort to notify the student prior to compliance.)
- Related to a health or safety emergency.
- Information defined as Directory Information
- The disclosure concerns sex offenders and other individuals required to register under state or federal law.

Release of Directory Information

Unless a student requests in writing to the contrary, Lenoir-Rhyne University is permitted to release the following types of information without consent from the student:

- Name
- Local and Home/Permanent Address, Telephone, and Lenoir-Rhyne Email address
- Name and Address of the student's parent(s)
- Date and Place of Birth
- Major and Degree
- Participation in officially recognized University activities and sports
- Height and Weight of University Athletes
- Enrollment status (i.e. dates of attendance, class level, full-time/part-time, etc.)
- Degree completion (or non-completion)
- Honors, Awards and Recognition

Students wishing to restrict the release of directory information must submit a signed, written statement and submit to the Office of Academic Records. Please note that once received, all directory information will be withheld from a variety of third parties including parents/spouses, employers (current and prospective), honor societies and, of course, the media. Once the restriction is filed with the Office of Academic Records the restriction remains valid until the student, again in writing, rescinds the restriction.

Requests to restrict the release of directory information should be submitted to the Office of Academic Records located in Lohr Hall on the Hickory Campus, or by mail/fax/scanned document in email to:

Lenoir-Rhyne University
Office of Academic Records
PO Box 7227
Hickory, NC 28603
828.328.7368 (fax)
Registrar@lr.edu

Procedure to Inspect Educational Records

Students simply needing to obtain a copy of their official University transcript may do so online without the completion of a Student Disclosure Form. Current students may request a copy of

their official transcript through their secure, online Self-Service account. Former students may make the request through the National Student Clearinghouse. For more information on requesting a transcript online please visit the Registrar's website at: <http://www.lr.edu/academics/office-of-registrar>.

Students have the right to inspect/review their educational records within 45 days of the receipt of the request by Lenoir-Rhyne University. Students must complete and submit a signed Student Disclosure Form indicating the purpose for the release. The Student Disclosure Form is located on the Registrar's website at: <http://www.lr.edu/academics/office-of-registrar>.

Students currently enrolled may select a "one-time release" to a specific party (or parties), or they may select "until I complete a new form." If "until I complete a new form" is selected, the release becomes void once the student graduates or discontinues enrollment. If the student returns to Lenoir-Rhyne University at a later date, a new disclosure form must be submitted. Students who are no longer enrolled must select the "one time release" option and a new form must be submitted with each new request.

Requests to inspect/review educational records should be submitted to the Office of Academic Records located in Lohr Hall on the Hickory Campus, or by mail/fax/scanned document in email to:

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Lenoir-Rhyne University reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA if the student lives within commuting distance of the University, the student has an unpaid financial obligation to the University, or there is an unresolved disciplinary action against the student. Please note that if the student is requesting copies of educational records and is not within commuting distance, the student will be charged a \$25 processing fee. There is no cost to any student to simply inspect/review their record.

Harassment

Members of the Lenoir-Rhyne University community are entitled to an academic or work environment free not only of discrimination, but also of any unwelcome solicitation or advances. Lenoir-Rhyne University is committed to creating and maintaining an environment in which all members of the Lenoir-Rhyne University community—students, faculty, staff, and administrators—are treated with respect and dignity, free from verbal, sexual, or physical harassment. Faculty, administrators, staff, and students are responsible for maintaining an educational and working environment that is harmonious with the University's mission of teaching. Harassment of any kind of any member of the Lenoir-Rhyne University community is illegal and destructive to that harmony, and such misconduct is a violation of university policy. It should be reported promptly so appropriate action may be taken by the university administration.

Physical Accessibility for Persons with Disabilities

Consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, it is the policy of Lenoir-Rhyne University to provide physical accessibility for individuals with disabilities whenever it is possible to do so. In instances where events or services are not accessible because of physical barriers, every reasonable effort will be made to

relocate the event or service to an accessible location. Examples of how access may be provided when an event or service is physically inaccessible are:

- Reassigning a course to an accessible classroom if the original classroom is in an inaccessible location.
- Providing a first floor residence hall room for a student who is unable to use stairs when stairs are the only means of accessing upper level floors.
- Scheduling meetings with staff or faculty members whose offices are not physically accessible in a meeting area that is accessible.

Accessibility accommodations for events and services will be considered on a case-by-case basis. Any questions or concerns regarding campus accessibility may be directed to the Director of Disability Services at 828-328-7296.

Sexual Harassment

Sexual harassment is a form of unlawful discrimination. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such conduct is used in decisions affecting employment or academic advancement.
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Actions that can constitute sexual harassment may include the following:

- The conditioning of employment benefits or participation in a class based on obtaining sexual favors.
- Engaging in conduct of a sexual nature which creates an intimidating, hostile or offensive academic or work environment. This can include sexually oriented language and jokes, offensive physical contact, obscene messages and gestures, etc.
- Punishing or threatening to punish a subordinate for refusal to comply with sexual demands.

Sexual harassment can involve teacher and student, teacher and teacher, student and student, supervisor and employee, co-workers and colleagues, particularly if one of those individuals is in a position of professional judgment over another. Sexual harassment is distinguished from voluntary sexual relationships by nature of advances or comments of a sexual nature being unwanted. The presence of the elements of coercion, threat, or hostility with unwanted sexual advancements clearly indicates harassment. Such behavior constitutes an offense which may lead to disciplinary action by Lenoir-Rhyne.

Individuals who feel they are being subjected to harassment should refer to the procedure detailed below. A prompt, thorough, confidential, and objective investigation will be conducted in the event of a formal complaint. Disciplinary action, up to and including dismissal, will be taken if it is determined that sexual harassment has occurred.

This policy shall not be used to bring frivolous or malicious charges against students, employees, or agents of Lenoir-Rhyne. False accusations of sexual harassment can cause serious harm to innocent persons. Appropriate sanctions will be taken against persons who bring frivolous or malicious charges.

Procedure for Redress or Harassment Grievance

Members of the University community, who feel they are being subjected to harassment, including sexual harassment, should attempt to resolve the issue informally with the person involved. If this is not successful, they should discuss the alleged harassment with the supervisor of the harassing person. If this is not successful, they should file a formal written complaint with the dean or vice president over the area of the harassing person. Students should contact the Dean of Students; faculty should contact the Provost; and staff should contact the Vice President for Administration and Finance for assistance.

Nondiscrimination

Lenoir-Rhyne University is committed to providing equal employment and educational opportunities without regard to race, color, national origin, religion, gender, age, sexual orientation, disability or veteran status, unless permitted by law. The University complies with all applicable federal, state and local laws governing nondiscrimination in employment and education. This policy of equal opportunity extends to all aspects of employment, including, but not limited to, recruitment, hiring, training, promotion, transfer, reassignment, demotion, discipline, discharge, performance evaluation, compensation and benefits. In addition, the University adheres to this philosophy in its admissions policies and in the administration of its educational programs and activities.

Statement on Online Learning

Lenoir-Rhyne University offers several fully online or “distance” options among its many academic programs. Generally, these fully online programs serve the needs of Adult and/or Graduate students to enhance accessibility to educational opportunities for individuals with full professional and/or personal lives, or for students who are seeking an LR program but who are unable to relocate to one of our campuses.

Whether one is in a fully online program, is taking blended or “hybrid” courses that mix face-to-face sessions with virtual learning, or is simply in classes using web-enhanced pedagogies in traditional “on-ground” courses, LR furnishes an educational experience that ensures consistent, challenging, and engaging classes. Participating in LR’s online learning communities, for example, does not mean students sacrifice engagement with their faculty or fellow students, nor do they surrender a challenging and rewarding learning experience. In both our virtual and traditional classes, our faculty are available to support and to mentor students, and students have incredible opportunities to interact and learn with cohorts from around the country or the world with the same quality that has always been a part of Lenoir-Rhyne University’s educational mission.

LR supports online learning through the use of its learning management system, Canvas, and through the use of its online meeting and video conferencing, WebEx. Online students have access 24/7/365 to technical assistance, and additional academic learning supports are furnished through our Learning Commons. Distance students can connect virtually with a professional librarian through chat or WebEx, and can access the University Library’s substantial electronic resources (including ebooks, journal articles, music, films, research guides, and video tutorials). Additionally, the University’s Center for Teaching and Learning, in

partnership with the Office of Instructional Technology, support faculty teaching in the online environment.

At Lenoir-Rhyne University, we strive to ensure that regardless of the manner in which courses are delivered—face-to-face or across the web—students can expect the same quality and the same engaging learning environments that have always been a defining feature of the “LR experience.”

THE GRADUATE SCHOOL ADMISSION POLICIES AND PROCEDURES

Each applicant must submit all items required for admission by the program. The Graduate School reviews all applications for admission in partnership with the appropriate Academic Program. Applicants for most programs are typically notified of the admission decision within a ten-day period. Some cohort-based programs, including the Dietetic Internship, Occupational Therapy, Physician Assistant Studies, and the Doctor of Nursing Practice, have a designated notification period following the published application deadline.

Information on graduate applications and requirements per program is available at <http://www.lr.edu/admission/graduate/apply>.

PROGRAM-SPECIFIC APPLICATION, ADMISSIONS DEADLINE, AND TERM-ENTRY INFORMATION

ATHLETIC TRAINING

The application is through the Centralized Application Service for Athletic Training (ATCAS). Applications are accepted from June to June for a fall entry date.

DIETETIC INTERNSHIP

The application is through the Centralized Application Service for Dietetic Internship (DICAS) for entry each fall. The application cycle is open November prior year through February of the same year of entry.

Applicants to the Dietetic Internship program should apply through the *Dietetic Internship Centralized Application System* ([DICAS](#)).

OCCUPATIONAL THERAPY

The application is through the Centralized Application Service for Occupational Therapy (OTCAS) for entry each summer. The application cycle is open from July 18 of the prior year through January 15 of the same year of entry.

Applicants to the Master of Science in Occupational Therapy program should apply through the *Occupational Therapy Centralized Application Service* ([OTCAS](#)).

PHYSICIAN ASSISTANT STUDIES

The application is through the Centralized Application Service for Physician Assistant Studies (CASPA) for entry each spring. The application cycle is open from September 1 through March 1st of the prior years.

Applicants to the Master of Science in Physician Assistant Studies program should apply through the *Central Application Service for Physician Assistants* ([CASPA](#)).

MASTER OF PUBLIC HEALTH

For the Master of Public Health, the application is found at <https://lr.elluciancrmrecruit.com/Apply/Account/Login> and applications are accepted year round for the summer and fall entry terms.

The priority deadline to apply for the summer 2019 term is May 15, 2019.

The priority deadline to apply for the fall 2019 term is August 1, 2019.

We will accept applications after these dates; however, we recommend applying by these dates for a seamless enrollment process.

ALL OTHER PROGRAMS

For all other programs, the application is found at <https://lr.elluciancrmrecruit.com/Apply/Account/Login>. Applications are accepted year round for summer, fall, and spring entry terms with specific priority deadlines.

The priority deadline to apply for the summer 2019 term is May 15, 2019.

The priority deadline to apply for the fall 2019 term is August 1, 2019.

The priority deadline to apply for the spring 2020 term is December 6, 2019.

We will accept applications after these dates; however, we recommend applying by these dates for a seamless enrollment process.

GENERAL ADMISSION REQUIREMENTS TO THE GRADUATE SCHOOL

A candidate for admission to The Graduate School as a degree-seeking student at Lenoir-Rhyne University must:

1. Possess an earned baccalaureate degree from a regionally accredited college or university in an appropriate discipline;
2. Request official copies of all college transcripts be forwarded directly to the Division of Enrollment Management in Hickory, N.C.
3. Submit a completed application for the desired program along with the required application fee;
4. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of reference (through LR's online application) from a professional attesting to the ability of the applicant for graduate study. Programs not accepting Career Admission Track or other are Occupational Therapy, Physician Assistant Studies, and Teaching.
5. If Traditional Admission Track, submit GRE, MAT, PRAXIS II, or GMAT scores as requested by the specific program;
6. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue the specific graduate degree;
7. Submit a resume describing education, work, and volunteer experience;
8. Submit all additional documentation as required by the specific graduate program;
9. Be available for an interview upon request.
10. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

INTERNATIONAL STUDENTS

Each program will have unique requirements; the admissions requirements below cover international admissions requirements to be considered in addition to the program-unique requirements.

All international applicants must submit the following information:

1. A completed Graduate School application and a non-refundable \$35 (U.S.) application fee.
2. Official transcripts for each college or university attended which have been translated into English and evaluated into a course-by-course report by an approved credential evaluation agency.
3. Proof of English proficiency if the applicant's native language is not English. The preferred method of proof is an official score report from the TOEFL or the IELTS. Applicants must have a minimum TOEFL score of 550 on the paper-based version, 213 on the computer-based version, or 79 on the internet-based version. The minimum IELTS score is 6.5.

Note that one of the following may also be submitted to verify English language proficiency depending on the program of interest:

- Official score report for the GRE, Miller Analogies Test, or GMAT standardized tests. For the GRE, the minimum scores are: Verbal - 147; Quantitative - 147; and Analytical Writing - 3.5. For the Miller Analogies Test, the minimum score is 390, and for the GMAT, the minimum score is a 450;
- Completion of a college-level English composition or other reading intensive courses with a "B" or equivalent at a regionally accredited U.S. college or university or a non U.S. college or university where instruction is in English;
- An official transcript showing completion of an Associate of Arts, Associate of Science, or a higher degree from a regionally accredited U.S. college or university or a non U.S. college or university where instruction is in English.

If an applicant does not meet the above minimum English-proficiency criteria, the following options are available to the applicant:

- Take the iTEP English proficiency exam which is administered by Lenoir-Rhyne's partner program, the American Language Academy (www.ala.edu), and attain a minimum score of 3.9;
- Enroll in and complete an accredited English language program, such as the American Language Academy Program, prior to attending Lenoir-Rhyne. The student will be recognized as English proficient after completion of level 5 of the American Language Academy program. Other accredited English Language Proficiency Programs will be accepted as well, as long as the applicant completes through the certified level deemed English proficient.

If an applicant does not meet any of the minimum criteria above, s/he may request an appeal and if granted may participate in a Zoom or Skype interview to be used as an

additional evaluation tool to determine English proficiency. Please note that the findings of this interview will be used in conjunction with all other above materials.

4. A completed Certificate of Finance certified by a bank official, attorney, or notary public.

International Graduate Student Enrollment Guidelines

1. An offer of admission, if applicable, will be sent via email.
2. To confirm enrollment, the applicant will submit the enrollment deposit. This enrollment deposit may be paid online and will be applied to tuition.
3. An I-20 form will be forwarded to the deposited student.

CONFIRMATION OF ENROLLMENT

Students confirm the acceptance of an offer of admission by the payment of an enrollment deposit, which varies by degree program and location (see acceptance letter for specific deposit information). Enrollment fees for the fall semester are refundable only if written requests are received in The Graduate School by the stated deadline.

DEFERRED ENROLLMENT

Students who have been admitted may defer enrollment for up to one year. The Graduate School must be notified of the student's request to defer prior to the start of the original term for which the student applied. Students must reapply for admission to a graduate program if any of the following conditions are met:

1. Enrollment deferral has already occurred once and the student needs to defer their application again;
2. Additional work at a college or university has been completed since the original application;
3. Deferring enrollment occurs for an enrollment term more than a year from the original application term.

RE-ENTRY CRITERIA

Students in good standing who have been absent for three semesters or less (including the summer semester) do not have to reapply for admission. Inquiries should be addressed to the The Graduate School.

Reentering students in good standing who are absent from the University for more than three semesters must reapply and meet the requirements as outlined under Admissions Requirements by Program. All transcripts of work completed at other institutions must be submitted with the application.

Students desiring to continue study following a period of academic dismissal of no more than one semester from Lenoir-Rhyne University must contact The Graduate School for current procedures. Students desiring to continue study following a period of academic suspension must reapply through The Graduate School.

Re-Entry for Military Service Students

Students who are required to fulfill active military service obligations during a period of enrollment should notify the Office of the Registrar as soon as possible. Students who will be in

service for less than 30 consecutive days will not be academically penalized or withdrawn from courses unless the student makes this specific request. Faculty members will coordinate efforts with the student either during their deployment or upon their immediate return to make up any missing course requirements.

Students who are required to fulfill active military service obligations which require them to cease enrollment more than 30 consecutive days are not required to reapply to the University and may return with the same academic status. Students should inform the Office of the Registrar of their deployment and expected date of return as soon as possible and will work with the Enrollment Services Center to enroll in courses for the next available term.

WAITLISTING

Admission from a waitlist generally occurs when a vacancy is created by a withdrawal from an incoming student to a program that has limited space available. Should a student meet minimal criteria but not offered admission, a student may be offered a position on the wait list. Wait

listing rank orders students based on their admissions criteria. As slots become available, students may be selected from the waitlist based on ranking. Once classes begin, the status of students on the waitlist reverts to a denial of admission.

PROVISIONAL ADMISSION

A baccalaureate graduate who meets one of the graduate admissions criteria (GPA requirement or test scores) but not both, or other criteria determined by The Graduate School *may* be considered for admission on provisional status. Under these circumstances, students may be required to fulfill additional requirements. A student admitted on probation may gain full admission by earning a cumulative grade point average of 3.0 on a 4.0 scale on a minimum of 6 semester hours of graduate work (500-600 level classes). Credits earned while on probation may be applied to a degree if considered appropriate for the degree program and approved by the graduate student's advisor. See section on Probation and Dismissal. Students on provisional admission may not enroll in more than 9 hours. At the successful completion of 6 hours (e.g. with no grade lower than a B- while maintaining a 3.0 GPA) a student will be reviewed for full admission.

ADMISSION REQUIREMENT CATEGORIES

Lenoir-Rhyne University offers several options for pursuing admission. Admission requirements will be dictated based on which category a student falls under. Decisions regarding eligibility for either option are made by The Graduate School with consultation of the desired program of entry and the Graduate Studies Council as needed.

TRADITIONAL ADMISSION TRACK

The Traditional Admission Track is designed for applicants who have received their baccalaureate degree within the past six years, have limited professional work experience, or any applicant who prefers traditional admission procedures. Traditional admission procedures, which include standardized test scores, are required for some of our graduate programs.

OPPORTUNITIES FOR WAIVING TEST SCORES

The Career Admission Track is designed for applicants who have distinguished themselves in the workplace or community and have at least six years' experience in the field. Career applicants must demonstrate that they are capable of graduate studies through documentation of professional work, letters of recommendation, and written expression. Candidates for admission to the Graduate School as a degree-seeking student through the Career Admission Track must:

1. Possess an earned baccalaureate degree from a regionally accredited college or university in an appropriate discipline having met the GPA requirement for the program of study desired;
2. Request official copies for all college transcripts be forwarded directly to the Division of Enrollment Management;
3. Submit a completed application for the desired program along with the required application fee;
4. Submit proof of eligibility to be considered for the Career Admission Track. Candidates must have at least six years' experience in the workplace or the community AND submit the following documentation:
 - a. Submit a detailed resume that highlights specific career and/or volunteer accomplishments;

- b. Provide a letter of endorsement from an employer or professional within the chosen field which attests to the applicant's qualifications for graduate level work;
 - c. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue this specific graduate degree;
5. Be available for an interview upon request.

Be advised that not all graduate programs may consider Career Admission Track. Programs accepting Career Admission Track are: MS in Athletic Training, Master of Business Administration, Master of Business Administration in Social Entrepreneurship, Master of Business Administration in Non-Profit Management, MA in Christian Ministry, MA in Community College Administration, MA in Counseling, MA in Criminal Justice Leadership, Master of Divinity, MS in Exercise Science, MA in Human Services, MA in Leadership, MS in Nursing, Doctor of Nursing Practice, MS in Online Teaching & Instructional Design, Master of Public Health, MA in Religious Leadership, Master of Theological Studies, MS in Sustainability Studies, Master of Sacred Theology, MA in University Leadership, and MA in Writing.

Applicants also may qualify for a waived test score if the cumulative GPA of the undergraduate degree and post-baccalaureate credit hours is a 3.5 or above. The enrollment counselor must have all transcripts to determine if the applicant qualifies. If the applicant qualifies, the applicant must provide a faculty or professional recommendation in lieu of a test score. This policy does not apply to all programs.

Applicants who possess a master's degree from a regionally-accredited college or university may qualify for a waived test score. If the applicant qualifies, the applicant must provide a faculty or professional recommendation in lieu of a test score. This policy does not apply to all programs.

INSTITUTIONAL MATRICULATION AGREEMENTS

The Graduate School has specific matriculation agreements with particular LR undergraduate programs as well as partner institutions which may alter admission requirements. For a complete listing of existing agreements, please contact the The Graduate School.

ADMISSION REQUIREMENTS BY PROGRAM MASTER'S DEGREES

MASTER OF SCIENCE IN ATHLETIC TRAINING TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Science in Athletic Training program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies). Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Athletic Training;

5. Have a current medical form on file which provides evidence of satisfactory physical and emotional health;
6. Documentation of a minimum of 75 observation hours with a certified Athletic Trainer;
7. Complete all prerequisite courses with a grade of a C or better and provided documentation on the prerequisite completion form;
8. Be available for an interview with program faculty as requested.
9. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.
10. Upon acceptance into the program, submit a signed copy of the program Technical Standards;

PREREQUISITE REQUIREMENTS

Competency in the basic areas of Athletic Training is required or recommended (depending on course) to begin courses in the AT program. Required prerequisites are Anatomy and Physiology I and II with labs, General Psychology, Nutrition, Exercise Physiology, and Biomechanics. Recommended courses are Sport and Exercise Psychology, Prevention and Care of Athletic Injuries, and Exercise Evaluation and Prescription. The areas of competency are covered in the following LRU courses or their equivalents: BIO 281/ 282 Anatomy & Physiology I and II, HES 211 Prevention and Care of Athletic Injuries, HES 288 Nutrition, HES 300 Exercise Physiology, HES 303 Biomechanics/Kinesiology, HES 320 Exercise Evaluation & Prescription, HES 330 Psychology of Sport & Physical Activity, and PSY 100 General Psychology.

MASTER OF BUSINESS ADMINISTRATION TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Business Administration (MBA) program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of the GMAT or GRE (unless Career Admission Track applies). Minimum GMAT score is a 450; minimum GRE scores are Verbal 147, Quantitative 147; Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation on the provided recommendation forms;
4. Submit a CV or resume;
5. Submit an essay clearly articulating goals and life experiences that have impacted your decision to pursue an MBA;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

PREREQUISITE COURSE REQUIREMENTS

Competency in the basic areas of business is required to begin some courses in the MBA program. Fulfillment of competency in Accounting, Finance, Microeconomics, and Statistics may be completed through a variety of ways. Competency may be demonstrated by completion of coursework through an accredited institution, foundation seminar attendance, CLEP

examination, or through Ivy Software correspondence courses. Prerequisite courses are approved by the Program Coordinator. Students who lack foundation coursework may enroll in graduate classes only with the permission of the instructor and Program Coordinator.

MASTER OF ARTS IN CHRISTIAN MINISTRY CAREER ADMISSION TRACK OPTION

In addition to the Lutheran Theological Southern Seminary admissions application, candidates for admission to the Master of Arts in Christian Ministry program must meet the following criteria:

1. Have earned an undergraduate degree from an accredited institution with a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale;
2. Submit official transcripts from all colleges/universities attended;
3. Complete an autobiographical essay in 600-800 words setting forth: (a) your reasons for applying to seminary, (b) an assessment of your strengths and weaknesses as an applicant for theological studies and (c) the significant events of your life, your Christian experience, and your relationship to the church;
4. Submit three references from: (a) your Pastor, (b) a faculty member, an advisor in an academic setting, or a supervisor who is acquainted with your work ethic, and (c) a non-relative lay person who has known you in a leadership role or professional setting;
5. Ecclesiastical endorsement is required for admission when required by your denomination;
6. Be available for an interview as requested.

MASTER OF ARTS IN COMMUNITY COLLEGE ADMINISTRATION TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Arts in Community College Administration program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies). Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Community College Administration;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

MASTER OF ARTS IN COUNSELING: TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Arts in Counseling program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies). Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Counseling;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.
8. Qualified applicants initially will be admitted into The Graduate School, and, after successful completion of COU 505, COU 525, and COU 530, they will apply for candidacy into the Master of Arts in Counseling program.

CERTIFICATE IN COUNSELING FROM A CHRISTIAN PERSPECTIVE

To be considered for admission to the Certificate in Counseling from a Christian Perspective program an individual must meet the following criteria:

1. Hold a master's degree from a regionally-accredited institution in Counseling and have a GPA of 3.0 on a 4.0 scale; OR
2. Hold a master's degree from a regionally-accredited institution with a GPA of 3.0 on a 4.0 scale in a closely related discipline (e.g. MDiv, Psychology, Clinical Social Work, etc.). Certain co-requisites may be required depending on previous graduate coursework completed; OR
3. Be a master's degree student in Counseling at Lenoir-Rhyne University who is in good standing and has completed a minimum of 36 semester hours (of which must include COU 505 Counseling Theories, COU 530 Counseling Techniques, and COU 525 Professional and Ethical Issues in Counseling) in his/her degree program.
4. Submit a scholarly written statement of his/her Counseling Philosophy that includes a rationale for applying to the Certificate in Counseling from a Christian Perspective program;
5. Successfully complete an individual interview with a panel of designated faculty.

MASTER OF ARTS IN CRIMINAL JUSTICE LEADERSHIP TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Arts in Leadership program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies); Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;

3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Criminal Justice Leadership;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

DIETETIC INTERNSHIP

TRADITIONAL ADMISSION TRACK OPTION

Students who are accepted into the Dietetic Internship Program are also admitted into the Master of Public Health degree program. Candidates for admission to the Dietetic Internship program complete the application process through the Dietetic Internship Central Application Service (DICAS) and must meet the following criteria:

Each applicant must meet the following minimum criteria:

- An undergraduate cumulative GPA of a 2.9 on a 4.0 scale.
 - A grade of B on all recommended DPD courses. If you have made a grade lower than a B in any DPD course, please provide a written explanation in your required essays.
 - Minimum GRE scores of 147 each in the verbal and quantitative reasoning sections, and 3.5 analytical writing.
1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
 2. Submit an official copy of GRE scores;
 3. Submit official transcripts from all colleges attended;
 4. Submit three letters of recommendation;
 5. Submit a verification statement from an accredited DPD with a minimum of a B in all DPD course work;
 6. Have a current medical form on file which provides evidence of satisfactory physical and mental health;
 7. Be available for an interview as requested.

*Note: For students applying for the nationwide option, in addition to the above mentioned admission requirements, Preceptor forms and Supervised Practice Facility information forms for each location are also required.

MASTER OF DIVINITY

CAREER ADMISSION TRACK OPTION

In addition to the Lutheran Theological Southern Seminary admissions application, candidates for admission to the Master of Divinity program must meet the following criteria:

1. Have earned an undergraduate degree from an accredited institution with a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale;
2. Submit official transcripts from all colleges/universities attended;

3. Complete an autobiographical essay setting forth in 600-800 words: (a) your reasons for applying to seminary, (b) an assessment of your strengths and weaknesses as an applicant for theological studies and (c) the significant events of your life, your Christian experience, and your relationship to the church;
4. Submit three references from: (a) your Pastor, (b) a faculty member, an advisor in an academic setting, or a supervisor who is acquainted with your work ethic, (c) a non-relative lay person who has known you in a leadership role or professional setting;
5. Ecclesiastical endorsement is required for admission when required by your denomination;
6. Be available for an interview as requested.

MASTER OF SCIENCE IN EXERCISE SCIENCE TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Science in Exercise Science program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies). Minimum MAT score is a 390; minimum GRE scores are Verbal 147; Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Exercise Science;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

PREREQUISITE REQUIREMENTS

Competency in the basic areas of Exercise Science is required to begin courses in the ES program. Required prerequisites are Anatomy and Physiology I and II with labs. The areas of competency are covered in the following Lenoir-Rhyne University courses or their equivalents: BIO 281/ 282 Anatomy & Physiology I and II.

MASTER OF ARTS IN HUMAN SERVICES TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Arts in Human Services program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies); Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;

4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Human Services;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

**MASTER OF ARTS IN LEADERSHIP
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS**

Candidates for admission to the Master of Arts in Leadership program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies); Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Leadership;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

**MASTER OF SCIENCE IN NURSING
CAREER ADMISSION TRACK OPTION**

Candidates for admission to the Master of Science in Nursing program must meet the following criteria:

1. Possess an earned baccalaureate degree in nursing from a regionally accredited college or university or an earned bachelor's degree in another field and an earned associate degree in nursing (these candidates are encouraged to contact the MSN Program Coordinator for assistance);
2. Request official copies of all college transcripts be forwarded directly to the Division of Enrollment Management (Overall 2.7 GPA and Cumulative GPA in the last 60 hours of course work);
3. Submit a completed application form for the desired MSN Concentration along with the required application fee;
4. Submit evidence of completion of undergraduate introductory statistics course with a C or better;
5. Submit evidence of completion of undergraduate nursing research course with a C or better;

6. Submit evidence of unrestricted RN license (Provide License Number and State in which the license is current);
7. Submit evidence of a Criminal Background Check prior to enrollment;
8. Submit a professional statement (500 words or less) clearly articulating goals and life experiences that have impacted the student's decision to pursue an MSN graduate degree with the chosen concentration;
9. Submit a curriculum vitae or resume describing education, work and volunteer experience;
10. Submit required two letters of endorsement clearly stating the applicant's qualifications for graduate level work and ability to complete this work in an on-line environment. Letters may be from an employer, or professional within the chosen field, or an undergraduate faculty member who can attest to the applicant's ability to do graduate level work. New graduate applicants with less than one year experience are required to have one of their letters be from an undergraduate faculty member;
11. Have access to high speed internet services;
12. Faculty may request additional standardized tests or an interview if additional data is needed to attest to the applicant's capacity for graduate level work. The interview may be over the phone or by other technological means if distance is an issue.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Candidates for admission to the Master of Science in Occupational Therapy (OT) program must meet the following minimal requirements to be considered for admission. Admission to the OT program is competitive so meeting minimum criteria may not ensure admission.

Minimal requirements include:

1. Submit an application and all application requirements through the Centralized Application Service for Occupational Therapy (OTCAS);
2. Have earned or will have earned prior to matriculation an undergraduate degree with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale;
3. Complete all prerequisite coursework in the last five years with a cumulative GPA of 3.0 or higher on a 4.0 scale;
4. Complete all prerequisite courses (see below) with a grade of B- or better and provide documentation of approved coursework through the Prerequisite Inquiry Form;
5. Submit official transcripts from all colleges attended;
6. Submit a written personal statement of 500-750 words, as specified in the application;
7. Submit a resume describing education, work and volunteer experience;
8. Submit three letters of professional recommendation:
 - a. One letter of reference must come from a registered occupational therapist (OTR);
 - b. One letter of reference must come from an additional OTR or an occupational therapy assistant (COTA);
 - c. One letter of reference must come from an employer/supervisor or professor.
9. All students requesting recommendations for the application process need to have references to indicate their title/position and specifically the number of hours of observation. Students are encouraged to independently log their own hours in order to make this information readily available for the individual writing the letter of reference.
10. Answer other specific questions as noted in OTCAS;

11. Participate in an interview: Applicants must be verified through OTCAS before they are eligible for their interview. After verification, student will be notified of possible interview dates/times that will take place via Zoom. No interviews will be conducted in person.
12. Upon admission, complete a criminal background check to the program; Notification if the applicant has been convicted of a felony or a misdemeanor as this may affect eligibility to take certification examination or attain state licensure.
13. Students must have certain essential skills to meet the minimal technical standards necessary to perform successfully as a student in the classroom, laboratory and clinical/fieldwork environments.
14. Our Blended Learning Approach requires learners to use an active rather than a passive approach that involves face-to-face and online learning activities to increase interaction and involvement in the student learning and build dynamic partnerships between the instructors and the students to improve learning retention, course content application, an understanding of different viewpoints and interpretations and application of content.

PREREQUISITE REQUIREMENTS

Master's degree applicants must present evidence of completion of all prerequisite courses and undergraduate degree before the start of the program. Prerequisite completion must be within 5 years of the application date. The areas of competency are covered in the following courses or their equivalents completed within the last five years: Anatomy and Physiology I and II with labs, Statistics, Abnormal Psychology, Developmental Psychology, Cultural Diversity, Ethics, and Medical Terminology.

MASTER OF SCIENCE IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Science in Online Teaching and Instructional Design program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies). Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Online Teaching and Instructional Design;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Candidates for admission to the Master of Science in Physician Assistant Studies program complete the application process through the Central Application Service for Physician Assistants (CASPA) and must meet the following criteria:

1. Completion of a baccalaureate degree from a regionally accredited college or university in the United States, prior to matriculation;
2. Completion of all the prerequisite coursework with a cumulative GPA of 3.0 or higher on a 4.0 scale and a Science GPA of 3.0 or higher on a 4.0 scale;
3. Completion of the GRE within the past 5 years with a score of 301 (new exam scale/1000 (old exam scale). Applicants with lesser scores will be evaluated individually based on their course work, GPA and medical experience. The MCAT may not be substituted for the GRE.
4. The required Science courses must be retaken if it has been more than ten years since taking the courses and/or earning degree;
5. Applicants with prior advanced graduate degrees are exempt from taking the GRE;
6. Submit three letters of recommendation, one from a medical provider (MD, DO, PA or NP), one from a professor and one from an employer or coach;
7. Submit an essay (2 pages max) explaining your life philosophy, educational and professional goals, and why you have chosen the PA profession;

PREREQUISITE REQUIREMENTS

Master's degree applicants must present evidence of completion of all prerequisite courses and undergraduate degree before the start of the program. The areas of competency are covered in the following courses or their equivalents completed within the last ten years:

1. Biology I with Lab
2. Biology II with Lab
3. Microbiology with Lab
4. Chemistry I & II with Lab
5. Organic Chemistry I & II with Lab
6. Anatomy I & II with Lab and Physiology I & II with Lab or combined A&Ps I & II with Labs
7. Psychology (at least one semester)
8. Sociology or Social Science (at least one semester)
9. Statistics
10. Calculus or higher
11. Medical Terminology
12. Genetics
13. Physics I
14. Biochemistry with Lab

Medical Experience: Highly recommended. Applicants with medical experience will be given favorable consideration.

Military Veterans: Veterans, especially those with medical experience, will be given favorable consideration.

Shadowing and Volunteering/Community Service: Strongly encouraged, particularly if medical experience is lacking, but is not required.

Experience: Applicants are encouraged to obtain *patient care experience*, sufficient to recognize the physical and psychological demands of dealing with patients and to appreciate the challenges and rewards of being a health care professional. Health care experiences should provide the applicant with a knowledge and/or orientation to the signs and symptoms of a variety of ill or injured patients.

Work experience in health sciences fields such as RN, CNA, LPN, LVN, Military Medic, EMT/Paramedic, X-ray Tech, Respiratory Therapy, Physical Therapist, Occupational Therapist, Athletic Trainer, Dietician/Nutritionist etc. are what the program considers as medical/health care experience with patient contact. All health care experiences will be evaluated on an individual basis, with an emphasis on direct patient care.

For the prospective applicants who do not have a background and experience in a patient care related health science profession it is highly recommended that they obtain training and experience through a certificate course/program in areas such as: Phlebotomist, Certified Nurse Assistant (CNA), Emergency Medical Technicians (EMT), and Patient Care Technician.

FOREIGN MEDICAL GRADUATE

- Applicants who are foreign medical graduates with foreign transcripts or non-grade transcripts must submit a degree equivalent evaluation (an original sealed report from a transcript evaluation service) with their CASPA application
- A list of transcript evaluation service providers may be found at www.naces.org.)

Foreign-born non-U.S. or non-Canadian citizens must:

- Have attended a college or university in the United States for a minimum of one year prior to application
- Submit test scores with CASPA application for the Test of English as a Foreign Language (TOEFL), be able to express themselves clearly to others in spoken English, and have the ability to understand rapidly spoken colloquial English.

ADVANCED STANDING AND TRANSFER POLICY

- Due to considerable variation in physician assistant programs throughout the United States, students of other PA programs will not be accepted for transfer into the Program.
- Applicants to the Program will not receive "advanced standing" based upon previous education or credits taken.
- Foreign medical graduates, if accepted, must complete the Program in its entirety.

Upon Enrollment

Current Basic Cardiac Life Support (BLS) from the American Heart Association is required upon enrollment in the program. Most clinical sites do not recognize other institutions.

Candidates for admission must satisfy a Level One Background check and Drug Screen before being accepted to the program. The student must also complete a second Level One

Background and Drug Screen prior to entering the clinical phase of the program. The approved program vendor is Castle Branch. (www.castlebranch.com; Telephone (888) 723-4263)

This service is also available through CASPA.

Failure to complete this action could result in dismissal from the PA Program.

- Upon matriculation to the program and annually, thereafter, all students whose education and training will involve participation in clinical settings are required to undergo a criminal background check.
- Students are responsible for all expenses related to meeting health requirements, drug screen and background documentation.
- Applicants who answer "no" to questions relating to criminal background in their CASPA application, who later matriculate and are found to have a positive criminal background check, are likely to be dismissed from the program on the basis of misrepresentation. In the event of a reported incident, a determination about the applicant's/student's continued progress in the academic program will be made by the University in accordance with its policies and procedures.
- Applicants who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding eligibility may be obtained from appropriate credentialing boards. Clinical rotation sites may not permit participation in the clinical experience. *This should be considered seriously by the candidate prior to application and matriculation.*
- Applicants are advised that results of criminal background checks and other required background screening will be released to third parties involved in their clinical education.
- Criminal offenses incurred after the student matriculates may result in the student's dismissal from the program. Tuition and fees will not be refunded.

DRUG SCREEN

Upon matriculation to the program and just prior to the beginning of the clinical year students will undergo drug screening. The medical institutions that act as clinical training sites may require drug screens for students before allowing them access to their facility. Drug screens are conducted at the student's expense. This service is also available through CASPA.

PHYSICAL EXAMINATION

Completion of a comprehensive physical examination by a licensed medical provider or family doctor indicating that the applicant has been medically cleared for admission is required. The forms that make up the health package can be downloaded from the Lenoir-Rhyne University Student health Center webpage.

- Health packages include the following:
- Student Health History and Information Form
- Physical Examination Form
- Immunization Verification Form
- Specific health screening and immunization requirements are based on current Centers for Disease Control Recommendations for health professionals
- Drug Screening Form

Upon receipt of your health forms, the Student Health Services will provide the student with a letter indicating compliance with health records and immunization requirements.

MASTER OF PUBLIC HEALTH TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Public Health (MPH) program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies). Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Public Health;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

MASTER OF ARTS IN RELIGIOUS LEADERSHIP TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Arts in Leadership program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies); Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Religious Leadership;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

**MASTER OF SACRED THEOLOGY
CAREER ADMISSION TRACK OPTION**

In addition to the Lutheran Theological Southern Seminary admissions application, candidates for admission to the Master of Sacred Theology program must:

1. Hold a master's degree in religious studies or theological studies from an accredited institution;
2. Submit official transcripts from all colleges/universities attended;
3. Have a minimum of a 3.25 GPA (on a 4.0 scale) at the master's level or an exemplary evaluation from an institution that does not use a GPA system;
4. Exhibit the capability to pursue an advanced course of study in a particular theological discipline, as demonstrated by previous written work and an admission consultation with a faculty member in the field in which one will specialize;
5. Provide three academic recommendations from previous professors;
6. Provide a sample of academic writing that demonstrates the capacity to pursue an advanced course of study (for example, an exemplary paper written for a previous degree program). The writing sample does not have to focus on the applicant's proposed STM research area, but it should demonstrate writing skills appropriate to an advanced graduate degree, as well as the capacity to engage and integrate scholarly resources;
7. Complete a preliminary research proposal;
8. Demonstrate language proficiency appropriate to the chosen discipline;
9. Be available for an interview as requested.

**MASTER OF SCIENCE IN SUSTAINABILITY STUDIES
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS**

Candidates for admission to the Master of Science in Sustainability Studies program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies). Minimum MAT scores is a 390; minimum GRE scores are Verbal 147; Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Sustainability Studies;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

**MASTER OF ARTS IN TEACHING
TRADITIONAL ADMISSION TRACK OPTION**

Candidates for admission to the Master of Arts in Teaching program must meet the following criteria:

1. Have earned an undergraduate degree with a minimum cumulative GPA of 2.7 and a minimum GPA of 2.7 in the major. The degree must be in a major closely aligned with the area of licensure the applicant plans to pursue;
2. Passing score on the Praxis II Content Knowledge Exam (Content Area Testing Tab) according to desired content area;
3. Submit a CV or resume including relevant experiences working with young adolescents in school or community settings. Include a brief description of each experience;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Teaching;
5. Be available for an interview upon request;
6. Complete a formal criminal background check prior to enrollment.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

MASTER OF THEOLOGICAL STUDIES

CAREER ADMISSION TRACK OPTION

In addition to the Lutheran Theological Southern Seminary Admissions Application, candidates for admission to the Master of Theological Studies program must meet the following criteria:

1. Have earned an undergraduate degree from an accredited institution with a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale;
2. Submit official transcripts from all colleges/universities attended;
3. Complete an autobiographical essay in 600-800 words setting forth: (a) your reasons for applying to seminary, (b) an assessment of your strengths and weaknesses as an applicant for theological studies and (c) the significant events of your life, your Christian experience, and your relationship to the church;
4. Submit three references from: (a) your Pastor, (b) a faculty member, an advisor in an academic setting, or a supervisor who is acquainted with your work ethic, (c) a non-relative lay person who has known you in a leadership role or professional setting;
5. Be available for an interview as requested.

MASTER OF ARTS IN UNIVERSITY LEADERSHIP

TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Arts in University Leadership program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies); Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in University Leadership;
5. Submit a CV or Resume;

6. Be available for an interview upon request.
7. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

MASTER OF ARTS IN WRITING TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS

Candidates for admission to the Master of Arts in Writing program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution. Minimum cumulative GPA is a 2.7;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies). Minimum MAT score is a 390; minimum GRE scores are Verbal 147, Quantitative 147, and Analytical Writing 3.5;
3. If Career Admission Track applies, or if the applicant meets one of the other criteria for waiving the standardized test score, submit one letter of professional recommendation through the online application;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Writing;
5. A resume or portfolio highlighting the applicant's experience or body of work;
6. Submit a CV or Resume;
7. Be available for an interview upon request.
8. The admissions committee determines admissions decisions based on the whole application and reserves the right to admit, provisionally admit, waitlist, or deny applicants on this policy.

DOCTORAL DEGREES

DOCTOR OF NURSING PRACTICE – FNP/DNP

Candidates for admission to the Doctor of Nursing Practice – FNP/DNP -- program must meet the following criteria:

1. Possess an earned baccalaureate degree in nursing from a regionally accredited program (ACEN or CCNE);
2. Submit official transcripts from all colleges attended demonstrating an overall 3.0 GPA and a nursing GPA of a 3.0 on a 4.0 scale;
3. Submit evidence of completion of undergraduate introductory statistics course with a C or better;
4. Submit evidence of completion of undergraduate nursing research course with a C or better;
5. Submit evidence of unrestricted RN license (Provide license number and state in which the license is current);
6. Write a philosophy statement reflecting personal and professional goals, including the reason you would like to become a Family Nurse Practitioner; describe a clinical practice problem that you would like to pursue for a potential DNP project, and how implementing this project may address a need for a change in practice. All references should be cited using APA format.
7. Submit a curriculum vitae or resume.

8. Submit three professional recommendations (done via email through the application system). The recommendations may include academic or nursing faculty, supervisor, former or current employer, or manager. At least one reference must be from clinical practice.
9. Interviews may be required.

Upon admission, the following items for enrollment must be submitted through a vetted LRU School of Nursing provider (student is responsible for the expense):

1. Criminal background check
2. A 12-panel drug screen
3. Health and immunization forms

DOCTOR OF NURSING PRACTICE – POST MASTER’S DNP

Candidates for admission to the Post Master’s Doctor of Nursing Practice program must meet the following criteria:

1. Possess an earned master’s degree in nursing from a regionally accredited program (ACEN or CCNE);
2. Submit official transcripts from all colleges attended demonstrating an undergraduate cumulative GPA of 3.0 on a 4.0 scale and a nursing GPA of 3.0 from all nursing schools attended (ADN, BSN, and MSN);
3. Submit evidence of no grade lower than a B on a master's level nursing research/evidence-based practice course;
4. Currently employed as a Registered Nurse with an unrestricted nursing license (provide license number and state in which the license is current);
5. Write a philosophy statement reflecting personal and professional goals, including the reason you would like to obtain a DNP degree; describe a clinical issue that you would like to pursue for a potential DNP project, and how implementing this project may address a need for a change in practice. All references should be cited using APA format;
6. Submit a curriculum vitae or resume;
7. Submit three professional recommendations (done via email through the application system). The recommendations may include academic or nursing faculty, supervisor, former or current employer, or manager. At least one reference must be from clinical practice;
8. Interviews may be required.

Upon admission, the following items for enrollment must be submitted:

1. The number of clinical hours completed during the master’s program must be verified;
2. Criminal background check and a 12-panel drug screen through a vetted LRU School of Nursing provider (student is responsible for the expense);
3. Health and immunization forms.

ACADEMIC POLICIES AND PROCEDURES

In addition to all academic policies and procedures stated elsewhere in the catalog, all graduate students must abide by the following regulations. Please note that specific programs may require additional policies and procedures as noted in their respective sections within the Catalog and/or in program student handbooks.

ADVISORS

Each graduate student will be assigned an advisor upon acceptance into the graduate program. Each student is expected to consult with his/her advisor. The Program Coordinator serves the role of advisor for non-degree post-baccalaureate students.

APPLICATION FOR THE DEGREE

Each candidate for a graduate degree must file an Application for Degree. The application is available in the Office of the Registrar and on-line at <http://www.lr.edu/academics/office-of-registrar> under "forms." The form should be filed two semesters prior to the student's anticipated graduation date.

CHANGE OF PROGRAM PROCEDURE

A student admitted to a graduate program may only change to another graduate program under the following conditions:

1. The student must be in good standing with the University,
2. The student must complete application to the new program through the Office of Graduate Admissions.
3. The student must receive a letter of endorsement from a faculty member from the original program of study and/or the Dean of The Graduate School.
4. The student must be available for an interview upon request.
5. The student must submit any supplemental admission documents as requested.

COMPREHENSIVE EVALUATION

The Graduate School of Lenoir-Rhyne University requires each student receiving a graduate degree to demonstrate cumulative knowledge through a final comprehensive evaluative process. The particular kind of evaluation, relevant policies, and procedures vary by program and are outlined under program specific information in the catalog.

CONTINUING STUDENT STATUS

In order to maintain continuing student status in a given program, a student must complete at least one course in the graduate program during each academic year after acceptance. If a student is not enrolled in three consecutive semesters (including summer term) within an academic year, they must either request an extension of their program or reapply through The Graduate School. Requests for program extensions must be made to The Graduate School and are reviewed by the Graduate Studies Council.

COURSE LOADS

Course loads for graduate students are calculated as follows:

Full-time study	9 – 13 hours
Half-time study	6 – 8 hours
Less than half-time	1 – 5 hours

COURSE REPEATS

Graduate students may repeat a course in which a grade of F has been earned. A student must request the permission of the advisor to repeat a course in which a grade of C has been earned (except in programs that do not permit grades of C for progression). The grade earned in the repeated course replaces the first grade. A student may repeat no more than six (6) hours of course work with grade replacement.

DIRECTED STUDY

With approval of the Advisor, Program Coordinator, and Provost, a student shall be permitted to enroll in a maximum of six credits of directed study. A graduate student must have a cumulative GPA of 3.0 and the approval of the course instructor to register for a directed study. A graduate student may enroll in only one directed study course per semester. A course may not be taken as a directed study when it is offered on a regular basis or during the semester in which the student wishes to enroll in directed study.

GRADES

The following grades are given in the graduate program:

A	4.0 points per semester hour
A-	3.7 points per semester hour
B+	3.3 points per semester hour
B	3.0 points per semester hour
B-	2.7 points per semester hour
C+	2.3 points per semester hour
C	2.0 points per semester hour
C-	1.7 points per semester hour
F	0.0 points per semester hour
W	Withdrawal from course
WP	Withdrawal Passing from the University
WF	Withdrawal Failing from the University
S	Satisfactory, given for a practicum, a thesis, and other designated courses
U	Unsatisfactory, given for a practicum, a thesis, and other designated courses

An academic average of 3.0 on a 4.0 scale is required for the master’s and doctoral degrees. No credit toward the degree will be granted for a grade below “C–”. No more than two grades below “B–” will be allowed for graduate credit. A student who earns an “Incomplete” should refer to the section on Incomplete Grades.

GRADUATE COURSE DESIGNATION

Graduate courses will be numbered at the 500 level or above. Qualified undergraduate students may be allowed to register for graduate level courses. Undergraduate students requesting to take graduate courses MUST work with their academic advisor to gain appropriate approvals. The forms must be completed and on file in the Registrar’s Office by the end of Add/Drop for that semester.

INCOMPLETE GRADES

Course work reported “incomplete” must be completed by midterm of the subsequent (fall, spring or summer) semester of the official ending of the course, after which a grade of “F” will be assigned. Students should submit the completed course requirements no less than two weeks

prior to the mid-term point of the subsequent semester. A student with two “incompletes” will not be allowed to register for additional courses until at least one of the “incomplete” grades is removed. Furthermore, students may not begin a final capstone course, final internship, or final fieldwork experience with an incomplete grade on the record.

ACADEMIC PROBATION, DISMISSAL, AND APPEAL

Once fully admitted to a degree program, a student will be placed on probation for:

1. earning a grade lower than a “B–” in two graduate courses since enrollment; or
2. earning a cumulative grade point average that falls below a 3.0; or
3. earning a grade of F in a graduate course.

The Dean of Graduate and Adult Education will review the record of each student on probation at the end of the term. The outcome of the review by the Dean may be one of the following: (1) removal from probation, (2) continuation on probation, or (3) dismissal from the Graduate School.

A student will be removed from probation by:

1. earning a cumulative GPA of 3.0 or above, and
2. repeating any graduate course work with a grade of “F” and earning a grade of “B–” or higher.

A student will be continued on probation if satisfactory academic progress is made in all additional course work with grades of “B–” or higher, thereby progressing toward a cumulative grade point average of 3.0.

A student will be dismissed following probation if a grade below a B- is received in any additional course work. No more than two grades below “B–” will be allowed for graduate credit.

A student is subject to dismissal without probation for the following:

1. Receiving a grade below “B–” in 3 or more courses in the same semester;
2. Receiving a grade of “F” in 2 or more courses in the same semester.

ACADEMIC APPEALS

A student who wishes to appeal a decision regarding admission, transfer of credit, dismissal, readmission, or graduation must file a written letter of appeal. For specific information on appeals contact the Dean of The Graduate School. The appeal will be forwarded to the Graduate Studies Council which will act as the Appeals Board.

The decision of the appeals committee is the final step for the student appeal process. The Graduate Studies Council will meet to review student appeals no later than the Friday preceding the start of classes for the new semester.

NON-ACADEMIC PROBATION, DISMISSAL, AND APPEAL

Lenoir-Rhyne University reserves the right to exclude from further enrollment any graduate student whose conduct is deemed improper or prejudicial to the best interests of the University. A student may be placed on non-academic probation or dismissed for non-academic reasons based on violation of University and/or Program Policies.

NON-ACADEMIC APPEALS

Once notified of the non-academic dismissal the student has 3 days to initiate the appeal process with the Dean of The Graduate School. The Dean of The Graduate School programs, together with the Graduate Studies Council, will handle such cases.

The Graduate Studies Council will have 2 weeks to meet and review the case. During this time, the student can attend didactic courses but may not participate in any community based coursework such as fieldwork, internship, etc.

If the decision of the Graduate Studies Council is that the dismissal is upheld, a letter is drafted and financial aid and the registrar will be notified. If the decision of the Graduate Studies Council is that the dismissal is overturned, a letter is drafted, and the Provost is consulted for approval. If the reason for the dismissal jeopardizes the safety of the public or existing relationships with community partners, the student will not return to community based coursework without remediation.

REMEDICATION PLANS

Students placed on probation may be required to complete a remediation action plan. These plans are developed by the Academic Programs and must be signed/dated by the Student and the appropriate Program Director, School Chair, and College Dean. The signed plan must be submitted to the Registrar for tracking purposes. Failure to complete the remediation action plan may result in dismissal.

READMISSION POLICIES

A student dismissed from the Graduate School is not eligible for readmission until one semester has past. A student who has been dismissed must reapply for admission with the Division of Enrollment Management. The request should address remediation of issues and circumstances related to dismissal. The Graduate Studies Council will review the application and make a decision within one month during the regular academic school year or one term during the Summer Session.

PROGRESS TOWARD DEGREE

1. An academic grade point average of 3.0 on a 4.0 scale is required for the master's and doctoral degree.
2. An application for graduation should be filed with the Registrar's Office two semesters prior to the student's anticipated graduation date. Forms may be found on the University's website at <http://www.lr.edu/academics/office-of-registrar>.

SECOND MASTER'S DEGREE

A student wishing to obtain an additional master's degree must meet all admission requirements for the desired program of study. Many graduate programs waive standardized test requirements for second master's degree candidates. To determine if test scores are required please contact The Graduate School. A minimum of 30 unique credit hours must be earned in the student's second master's degree program. The majority of the student's course work must be completed at Lenoir-Rhyne University. Note: Students may be required to repeat course work older than six years.

TIME LIMITATION

Once a student is admitted to a graduate program at Lenoir-Rhyne University, the student has six years to complete degree requirements. Transfer credit must have been completed within the 10-year period preceding the completion of the degree program.

TRANSFER CREDIT

With approval from the Program Coordinator and/or the School Chair, a student may include in the program of study up to six (6) semester credits of graduate work completed at another accredited institution or at Lenoir-Rhyne as a non-degree student prior to formal admission.

Exceptions to this limit may only be made with the approval of the Program Coordinator and the Dean of The Graduate School. The majority of a student's program of study must be completed at Lenoir-Rhyne.

Transfer credit for work completed prior to admission to Lenoir-Rhyne University must meet the following criteria:

1. A grade point of 3.0 on a 4.0 scale, or equivalent, must have been earned for each course transferred.
2. Transfer credit must have been completed within the ten-year period preceding the completion of the program of study (student's graduation date).

Transfer credit for course work completed subsequent to admission to Lenoir-Rhyne must meet the following criteria:

1. Prior written approval must be obtained;
2. A grade point average of 3.0 on a 4.0 scale must be earned for each course;
3. No course may be taken for transfer credit during the semester in which the degree is to be awarded.

REGISTRATION OF COURSES ADDING, DROPPING, WITHDRAWING

DROP/ADD POLICY

Students may change their course schedule during the first five calendar days of each term with advisor approval. A course that is dropped during this period will not be listed on the transcript. Students in courses that meet only once per week may change their schedules at any time during the first two weeks of the term. Courses may not be added after the first week of term without instructor approval.

It is the responsibility of the student to ensure that the appropriate paperwork is completed and filed when dropping or adding a course. Appropriate forms may be obtained from the Academic Advisor or the Registrar's Office. Failure to complete the entire drop process could result in the grade of 'F' on the official transcript and the student being responsible for tuition and fees.

WITHDRAWAL FROM COURSES

Students may withdraw from courses during the first half of a term or semester with the approval of the advisor and instructor. Withdrawing from courses after the first week of classes (drop/add period) and prior to mid-term will result in grade of 'W' on the official transcript. Students who wish to withdraw from a course or courses should contact the Enrollment Services Center for appropriate processing: 828.328.7300 / 800.277.5721 / Registrar@lr.edu.

A student may not withdraw from any course after mid-term except under extenuating circumstances. Withdrawing from a course at this time requires approval of the faculty advisor and the University Registrar. If withdrawal after mid-term is approved the instructor will assign a grade of 'WP' or 'WF' (according to the student's performance up to the date of official withdrawal) and the grade will be notated on the official transcript. A grade of 'WP' has no influence on the student's cumulative GPA, however, a grade of 'WF' will count the same as an 'F' in calculating the student's GPA. It is the responsibility of the student to ensure that the appropriate paperwork is completed and filed when withdrawing from a course. Appropriate forms may be obtained from the Academic Advisor or the Registrar's Office. Failure to complete the entire withdrawal process could result in the grade of 'F' on the official transcript and the student being responsible for full tuition and fees.

A student may not withdraw from a course after the final day of classes.

WITHDRAWAL FROM THE UNIVERSITY

There are several reasons why a student may need to withdraw from the University; however, it is important that a clear understanding of the process and its consequences occurs before a final decision to leave the University takes place. Students are strongly encouraged to seek guidance from their Academic Advisor and/or The Graduate School during the decision-making process. Should the final decision be to officially withdraw from the University, students must complete the appropriate paperwork with the Enrollment Services Center. The official date of withdrawal is defined as the date in which the student initiates contact with the Enrollment Services Center and/or the date in which said office becomes aware of the withdrawal. Students who wish to withdraw from a course or courses should contact the Enrollment Services Center for appropriate processing: 828.328.7300 / 800.277.5721 / Registrar@lr.edu.

It is important to realize that there are financial consequences to withdrawing after the drop/add period which will vary based upon the official date of withdrawal. These consequences will be discussed during your exit interview with the Enrollment Services Center counselor. (See Refund and Withdrawal Process below). It is imperative that the entire withdrawal process be completed prior to the student's departure. Failure to complete the process could result in failing grades and responsibility for full tuition and fees for the semester. In considering withdrawal from the University, be advised of the following:

1. A student who withdraws from all courses during the drop/add period (typically the first five days of classes) receives no academic or financial penalties. In this case, the student's class schedule is completely dropped from the academic record, proof of registration will not appear on the student's official transcript, and the student is eligible for full refund of any payment made for the semester.
2. A student who withdraws from all courses during the first half of a mini-term or semester must have approval from the designated academic official on their respective campus (see below). Withdrawal from courses after the first week (drop/add period) but prior to mid-term will result in a grade of "W" on the official transcript.
3. A student may not withdraw from any classes after mid-term except under extenuating circumstances. Withdrawing from courses at this time requires approval from the designated academic official on the student's respective campus (see below). If withdrawal after mid-term is approved the instructor will assign a grade of 'WP' or 'WF' (according to the student's performance up to the date of official withdrawal) and the grade will be notated on the official transcript. A grade of 'WP' has no influence on the student's cumulative GPA, however, a grade of 'WF' will count the same as an 'F' in calculating the student's GPA.

NOTE: A student may not withdraw from courses after the final day of classes.

WITHDRAWAL REFUND POLICIES

Students who withdraw from courses, but remain full time will see no change in their financial aid. Students whose enrollment status changes during the drop/add period will have their charges and financial aid adjusted accordingly. Students who drop to three-quarter time or half-time after the add/drop period has ended will not experience a reduction in aid unless a corresponding reduction has been made to their charges based on an extraordinary circumstance. However, students should be aware that when determining satisfactory academic progress, the Division of Enrollment Management will factor in the courses from which they withdrew. Federal regulations require us to consider any courses for which financial aid was provided.

For students who withdraw completely, the refund percentage is based on the official withdrawal date (date on which the student initiated the withdrawal from the University through the Division of Enrollment Management).

After a student withdraws from Lenoir-Rhyne, a fair and equitable refund will be calculated according to the University Refund Policy as follows:

For 16 Week Courses:

100%	During the Drop/Add period (<i>the first week of classes in the semester</i>)
85%	During second week of classes
75%	During third week of classes
60%	During fourth week of classes
25%	During weeks five through eight
0%	After eighth week of classes

For 8 Week Courses:

100%	During the Drop/Add period (<i>the first week of classes in the semester</i>)
60%	During second week of classes
25%	During weeks three and four
0%	After fourth week of classes

*Note: For refund information related to summer and Maymester sessions, please contact the Director of Student Accounts at 828.328.7705.

Prior to a refund check being issued to a withdrawn student, the University must first determine if any of the refund is due back to the Title IV Financial Aid Programs. According to the Federal Guidelines, the amount of refund due to the financial aid programs must be repaid before a refund check will be made to the student. The University reserves the right to modify the refund policy to comply with federal, state, and other regulatory bodies.

Refunds to Title IV Financial Aid Programs are distributed in the following order:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Perkins Loan
- Federal PELL Grant
- Other Federal Aid Programs

GRADUATE PROGRAM CURRICULUM

COLLEGE OF ARTS AND SCIENCES

Dr. Daniel Kiser, Dean

SCHOOL OF ARTS AND LETTERS

Dr. Jennifer Heller, Chair

MASTER OF ARTS IN WRITING OFFERED IN ASHEVILLE

The Master of Arts in Writing program is designed to prepare students for careers in creative writing, professional and technical writing, the teaching of writing, and/or the development of advanced writing skills as a powerful tool within one's chosen profession. In addition to fundamental courses in rhetorical theory, editing, and publishing, students will participate in a journey of discovery – exploring the evolution of a literary genre through reading select works. Students will build upon the core by participating in highly individualized writing intensive workshops. Finally, students will develop a sense of purposeful writing through an engaged internship and a guided portfolio of professional and publishable quality. The program features academic rigor, instruction from a cadre of professional writers, and flexibility in design.

PROGRAM OVERVIEW

The Master of Arts in Writing Program at the Thomas Wolfe Center for Narrative Healthcare at Lenoir-Rhyne University offers graduate-level and certificate courses in Creative Writing and Narrative Healthcare in Thomas Wolfe's hometown of Asheville, North Carolina. The Master of Arts in Writing degree engages scholarship in literature, narrative theory, and creative process development to prepare graduates to be the storytellers and story interpreters in professional and cultural environments. Students will participate in a journey of discovery, exploring the evolution of literary genres, paired with a series of supportive, intensive close reading and writing workshops.

FACULTY

All faculty in the Writing program are appropriately credentialed. In addition to established writers, a variety of community professionals employed in various relevant settings will provide instruction and guidance.

PROGRAM STRUCTURE

This program is flexible enough to fit the schedule of anyone, whether entering directly from an undergraduate program, in mid-career, or considering a career change. Courses are held in the evenings for the convenience of working students. The length of time to complete this program varies based on class load and the scheduling of classes. The program can be completed on average in two years or can be taken at a pace conducive to the student's schedule.

CURRICULUM

MASTER OF ARTS IN WRITING – Creative Writing Track

36 CREDITS

Core Courses:

27 credits

WRI 501 Rhetorical Theory and Research in Writing
WRI 510 Exploring the Evolution of Fiction
WRI 511 Exploring the Evolution of Creative Nonfiction
WRI 512 Exploring the Evolution of Poetry
WRI 520 Workshop in Writing Fiction
WRI 521 Workshop in Writing Creative Nonfiction
WRI 522 Workshop in Writing Poetry
WRI 550 Writer in the World Internship
WRI 590 Guided Portfolio (Capstone)

Choose nine credit hours from WRI Special Topics courses:

9 credits

WRI 583 Special Topics in Writing Workshops

CERTIFICATE IN NARRATIVE HEALTHCARE

The certificate program in Narrative Healthcare at The Thomas Wolfe Center for Narrative offers narrative competency training to physicians, nurses, social workers, mental health professionals, chaplains, social workers, academics, and all those interested in the intersection between narrative and care. Lenoir-Rhyne University seeks to develop the narrative future of medicine, a field that proposes that effective care requires increased human engagement. Narrative training builds empathy, a skill required for effective care.

The certificate prepares practitioners with enhanced skills in listening to patient and client histories and stories and cultivates a more profound attention to the meaning of illness and struggle, beyond the diagnosis of it. Those who complete the Narrative Healthcare certificate program to supplement licensure and professional degrees will be prepared to expand the narrative culture within healthcare through program development, research, writing, supervision, and training of colleagues and students.

The courses required for the Certificate in Narrative Medicine include:

Narrative Healthcare Certificate:

12 credits

WRI 545 Introduction to Narrative Healthcare 3 credits
WRI 546 Narratives of Illness 3 credits
WRI 547 Narratives of Care 3 credits
WRI 550 Writer in the World Internship 3 credits

GRADUATE PROGRAM CURRICULUM

COLLEGE OF ARTS AND SCIENCES

Dr. Daniel Kiser, Dean

SCHOOL OF NATURAL SCIENCES

Dr. Marsha Fanning, Chair

MASTER OF SCIENCE IN SUSTAINABILITY STUDIES OFFERED IN ASHEVILLE

Dr. Keith McDade, Program Director

The Master of Science in Sustainability Studies program is designed for professionals who seek to develop or advance their career in a broad variety of business, management and advocacy professions. By completing this program, graduate students will develop critical core knowledge of science, business, communications, and public policy within the sustainability field. The program focuses on the intersections of an interdisciplinary core that combines business, science, communications, and policy while allowing students to specialize in their primary interests to develop leading practitioners in the emerging field of sustainability. It also includes experiential/service learning components in which the graduate student participates in a project with a community partner.

The MSSS Program is designed to build on Lenoir-Rhyne University's commitment to sustainability, as described in the following statement:

"Lenoir-Rhyne University recognizes that it is but one component of larger interconnected communities, each of which is impacted by personal and institutional choices. In order to foster understanding of and responsibility for these human and natural communities, the University encourages education and community outreach that provide students with knowledge and skills to conserve natural resources and to be environmentally responsible citizens. Lenoir-Rhyne endeavors to be a model of environmental stewardship by promoting care and concern for the environment in the daily lives of individuals and by striving for sustainability in our institutional operations."

Therefore, Lenoir-Rhyne's MSSS program is focused on preparing business, science and policy professionals to meet the needs of the present generation without compromising the needs of future generations and to work toward a world where everyone might flourish. Faculty and students will engage in research, dialogue, and community projects to help restore and sustain the global ecosystem, foster healthy living, address social injustice, and reduce society's impact on the environment.

Building on this vision, the MSSS program has been developed and is delivered in a way that honors and supports the following principles of education, learning, community development, and environmental stewardship:

- The Asheville area and the Western North Carolina region are partners in Lenoir-Rhyne's graduate education programs. As a result we extend the classroom into the community through collaborative networks and community commitments.

- The MSSS program is interdisciplinary, supporting our recognition of the interconnectedness of community and a systems understanding of knowledge.
- Courses and materials are issue-based rather than centered on traditional disciplines. Our students and faculty focus in-depth on a particular issue or the intersection of several issues.
- As a learner-centered program of study, the intellectual, ethical and practical concerns of students serve as the framework for the structure of the program.
- Learning in this program is based on an intentional, integrative link between theory and practice. In recognition that “sustainability” is a developing topic and requires a dynamic and evolving approach in both content and practice, the MSSS program will feature curricular and methodological flexibility.

PROGRAM OBJECTIVES

The Master of Science in Sustainability Studies is designed to prepare leaders of educational and community development initiatives to enhance environmental understanding, reform traditional economic development into sustainable development, and increase awareness of the importance of sustainability in all human systems. Students will learn to search for the causes and impacts of environmental-related economic and social problems, while establishing the capacity to design, implement and advance initiatives that produce sustainable outcomes for current and future generations.

Students who successfully complete the Master of Science in Sustainability Studies program will demonstrate:

- Advanced ability to think systemically, identifying and analyzing the structural causes that underlie sustainability issues and problems.
- Facility in seeking solutions to sustainability problems collaboratively, while striving to meet the expectations and needs of multiple stakeholders.
- Capacity to examine and assess sustainability decisions and issues in terms of both their short and long-term consequences to stakeholders and the natural world.
- Commitment to transparency and democratic processes for optimum sustainability solutions.
- Skills in using systems theory concepts and tools.
- An informed self-knowledge of their leadership potential and the capacity to author a personalized plan to further develop their leadership abilities.
- Abilities to conceptualize, initiate, and lead change programs that enhance sustainable human systems.

MASTER OF SCIENCE IN SUSTAINABILITY STUDIES

33 Credits

Foundation Courses:

SUS 501 Visions of Sustainable Communities	3 credits
SUS 561 Sustainability Capstone I: Proposal & Community Partner Development	1 credit
SUS 562 Sustainability Capstone II: Project Work.	1 credit
SUS 563 Sustainability Capstone III: Analysis, Assessment, and Presentation	1 credit
<i>Choose from one of the following Research & Applied Statistics Courses:</i>	3 credits

EDU 505 Research Methodology & Practicum	
MAT 540 Statistical Modeling for Sustainability	

POL 512	Methods of Policy Research	
<i>Business Sustainability:</i>		
BUS 535	Sustainability Management & Decision Making	3 credits
ECO 530	Economics of Sustainability	3 credits
<i>Sustainability Science:</i>		
SUS 520	Science for Sustainability	3 credits
SUS 523	Sustainable Energy and Material Use	3 credits
<i>Public Policy</i>		
POL 519	Public Policy Processes or POL 525 Environmental Policy	3 credits
<i>Sustainability Communications and Behavior</i>		
SUS 571	Sustainability Behavior, Education, and Communication or	3 credits
SUS 572	Communicating Science	
Electives (choose two):		
BUS 514	Organizational Behavior	3 credits
POL 530	Politics of Organizations	3 credits
SUS 526	Natural Resources, Processes and Management	3 credits
SUS 529	Industrial Ecology and Design for Sustainability	3 credits
SUS 571	Sustainability Behavior, Education, and Communication	3 credits
SUS 572	Communicating Science	3 credits
	• Or many other Special Topics courses and approved electives	3 credits

GRADUATE PROGRAM CURRICULUM

COLLEGE OF ARTS AND SCIENCES

Dr. Daniel Kiser, Dean

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Dr. Gordon Cappelletty, Chair

MASTER OF ARTS IN CRIMINAL JUSTICE LEADERSHIP OFFERED IN HICKORY

In partnership with the School of Social & Behavioral Sciences, Lenoir-Rhyne University's School of Education offers a Master of Arts in Criminal Justice Leadership degree. This program is intended for individuals with undergraduate degrees in criminal justice, political science, psychology, or sociology who are looking to advance their careers. Through the program, students will develop the leadership skills needed to manage ethical dilemmas that arise within the field of criminal justice. Students will also be provided an opportunity to explore the numerous types of leadership and management positions that exist within criminal justice agencies.

LR's Criminal Justice Leadership graduate program aims to develop leaders who:

- Have the skills to create, analyze, and critique criminal justice policy.
- Can act as effective administrators within the field of criminal justice.
- Have the ability to lead an organization through change.
- Can effectively implement conflict resolution policies within a given agency.

MASTER OF ARTS IN CRIMINAL JUSTICE LEADERSHIP CORE COURSES:

39 CREDIT HOURS
24 CREDIT HOURS

BUS 511 Financial Management and Budgeting	3
BUS 520 Negotiation and Conflict Resolution	3
BUS 542 Business & Professional Communication	3
EDU 505 Research Methodology	3
LED 505 Theories of Leadership & Administration	3
LED 525 Legal & Ethical Issues of Leadership	3
LED/CRJ 530 Field Practicum in Leadership & Applied Research	6

Criminal Justice Specialization:

15 Credit Hours

CRJ 500 Criminology	3
CRJ 520 Criminal Justice Administration and Management	3
CRJ 550 Contemporary Issues in Criminal Justice Leadership	3
CRJ 575 Analytic Strategies in Criminal Justice	3
CRJ 590 Criminal Justice Policy	3

*Note that while many of the CORE courses for the MA in Criminal Justice Leadership are available online, the CJ Specialization courses are only offered in the traditional seated format (with streaming options available for distance learners) for the 19-20 Academic Year.

GRADUATE PROGRAM CURRICULUM

COLLEGE OF EDUCATION & HUMAN SERVICES

Dr. Hank Weddington, Dean

SCHOOL OF COUNSELING & HUMAN SERVICES

Dr. Neal Gray, Chair

MASTER OF ARTS IN COUNSELING OFFERED IN HICKORY, ASHEVILLE AND COLUMBIA

The LRU Master of Arts degree in Counseling is designed to prepare individuals for positions as professional counselors in agencies and/or school settings. Students have the opportunity to take courses on the LRU main campus in Hickory or the Center for Graduate Studies of Asheville. The curriculum at both sites is identical and students will have the opportunity to interact with the LRU faculty at both locations. The counseling program places primary emphasis on the development of strong clinical skills. Upon receiving the Master of Arts degree in counseling, students will meet course work requirements for eligibility to take the examination to become a National Board Certified Counselor (NCC) and Licensed Professional Counselor (LPC) in the state of North Carolina. Students satisfactorily completing the School Counseling program requirements and receiving a passing score on the PRAXIS specialty examination will be eligible for licensure as a school counselor in North Carolina.

The master's degree is the entry-level degree for persons entering the counseling field. The counseling course of study is designed to begin during the Fall semester. Although students are allowed to enter the program in the Spring or Summer semesters, course selection will be limited due to prerequisite courses that have been missed and will not be available until the Fall semester.

All students in the Counseling program must have in effect counselor liability insurance through the American Counseling Association Insurance Trust during the time they are enrolled in the Counseling program. In addition, students are required to purchase and maintain a subscription to Taskstream, the Counseling portfolio management system. A field experience fee of \$125 is charged for each of the following core courses in addition to the practicum and internship experiences: COU 580, 585, 590, 591, 592, 593. Additional fees may be required for testing supplies and recording equipment in the following courses: COU 524, 530, 545 and 566. Any counseling practicum/intern receiving a grade lower than a 'B' in a practicum/internship will not be recommended for state licensure or National Board Certification.

MISSION STATEMENT

The faculty of the Counselor Education Program is dedicated to educating and training counselor education professionals to function in culturally diverse settings. Lenoir-Rhyne University is located in the foothills of the Blue Ridge Mountains and has a large urban population; yet, we also serve suburban and rural communities. From this unique vantage point, we recognize the need to address the economic, educational, and social inequalities that prevail in our community. The program acknowledges a commitment both to the students who will pursue preparation as professional counselors and to the larger public served by our graduates, for whom we all share a responsibility. It is due to this commitment that the faculty

holds high standards in the process of training professional counselors. As a result, we expect our students to develop a commitment to service to others, and to the pursuit of excellence in the counseling profession.

The programs are designed to provide a challenging, yet supportive environment that promotes professional orientation, development of a counseling identity, practice, commitment to inquiry, and self-awareness. Graduate education in the Counselor Education program is designed to help students realize their potential as practicing counselor and administrators, engage in professional relationships, and develop a set of meaningful professional values. To this end, the program reflects current knowledge from lay and professional groups concerning current and projected counseling and human development needs of a pluralistic society. Cultural considerations are emphasized so that the experiences provided will be rewarded and useful in today's ever-changing society.

The faculty is dedicated to the recruitment, retention, education, and training of diverse counseling professionals. The faculty select, encourage, and retain students in the counselor education specialties who exhibit the potential to become competent counselors and administrators. In order to prepare competent practitioners, the faculty, through a program of planned educational experiences, attempts to assist our students in becoming knowledgeable, ethical, collegial and self-actualizing agents of change. The Counselor Education Program is based on the model that effective counselor must be more than technicians. Rather, they must be professionals who are aware of their personal values, beliefs, and biases, as well as possess vast knowledge and skills related to the profession of counseling. They must be able to analyze, synthesize, and apply their knowledge and skills, utilize research for professional judgments, and assess the effectiveness of their work in order to function as competent, ethical, reflective, practitioner-scientists. The Counselor Education Program seeks to develop such professionals through active learning experiences, course work that covers a variety of content areas, and integrated field experiences that provide counseling services to a wide range of clients/students. Multicultural and diversity issues are integrated throughout the program.

CANDIDACY ADMISSION REQUIREMENTS

Students who meet the minimum standards for admission to the program may be permitted to commence graduate studies in counseling. All students enrolled in the program will undergo a review process that will include both academic and dispositional factors. Specifically, review is scheduled as follows:

- **9 hours completed:** First review with recommendations to progress, continue with remediation, or dismiss. If the student meets the program academic and dispositional expectations, they will be required to submit an application for candidacy to specific degree program. Once applications have been reviewed, the candidate may be required to attend an interview for candidacy. At this point faculty make recommendations for acceptance to candidacy, remediation plan or dismissal. **Ongoing review** for academic, professional and interpersonal development. Students must maintain a cumulative B average. If a student receives a grade of 'C' or lower in any course they will be required to repeat the course. A grade of 'F' will result in academic probation or dismissal. The student should review the Graduate School Academic Policies and dispositional criteria. If a faculty is concerned about a student's progress within the program an official review to include a remediation plan and/or dismissal from the program could be applied.
- Review prior to practicum and internship with recommendation to progress with the internship or dismiss. All internships must be initiated within one year from the last course taken.

COMPREHENSIVE EXAMINATION

Students are required to pass a two-part comprehensive examination. First, students must complete a nationally standardized exam (CPCE) that measures competency across the eight core areas of counseling. Students must pass this examination prior to internship. Students who fail this examination may be required to do remediation, additional coursework and/or assignments, and re-test. Students who fail subsequent re-tests may be dismissed from the program. The second part of the examination (Specialty Capstone Project) requires a written, comprehensive assessment of the specific program of study. This capstone project is completed during internship. Students who fail this assessment will not be permitted to graduate.

CONCEPTUAL FRAMEWORK

The Counselor Education Program is based on the model that effective counselors must be more than technicians. Rather, they must be professionals who are aware of their personal values, beliefs, and biases, as well as possess vast knowledge and skills related to the profession of counseling. They must be able to analyze, synthesize, and apply their knowledge and skills, utilize research for professional judgments, and assess the effectiveness of their work in order to function as competent, ethical, reflective, practitioner-scientists. The Counselor Education Program seeks to develop such professionals through active learning experiences, course work that covers a variety of content areas, and integrated field experiences that provide counseling services to a wide range of clients/students. Multicultural and diversity issues are integrated throughout the program. Becoming a reflective practitioner-scientist involves an ongoing process that can be conceptualized as a pyramid with students' personal and professional knowledge as base. From this knowledge base, students move into the stage of skills acquisitions with the final stage being that of reflective practitioner-scientist. Persons completing the Counseling Program are Reflective Practitioner-Scientists who demonstrate:

1. A high level of interpersonal communication skills, along with an appreciation for the racial and socio-cultural diversity of the populations with whom they will work;
2. A thorough knowledge of counseling theory and skill in a variety of counseling techniques that are useful with individuals and groups;
3. Skill in utilizing assessment techniques, research techniques, and career planning materials and techniques;
4. An understanding of the variety of activities involved in implementing programs in public school and community/agency settings—including treatment planning, diagnosis, consultation, program planning and coordination, group guidance and counseling, crisis intervention, drop-out prevention, and educational placement of exceptional individuals;
5. An understanding of the legal aspects of service delivery and an appreciation of the importance of practicing in accordance with the highest ethical standards of the counseling profession;
6. Self-knowledge related to therapeutic processes;
7. The ability to analyze and evaluate the effects of the therapeutic process;
8. A devotion to the improvement of, and subsequent changes in, counseling practice as determined through research and scientific inquiry;
9. Dispositional characteristics consistent with the professional body of literature.

MASTER OF ARTS IN COUNSELING

SCHOOL COUNSELING:

	61 CREDITS
COU 505 Counseling Theories	3
COU 510 Introduction & Foundation of School Counseling	3
COU 515 Advanced School Counseling	3
COU 516 School Counseling & Special Education	3

COU 524 Psychological & Educational Testing and Appraisal	3
COU 525 Professional Orientation and Ethical Practices	3
COU 530 Counseling Techniques	3
COU 535 Diversity Issues for the Helping Professionals	3
COU 540 Group Counseling	3
COU 545 Career Counseling	3
COU 549 Addictions Counseling	3
COU 550 Psychopathology, Diagnosis & Treatment Planning	3
COU 555 Consultation Processes & Crisis Intervention	3
COU 560 Couples & Family Counseling	3
COU 580 Practicum in School Counseling	4
COU 590 Internship in School Counseling I	3
COU 591 Internship in School Counseling II	3
EDU 505 Research & Statistical Methods	3
EDU 506 Child, Individual, and Family Development	3
ELECTIVE (selected under advisement)	3

CLINICAL MENTAL HEALTH COUNSELING: 61 CREDITS

COU 505 Counseling Theories	3
COU 520 Clinical Mental Health Counseling	3
COU 524 Psychological & Educational Testing and Appraisal	3
COU 525 Professional Orientation and Ethical Practices	3
COU 530 Counseling Techniques	3
COU 535 Diversity Issues for Helping Professionals	3
COU 540 Group Counseling	3
COU 545 Career Counseling	3
COU 549 Addictions Counseling	3
COU 550 Psychopathology, Diagnosis, & Treatment Planning	3
COU 555 Consultation Process, Crisis Intervention	3
COU 560 Couple and Family Counseling	3
COU 566 Advanced Counseling Techniques	3
COU 585 Practicum in Clinical Mental Health Counseling	4
COU 592 Internship in Clinical Mental Health Counseling I	3
COU 593 Internship in Clinical Mental Health Counseling II	3
EDU 505 Research & Statistical Methods	3
EDU 506 Child, Individual, and Family Development	3
ELECTIVE (selected under advisement)	6

**CERTIFICATE IN COUNSELING FROM A CHRISTIAN PERSPECTIVE
OFFERED IN HICKORY**

The Certificate Program in Counseling from a Christian Perspective integrates sound counseling techniques and professional ethical practice within a Christian framework. The program is designed for Counselors or Clergy who desire to use a faith-based clinical practice in a formal way.

CERTIFICATE: COUNSELING FROM A CHRISTIAN PERSPECTIVE 24 CREDITS

Core Requirements: 12 credits

COU 547 Foundations & Ethical Practice of Christian Counseling	3
COU 579 Clinical Colloquium & Applied Lab in Christian Counseling	3
REL 505 Themes in Biblical Narrative	3
REL 506 Themes in Christian Thought	3

Emphasis Courses (choose 2; may count toward degree requirements):

COU 550 Psychopathology, Diagnosis & Treatment Planning	3
COU 563 Marriage & Family Counseling from a Christian Perspective	3
COU 549 Addictions Counseling	3
COU 583 Special Topics in Christian Counseling	3

**MASTER OF ARTS IN HUMAN SERVICES
ONLINE ONLY – BASED ON COLUMBIA CAMPUS**

The Master of Arts in Human Services program requires scholarly and professional activities designed to advance the student substantially beyond the educational requirements of a baccalaureate degree program. The degree is structured to prepare students for professional practice through the creative application of knowledge, theory, and skills. The curriculum provides opportunity for a broad conceptual mastery of the field through an understanding of subject matter, bibliographic resources, theory, practice, and scholarly research. The intent of the curriculum is to develop within students the capacity to interpret, analyze, synthesize, and communicate knowledge, and to develop those skills needed to effectively practice and advance the profession.

**MASTER OF ARTS IN HUMAN SERVICES
CORE COURSES:**

**33 CREDIT HOURS
21 CREDIT HOURS**

HCS 505 Theoretical Foundations & History of Human Services	3
HCS 510 Human Systems	3
HCS 515 Human Services Delivery Systems	3
HCS 520 Information Management for Human Services Professionals	3
HCS 525 Human Services Program Planning & Evaluation	3
HCS 530 Interventions & Direct Delivery Human Services	3
HCS 535 Interpersonal Communications for Hum Srvs Professionals	3

PROFESSIONAL TRACKS (choose one):

Addictions Counseling 12 Credit Hours

COU 549 Addictions Counseling	3
COU 550 Psychopathology, Diagnosis & Treatment	3
HCS 591 Practicum & Applied Research in Addictions Counseling	6

Career Development 12 Credit Hours

COU 545 Career Counseling	3
HCS 550 Career Consultation & Assessment	3
HCS 592 Practicum & Applied Research in Career Development	6

General - Human Services Management 12 Credit Hours

HCS 516 Admin & Management of Human Services Delivery Systems	3
HCS 540 Human Services Client-Related Values & Attitudes	3
HCS 590 Practicum & Applied Research in Human Services Management	6

GRADUATE PROGRAM CURRICULUM

COLLEGE OF EDUCATION & HUMAN SERVICES

Dr. Hank Weddington, Dean

SCHOOL OF EDUCATION

Dr. Hank Weddington, Chair

EDUCATION PROGRAMS

CERTIFICATE IN COMMUNITY COLLEGE ADMINISTRATION OFFERED ONLINE

The certificate program in Community College Administration offers leadership training to full-time and part-time community college faculty and staff who are interested in professional development.

Community College faculty and staff seeking professional development training will engage in a 6-course (18 credit hour) program designed to enhance their knowledge of the community college and foster administrative skills.

Curriculum Overview

EDU 604	Introductory Seminar: Community College & American Education (3 credits)
EDU 610	Organization & Administration of the CC (3 credits)
EDU 612	CC Budgeting, Finance, and Marketing (3 credits)
EDU 620	Higher Education Leadership (3 credits)
EDU 621	Design & Development of Curricular Programs (3 credits)
EDU 635	Planning & Assessing Two-Year Programs (3 credits)

CERTIFICATE IN COMMUNITY COLLEGE TEACHING OFFERED ONLINE

The certificate program in Community College Teaching offers professional development training to full-time and part-time community college faculty interested in enhancing their knowledge of the community college system in which they work, community college curriculum design, and adult learner pedagogy while fostering their competencies and skills in designing and delivering quality online instruction as well as integrating technology into their face-to-face classes.

Community College faculty seeking professional development training will engage in a 6-course (18 credit hour) fully online certificate program designed to enhance their knowledge of the community college system in which they work, community college curriculum design, and adult learner pedagogy while fostering their competencies and skills in designing and delivering quality online instruction as well as integrating technology into their face-to-face classes.

Curriculum Overview

EDU 604	Introductory Seminar: Community College and American Education (3 credits)
EDU 621	Design and Development of Curricular Programs (3 credits)
EDU 630	The Adult Learner (3 credits)

In addition to the three required courses above, students will select three additional courses from the following:

- EDU 654 Methods for Online Teaching & Learning (3 credits)
- EDU 653 Emerging Web & Mobile Technologies (3 credits)
- EDU 655 Assessment of Learning Outcomes in Online Environments (3 credits)
- EDU 656 Individualization in Online Environments (3 credits)
- EDU 657 Instructional Design: Theory & Research (3 credits)
- EDU 658 Instructional Design: Application (3 credits)

MASTER OF ARTS IN COMMUNITY COLLEGE ADMINISTRATION OFFERED ONLINE

The Master of Arts in Community College Administration program is designed for emerging community college faculty and staff leaders who wish to develop knowledge and skills needed to serve and advance in a variety of roles in the community or technical college system. The program focuses on three areas of study: community college fundamentals; administration, organization and leadership; and professionalism. The program emphasizes exposure to a breadth of community college and higher education administration issues, programs, and services.

Highlights of the Program

The MACCA curriculum will prepare students to demonstrate specific knowledge in the field of community college administration, including the skills and techniques necessary to enable them to:

- Identify, understand and adopt best-practice skills and models in community college organizational and leadership development, services for special populations, financial aid, policy and planning, admissions, marketing and promotion, evaluation, accountability and philosophy, learning skills development, counseling, finance, curriculum design, legal issues, and distance learning.
- Think critically and ethically about the purposes, design, functions and character of community college organizations and their service to society.
- Develop effective decision-making, leadership, management, and analytical skills.
- Examine the issues of governance in community colleges and institutional adaptation to the changing environment.

Through this program, emerging community college leaders are able to earn a master's degree in a manner that is meaningful and educationally sound. Individual and group assignments combine textbook theory with real-world application. The program provides a balance of quantitative and qualitative studies.

Program Timetable and Structure

Courses are held in the evenings, over weekends or online for the convenience of students and are flexible enough to fit most schedules. Because the format of this program allows each student to complete the program at their own pace, there is not a standard timetable for completion. This program requires a minimum of 33 credit hours to complete.

MASTER OF ARTS IN COMMUNITY COLLEGE ADMINISTRATION

Community College Foundations

EDU 604 Community College & American Education

33 CREDIT HOURS

9 credit hours

3

EDU 630 The Adult Learner	3
EDU 650 Internship in Community College Administration	3
Administration, Organization, and Leadership	18 credit hours
EDU 610 Organization & Administration in Higher Education	3
EDU 612 Community College Budgeting, Finance, and Management	3
EDU 620 Higher Education Leadership	3
EDU 625 Law & Ethics in Higher Education	3
EDU 635 Planning & Assessing Two-Year Programs	3
EDU 659 Leading Technology Change in Schools and Organizations	3
Professional Component – Choose two of the following:	6 credit hours
EDU 606 Technical Skills for 21 st Century Community College Administration	3
EDU 621 Design & Development of Curricular Programs	3
EDU 631 Design & Development of Student Support and Development Programs	3
EDU 637 Current Trends in Community College Administration	3
EDU 583 Special Topics (with approval of Academic Advisor)	3

MASTER OF ARTS IN TEACHING OFFERED ONLINE

The Master of Arts in Teaching (MAT) degree is designed for students who have earned a non-education baccalaureate degree and wish to pursue teacher licensure in Middle Grades, Secondary or K-12 subject areas. The M.A.T. program offers both full- and part-time enrollment options.

The full-time option is an intensive 12-month residency model requiring full-time commitment for its duration. After an initial summer of foundations and pedagogical preparation, candidates will spend two semesters in a public school classroom working collaboratively with a master teacher to effectively deliver data-driven instruction and positively impact the learning of students in the classroom.

The part-time option can be completed in 18 months. Students may begin their program in the fall, spring, or summer terms. Full-time enrollment is required for one semester during the clinical student-teaching practicum. Students may choose to complete their clinical student teaching during the fall or spring semester.

For both full- and part-time options, lateral entry teachers may use their current teaching assignment for their residency requirement. Students receiving a grade lower than B- in any course will be placed on program probation and risk being dismissed from the program.

Candidates may pursue teacher licensure in one of the following Secondary disciplines: Science, English, Mathematics, and Social Studies or in one of the following K-12 disciplines: Music, Spanish, and Health & Physical Education.

Within the Master of Arts in Teaching program, students will have the option to pursue an online teaching track, which would lead to a graduate certificate in online teaching and instructional design. Students who complete this track within the MAT program will learn and apply effective methods for designing and individualizing online content as well as developing interactive online learning experiences for diverse populations of learners. This track would allow students to work toward initial licensure in secondary education and a graduate certificate in online teaching and instructional design. For students pursuing this track, 9 credit hours for the online teaching and instructional design track will be embedded within the MAT program sequence. MAT students would only take 9 additional credit hours, allowing them to complete the 18 additional credit hours required for the graduate certificate in online teaching and instructional design while only paying for 9 additional credit hours. Students pursuing the online teaching track within the MAT program would not obtain the MAT degree until all MAT requirements and the 18 credit hours required for the graduate certificate in online teaching and instructional design are completed. However, students would obtain initial teaching licensure as soon as licensure requirements are met within the MAT program. Students would have the ability to opt-out of this track if they were to decide not to continue with the remaining credit hours necessary for the certificate in online teaching and instructional design. The course requirements for the online teaching and instructional design track within the MAT program are below.

In addition to successfully completing the MAT program of study, candidates must achieve passing scores on the appropriate Praxis II test(s) for their licensure area in order to be eligible for the NC Standard Professional I teaching license.

Grade Level	Discipline	Test Information (Hyperlinks)	Test Code	Qualifying Score
Secondary	Science	General Science: Content Knowledge (5435)	Test #5435	Passing Score: 151
Secondary	English	English Language Arts: Content Knowledge (5038)	Test #: 5038	Passing Score:167
Secondary	Social Studies	Social Studies: Content Knowledge (5081)	Test #:5081	Passing Score: 158
Secondary	Mathematics	Mathematics: Content Knowledge (5161) Calculator Use	Test #:5161	Passing Score: 160
Middle Grades	English	Middle School English Language Arts (5047)	Test #:5047	Passing Score: 164
Middle Grades	Mathematics	Middle School Mathematics (5169) Calculator Use	Test #:5169	Passing Score: 165
Middle Grades	Science	Middle School Science (5440)	Test #: 5440	Passing Score: 150
Middle Grades	Social Studies	Middle School Social Studies (5089)	Test #: 5089	Passing Score: 149

K-12	Music	Music: Content and Instruction (5114)	Test #:5114	Passing Score: 162
K-12	Spanish	Spanish: World Language (5195)	Test #:5195	Passing Score: 168
K-12	Physical Education	Health and Physical Education: Content Knowledge (5857)	Test #: 5857	Passing Score: 160

NOTE: All MAT students must pass the edTPA performance assessment for their respective discipline in order to gain eligibility for NC teacher licensure.

MASTER OF ARTS IN TEACHING	34 CREDIT HOURS
EDU 615 Foundations of Education	3
EDU 616 Content Methodology: Pedagogy & Lesson Development	
<i>Note: students pursuing the Music concentration must take a music-specific section</i>	3
EDU 617 Methods for Integrating Technology	3
EDU 618 Differentiation	3
EDU 624 Field Experience Lab	1
EDU 627 Assessment	3
EDU 628 Advanced Content Methodology: Literacy Across the content Area	3
EDU 638 Diversity, Equity and Global Issues in Education	3
Choose one of the following internship tracks:	
<i>Full Time:</i>	
EDU 626 MAT Internship I	4
EDU 626S MAT Internship I Seminar	2
EDU 636 MAT Internship II	4
EDU 636S MAT Internship II Seminar	2
<i>Part Time:</i>	
EDU 622 Part Time Internship I	3
EDU 623 Part Time Internship II	3
EDU 636 MAT Internship II	4
EDU 636S MAT Internship II Seminar	2

MASTER OF ARTS IN TEACHING, Graduate Certificate in Online Teaching & Instructional Design	36 CREDIT HOURS
EDU 615 Foundations of Education	3
EDU 616 Content Methodology: Pedagogy & Lesson Development	
<i>Note: students pursuing the Music concentration must take a music-specific section...</i>	3

EDU 618 Differentiation	3
EDU 626 MAT Internship I / EDU 670 Practicum in Online Teaching	**6
EDU 627 Assessment	3
EDU 628 Advanced Content Methodology: Literacy Across the content Area	3
EDU 636 MAT Internship II	6
EDU 638 Diversity, Equity and Global Issues in Education	3
EDU 640 Preparations for Teaching Leadership	3
EDU 651 Foundations of Distance Education: Research, Data & Promising Practices	3
EDU 653 Emerging Web and Mobile Technologies	*3
EDU 654 Methods for Online Teaching and Learning	3
EDU 657 Instructional Design: Theory and Research	3
*Successful completion of EDU 653 will earn student 6 credit hours, 3 for EDU 653 and 3 for EDU 617	
**Successful completion of EDU 626 and 670 will earn the student 12 credit hours.	

MASTER OF SCIENCE IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN OFFERED ONLINE

The Master of Science in Online Teaching and Instructional Design program prepares K-12 educators, college or university faculty, and business leaders to design and deliver instruction in online environments. Students who complete the program will learn and apply effective methods for designing, differentiating, and delivering online content as well as developing interactive online learning experiences for diverse populations of learners. This program is designed for pre-service and in-service K-12 teachers, higher education faculty, business men and women, and others interested in developing an understanding of theory related to distance education and proficiency with tools and techniques involved in effective design and delivery in online environments. Students completing the MS in Online Teaching and Instructional Design program will receive university certification in Online Teaching and Instructional Design. In addition, students may opt to enroll in the certification-only track, which consists of 18 credit hours including a six-hour practicum. This program was designed based on a careful review of masters programs and certificate programs in educational technology, instructional technology, and online teaching at dozens of colleges and universities.

Program Objectives

The MS in Online Teaching and Instructional Design program has the following objectives:

- To develop educators and leaders who understand how people learn.
- To develop educators and leaders who understand theory and best practices in distance education.
- To develop educators and leaders who recognize, evaluate, and utilize emerging web and mobile technologies in online environments.
- To develop educators and leaders who apply effective methods for online design, delivery, and assessment.
- To develop educators and leaders who effectively lead technology change in their schools and organizations.

Learning Outcomes

The MS in Online Teaching and Instructional Design graduate will:

1. Demonstrate understanding of learning theories and their application in online environments.
2. Demonstrate understanding of research and best practice in distance education.
3. Recognize, evaluate, and utilize emerging web and mobile technologies.
4. Design differentiated online learning and assessment opportunities.
5. Apply instructional design and delivery techniques in authentic online environments.
6. Effectively lead technology change in schools and/or organizations.

MASTER OF SCIENCE IN ONLINE TEACHING & INSTRUCTIONAL DESIGN

33 CREDIT HOURS

EDU 651 Foundations of Distance Education: Research, Data, and Promising Practices	3
EDU 652 How People Learn OR EDU 630 The Adult Learner	3
EDU 653 Emerging Web and Mobile Technologies	3
EDU 654 Methods for Online Teaching and Learning	3
EDU 655 Assessment of Learning Outcomes in Online Environments	3
EDU 656 Individualization in Online Environments	3
EDU 657 Instructional Design: Theory and Research	3
EDU 659 Learning Technology Change in Schools and Organizations	3
EDU 660 Instructional Design: Application (Practicum)	6
Choose one from the following program electives:	3
EDU 617 Methods for Integrating Technology	
EDU 620 Higher Education Leadership	
EDU 621 Design and Development of Curricular Programs	
EDU 625 Law and Ethics in Education	
EDU 683 Special Topics (with Approval of Academic Advisor)	
LED 505 Theories of Leadership	
LED 525 Legal & Ethical Issues of Leadership	
LED 526 Strategic Planning and Budget Management	

GRADUATE CERTIFICATE IN ONLINE TEACHING & INSTRUCTIONAL DESIGN

18 CREDIT HOURS

EDU 651 Foundations of Distance Education: Research, Data, and Promising Practices	3
EDU 653 Emerging Web and Mobile Technologies	3
EDU 654 Methods for Online Teaching and Learning	3
EDU 657 Instructional Design: Theory and Research	3
EDU 660 Instructional Design: Application	6

LEADERSHIP PROGRAMS

MASTER OF ARTS IN CRIMINAL JUSTICE LEADERSHIP

MASTER OF ARTS IN LEADERSHIP

MASTER OF ARTS IN RELIGIOUS LEADERSHIP

MASTER OF ARTS IN UNIVERSITY LEADERSHIP

OFFERED ONLINE

MASTER OF ARTS IN CRIMINAL JUSTICE LEADERSHIP

In partnership with the School of Social & Behavioral Sciences, Lenoir-Rhyne University's School of Education offers a Master of Arts in Criminal Justice Leadership degree. This program is intended for individuals with undergraduate degrees in criminal justice, political science, psychology, or sociology who are looking to advance their careers.

Through the program, students will develop the leadership skills needed to manage ethical dilemmas that arise within the field of criminal justice. Students will also be provided an opportunity to explore the numerous types of leadership and management positions that exist within criminal justice agencies.

LR's Criminal Justice Leadership graduate program aims to develop leaders who:

- Have the skills to create, analyze, and critique criminal justice policy.
- Can act as effective administrators within the field of criminal justice.
- Have the ability to lead an organization through change.
- Can effectively implement conflict resolution policies within a given agency.

MASTER OF ARTS IN CRIMINAL JUSTICE LEADERSHIP

39 CREDIT HOURS

CORE COURSES:

24 CREDIT HOURS

BUS 511 Financial Management and Budgeting	3
BUS 520 Negotiation and Conflict Resolution	3
BUS 542 Business & Professional Communication	3
EDU 505 Research Methodology	3
LED 505 Theories of Leadership & Administration	3
LED 525 Legal & Ethical Issues of Leadership	3
LED/CRJ 530 Field Practicum in Leadership & Applied Research	6

Criminal Justice Specialization:

15 Credit Hours

CRJ 500 Criminology	3
CRJ 520 Criminal Justice Administration and Management	3
CRJ 550 Contemporary Issues in Criminal Justice Leadership	3
CRJ 575 Analytic Strategies in Criminal Justice	3
CRJ 590 Criminal Justice Policy	3

*Note that while many of the CORE courses for the MA in Criminal Justice Leadership are available online, the CJ Specialization courses are only offered in the traditional seated format for the 19-20 Academic Year.

MASTER OF ARTS IN LEADERSHIP
MASTER OF ARTS IN UNIVERSITY LEADERSHIP

Lenoir-Rhyne University’s School of Education offers two graduate degrees in the discipline of Leadership: the Master of Arts in Leadership (general) and the Master of Arts in University Leadership (focusing on Higher Education). Both Leadership programs prepare professionals who are committed to building strong organizations and communities, either in the private sector or a higher education setting. Students who complete either program will recognize leadership styles, develop effective communication and motivation skills, procure, allocate, and utilize resources for effective change, and foster collaborative local and global networks.

Each degree program has the following objectives:

- To develop leaders who use their sense of self to ethically and effectively lead organizations at all levels.
- To develop leaders who are effective communicators, and who are capable of maximizing the potential of others.
- To develop leaders who are capable of responsibly managing resources.
- To develop leaders who are effective at leading within climates of change
- To develop leaders who are capable of building collaborative networks.
- To develop leaders with an innovative spirit and the skills to develop or assume leadership roles in new enterprises and organizations.

MASTER OF ARTS IN LEADERSHIP

33 CREDIT HOURS

CORE COURSES:

24 CREDIT HOURS

BUS 511 Financial Management and Budgeting	3
BUS 542 Business & Professional Communication	3
EDU 505 Research Methodology	3
LED 505 Theories of Leadership & Administration	3
LED 510 Leading Change in Organizations	3
LED 525 Legal & Ethical Issues of Leadership	3
LED 530 Field Practicum in Leadership & Applied Research	6

General Leadership (*Choose three of the following courses*):

9 Credit Hours

BUS 504 Creativity & Innovation in Organizations	3
BUS 520 Negotiation & Conflict Resolution	3
BUS 531 Entrepreneurship/Intrapreneurship	3
BUS 546 Multicultural Management	3
HCS 510 Human Systems	3
HCS 515 Human Services Delivery Systems	3
HCS 516 Administration & Management of Human Services Systems	3

**Important note: While the Leadership program is offered in a manner that makes it available to students in a fully remote manner (i.e., does not require attending courses on-site), please note that the Business (BUS) courses in the program will be offered through one or more of the following delivery models: fully online; face-to-face; synchronous online streaming; and/ or video-recorded asynchronous class sessions.*

MASTER OF ARTS IN UNIVERSITY LEADERSHIP	33 CREDIT HOURS
<i>Higher Education Leadership Foundations</i>	<i>9 credit hours</i>
EDU 505 Research & Statistical Methods	3
LED 505 Theories Leadership & Administration	3
LED 535 Internship in Leadership	3
Administration, Organization, and Leadership	12 credit hours
BUS 511 Financial Management and Budgeting	3
EDU 610 Organization & Administration in Higher Education	3
EDU 620 Higher Education Leadership	3
EDU 625 Law & Ethics in Higher Education	3
Professional Component	12 credit hours
EDU 621 Design & Development of Curricular Programs	3
EDU 630 The Adult Learner	3
EDU 631 Design & Development for Student Support and Development Programs	3
EDU 659 Leading Technology Change in Schools & Organizations	3

MASTER OF ARTS IN RELIGIOUS LEADERSHIP

In partnership with the College of Theology, Lenoir-Rhyne University's School of Education offers a Master of Arts in Religious Leadership degree. This program is offered fully online, and is specifically designed for those who seek theological and scriptural background for their work. Students from traditional ministry settings will gain practical leadership knowledge and a skill set that goes beyond knowledge acquired from a seminary degree program. Students working in other types of organizations and agencies will acquire fluency in scripture and theology to help better understand their organization's work in a theological framework.

LR's Religious Leadership graduate program aims to develop leaders who:

- Effectively communicate with faith leaders who can serve as potential partners.
- Understand the faith of their clients, pastors, and other partners.
- Have the leadership skills to lead an organization through change.
- Have the ability to manage and lead organizations rooted in the reality of their location.
- Develop budgets and identify resources for their organization to thrive and succeed.

MASTER OF ARTS IN RELIGIOUS LEADERSHIP	36 CREDIT HOURS
CORE COURSES:	24 CREDIT HOURS
BUS 511 Financial Management and Budgeting	3
BUS 542 Business & Professional Communication	3
EDU 505 Research Methodology <u>or</u> THL 500 Intro to Theological Thinking	3
LED 505 Theories of Leadership & Administration	3
LED 510 Leading Change in Organizations	3
LED 525 Legal & Ethical Issues of Leadership	3
LED 530 Field Practicum in Leadership & Applied Research	6

Religious Leadership Specialization (*Choose four of the following courses*): 12 Credit Hours

BIB 510 Survey of the New Testament	3
BIB 511 Survey of the Old Testament	3
CHS 501 Church History I <u>or</u> CHS 502 Church History II	3
THL 600 Introduction to Theology	3
MIN 520 Foundations in Christian Mission	3
REL 507 Themes in Christian Thought	3
REL 555 Themes in Biblical Narrative	3
THL 550 Lutheran Confessions <u>or</u> CHS 556 United Methodism <u>or</u>	
CHS 561 Baptist Missions, Practice & Belief	3

GRADUATE PROGRAM CURRICULUM

COLLEGE OF HEALTH SCIENCES

Dr. Michael McGee, Dean

SCHOOL OF HEALTH, EXERCISE & SPORTS SCIENCE

Dr. Stephanie Stadden, Chair

MASTER OF PUBLIC HEALTH OFFERED IN HICKORY AND ASHEVILLE

The Master of Public Health (MPH) is housed in the School of Health, Exercise and Sport Science in the College of Health Sciences. The MPH is designed as an interdisciplinary program that focuses on:

- A. Health assessment with local, regional and global comparisons
- B. Health policy and programs for improving health status
- C. Change leadership for better health and wellness

These program objectives reflect the University's commitment to building a sense of community and promoting responsible leadership and service to the world.

Dual/Exemption Credits

Lenoir-Rhyne University students who successfully complete the course work for the Dietetic Internship will receive 9 elective credit hours toward the MPH degree requirements.

PROGRAM REQUIREMENTS

The MPH will require 42 credit hours for graduation and align with the accreditation standards set forth by the Council on Education for Public Health (CEPH). CEPH requires programs in public health include the following core areas of public health knowledge: Biostatistics, Epidemiology, Environmental Health Science, Health Services Administration, Social and Behavioral Science.

MASTER OF PUBLIC HEALTH

42 Credits

Core:

15 credits

- MPH 510 Foundations of Public Health
- MPH 521 Epidemiology
- MPH 523 Public Health Leadership and Management
- MPH 525 Public Health Policy
- MPH 535 Program Planning and Implementation

Community Health Concentration:

12 credits

- MPH 516 Quantitative and Qualitative Analysis
- MPH 528 Community Engagement
- MPH 540 Program Evaluation and Measurement
- MPH 555 Health Communication

Capstone Experiences:

6 credits

- MPH 615 Public Health Seminar
- MPH 616 Applied Practice Experience I

MPH 617 Applied Practice Experience II
MPH 620 Introduction to Integrative Learning Experience
MPH 621 Integrative Learning Experience I
MPH 622 Integrative Learning Experience II

Electives: (All elective credits must be approved by the MPH advisor)

9 credits

ACC 505 Accounting and Finance for Healthcare Admin
BUS 513 Marketing Strategy
BUS 515 Management for Healthcare Administration
BUS 518 Operations Management for Healthcare Admin
COU 535 Diversity Issues for Helping Professionals
EDU 506 Child, Individual, Family Development
MPH 560 Environmental Health
MPH 575 Nutrition Concepts
MPH 576 Drug Use and Abuse
MPH 577 Human Sexuality
MPH 578 Global Health and Ethics
MPH 579 Application of Theories
MPH 583 Special Topics

DIETETIC INTERNSHIP OFFERED IN HICKORY AND ASHEVILLE

The Dietetic Internship program requires 18 hours of course work which prepares the dietetics internship student to sit for the RD examination. Students completing the Dietetic Internship Program will be prepared for entry-level positions in dietetics.

DIETETIC INTERNSHIP COURSES:

18 CREDITS

NTR 501 Dietetic Internship I
NTR 502 Dietetic Internship II

9
9

MASTER OF SCIENCE IN ATHLETIC TRAINING OFFERED IN HICKORY

The Master of Science in Athletic Training is designed as an entry-level degree for persons entering the field of athletic training. The degree is designed to prepare individuals for positions as certified athletic trainers in a variety of employment settings. The program uses an integrative curriculum for the development of strong clinical skills and decision making.

There are two program options:

1. The 4-1 Program is designed for students seeking an undergraduate degree at Lenoir-Rhyne prior to completion of the Master of Science in Athletic Training.
2. The traditional Master of Science degree is designed for students who have completed an undergraduate degree and desire a degree path toward BOC certification as an athletic trainer.

Faculty within the Athletic Training Program are dedicated educators and professionals with all appropriate credentials. In addition to the faculty, a variety of certified athletic trainers and medical professionals serve as clinical instructors in a variety of employment settings including collegiate athletics, public schools, orthopedic clinics, rehabilitation settings, general medical facilities, and special programs.

The Athletic Training Education Program (ATEP) at Lenoir-Rhyne is accredited through the Commission on Accreditation of Athletic Training Education (CAATE).

MASTER OF SCIENCE IN ATHLETIC TRAINING

PREREQUISITE REQUIREMENTS (may be built into curriculum): 32 credits

BIO 281 Anatomy & Physiology I	4
BIO 282 Anatomy & Physiology II	4
HES 211 Prevention and Care of Athletic Injuries	3
HES 288 Nutrition	3
HES 300 Exercise Physiology	4
HES 303 Biomechanics/Kinesiology	4
HES 320 Exercise Evaluation & Prescription	4
HES 330 Psychology of Sport & Physical Activity	3
PSY 100 General Psychology	3

GRADUATE PHASE: 56 credits

EDU 505 Research Methodology and Practicum	3
HES 510 Foundations of Athletic Training	4
HES 511 Introduction to Clinical Practice	1
HES 515 Sport and Exercise Performance	3
HES 516 Principles of Rehabilitation	2
HES 516L Principles of Rehabilitation Lab	1
HES 520 Modalities	2
HES 520L Modalities lab	1
HES 525 Seminar: Psycho-Social Aspects of Athletic Training	3
HES 530 Assess/Management Lower Extremity	3
HES 530L Assess/Management Lab I	1
HES 535 Assess/Management Upper Extremity	3
HES 535L Assess/Management Lab II	1
HES 540 Assessment/Management of Non-Orthopedic Conditions	3
HES 540L Assess/Management Lab III	1
HES 550 Clinical Education I	3
HES 555 Clinical Education II	3
HES 645 Seminar: Current Issues & Management	3
HES 650 Clinical Education III	6
HES 655 Clinical Education IV	6
HES 670 Athletic Training Capstone	3

**MASTER OF SCIENCE IN EXERCISE SCIENCE
OFFERED ONLINE**

The Masters of Science in Exercise Science will require 33 credit hours for graduation. The 33 credit hours will be composed of 27 core curriculum hours and 6 elective hours.

MASTER OF SCIENCE IN EXERCISE SCIENCE

33 Credits

PREREQUISITE REQUIREMENTS:

- BIO 281 Anatomy & Physiology I (with lab)
- BIO 282 Anatomy & Physiology II (with lab)

CURRICULUM:

EDU 505 Research & Statistical Methods or MPH 530 Research Methods for Health Professionals	3
EXS 505 Sports Nutrition	3
EXS 510 Sport and Exercise Psychology	3
EXS 515 Human Movement & Biomechanics	3
EXS 520 Seminar in Exercise Science	3
EXS 525 Exercise Physiology	3
EXS 530 Exercise Testing & Prescription	3
Electives – selected with Academic Advisor	6

Choose one of the following tracks:

EXS 540 Integrated Experience I	2
EXS 541 Integrated Experience II	2
EXS 542 Integrated Experience III	2

OR

EXS 545 Thesis I	2
EXS 546 Thesis II	2
EXS 547 Thesis III	2

GRADUATE PROGRAM CURRICULUM

COLLEGE OF HEALTH SCIENCES

Dr. Michael McGee, Dean

SCHOOL OF NURSING

Dr. Kerry Thompson, Chair

MISSION STATEMENT

As part of the Lenoir-Rhyne University and College of Health Sciences, the graduate mission of the School of Nursing is to promote the development of nursing leaders who influence the quality of health care in a variety of emerging roles.

The faculty in the graduate programs of the School of Nursing fully ascribe to the educational philosophy of Lenoir-Rhyne University and College of Health Sciences by offering a course of professional study that builds upon the baccalaureate nursing practice for the MSN programs and BSN to DNP programs; and the master's nursing practice for the post-master's DNP programs. The faculty ascribe to the belief that graduate education prepares nurses for leadership and advanced practice within complex, evolving systems.

The School of Nursing endeavors to foster in graduates a sense of global responsibility and accountability for developing leadership skills in order to engage in higher level practice. The development of nursing leaders with the ability to facilitate evidence based practice is best accomplished within the context of a Christian perspective.

MASTER OF SCIENCE IN NURSING OFFERED ONLINE

The Master of Science in Nursing is designed to prepare professional nurses for advanced practice as nurse educators and nurse administrators. The MSN program is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, and (202) 887-6791.

The School of Nursing adheres to the policies of the Lenoir-Rhyne University Graduate School. In addition, the School of Nursing has additional policies. A detailed description of the School of Nursing policies can be found in the *MSN Student Handbook*.

CURRICULUM STRUCTURE

The School of Nursing at Lenoir-Rhyne University offers two concentrations: nursing education and nursing administration. The curriculum of both concentrations is designed with the working adult student in mind and can be completed on either a part-time or full-time basis.

REQUIRED COURSES:

The total number of credit hours in the nursing education concentration is 39 while the total number of credit hours in the nursing administration concentration is 33.

MSN Core

All MSN students are required to take the following core classes **12 credits**

NUR 501 Theories for Advanced Nursing Practice	3
NUR 502 Introduction to Advanced Nursing Leadership	3
NUR 503 Nursing Research and Evidence-Based Practice	3
NUR 504 Introduction to Health Policy and Ethics	3

Education Concentration 27 credits

Direct Care Core 9 credits

NUR 505 Advanced Health Assessment	3
NUR 506 Advanced Pathophysiology	3
NUR 507 Advanced Pharmacology	3

Functional Core 12 credits

NUR 508 Teaching, Learning, and Evaluation	3
NUR 509 Theoretical Basis of Patient Education and Staff Development	3
NUR 510 Advanced Nurse Educator—Nurse as Faculty	3
NUR 511 Curriculum Development and Evaluation	3

Practicum & Capstone Experience 6 credits

NUR 521 Advanced Project or Thesis in Nursing I	1
NUR 522 Advanced Project or Thesis in Nursing II	2
NUR 525 Advanced Masters Nursing Practicum	3

Total number of Credit Hours Required for MSN in Nursing Education 39 credits

Administrative Concentration 21 credits

Functional Core 6 credits

NUR 514 Nursing Informatics	3
NUR 518 Advanced Nursing Leadership	3

Electives (students must choose three from two different areas) 9 credits

NUR 515 Bioethics in Nursing	3
NUR 516 Global Health in Nursing	3
*Any graduate BUS course	3

*Any MPH course

**Students must meet all prerequisites for BUS MPH courses*

Practicum & Capstone Experience 6 credits

NUR 521 Advanced Project or Thesis in Nursing I	1
NUR 522 Advanced Project or Thesis in Nursing II	2
NUR 525 Advanced Masters Nursing Practicum	3

Total Number of Credit Hours Required for MSN in Administration 33 credits

FAMILY NURSE PRACTITIONER AND DOCTOR OF NURSING PRACTICE OFFERED ONLINE

The DNP is a terminal degree in nursing that builds upon baccalaureate education to prepare nurses for the highest level of advanced clinical practice. The DNP program fulfills a need in the profession, so that advanced practice nurses may provide leadership in an evolving and increasingly complex healthcare system. The program prepares graduates to demonstrate competencies in evidence-based practice, organizational leadership, interdisciplinary and collaborative practice to solve healthcare problems, population health, finance, translational research, quality improvement, and policy development that enhance healthcare delivery models. The DNP graduate will be a visionary leader for practice of nursing and the delivery of healthcare in all settings, with the goals of improving individual patient care and population health outcomes.

The FNP is an advanced practice registered nurse (APRN) that has competencies in family health promotion and the clinical management of common health conditions across the lifespan. FNP's manage acute and chronic medical conditions, which can be both physical and mental in nature. They complete history and physical exams, order diagnostic tests, and provide medical treatments. They are qualified to diagnose medical problems, order treatments, perform advanced procedures, prescribe medications and make referrals for a wide range of acute and chronic medical conditions within their scope of practice. FNP's work in hospitals, private offices, clinics, and nursing homes or long term care facilities.

LR's program is constructed with working adult learners in mind. The majority of the program is constructed in an online but highly interactive environment with several immersions planned to create collegial relationships among both students and faculty. (Immersion experiences will occur on the Hickory Campus: two immersions in the first semester, one immersion in the remaining semesters). The program is constructed as a cohort entrance in the fall of each academic year, which will allow students to complete the requirements for both the FNP and DNP within a 3-year time structure. The program will allow students to meet the national accreditation requirement of 1000 clinical hours with the completion of the program.

The FNP/DNP program uses the National Organization of Nurse Practitioner Faculties' *Nurse Practitioner Primary Core Competencies in Specialty Areas (NONPF)*, the National Task Force on Quality Nurse Practitioner Education, the American Association of Colleges of Nursing (AACN) *BSN & DNP Essentials, DNP Toolkit*, the Institute of Medicine (IOM) core competencies and Quality and Safety in Education of Nurses (QSEN) standards as guidelines for all program outcomes. Accordingly, the program prepares students for higher level nursing practice through advanced content knowledge, enhanced critical thinking skills, and appropriate professional dispositions.

DOCTORATE OF NURSING PRACTICE (DNP)**72 CREDIT HOURS****FNP COURSES:****39 CREDIT HOURS**

660 Clinical Hours

DNP 500 Advanced Health Assessment and Differential Diagnosis for FNP	4
DNP 505 Advanced Pathophysiology for FNP	3
DNP 510 Advanced Concepts of Clinical Nursing (Adult/Primary)	6
DNP 515 Advanced Pharmacology for FNP	4
DNP 520 Advanced Concepts of Clinical Nursing (Women's Health/Primary)	5
DNP 525 Health Promotion and Disease Prevention	3
DNP 530 Advanced Concepts of Clinical Nursing (Pediatrics/Primary)	4
DNP 535 Behavioral Health	3
DNP 540 Advanced Concepts of Clinical Nursing (Geriatrics/Primary)	4
DNP 550 FNP Integrated Practicum	

DNP COURSES:**33 CREDIT HOURS**

340 Clinical Hours

DNP 600 Role of the DNP	2
DNP 605 Epidemiology and Applied Statistics	3
DNP 615 Scientific Foundations for Doctoral Nursing Practice	3
DNP 625 Leadership and Interdisciplinary Collaboration	3
DNP 635 Legal, Ethical and Policy Issues in DNP	3
DNP 645 Translational Research for DNP	3
DNP 655 Evaluation Methods for DNP	3
DNP 665 Nursing Informatics for DNP	3
DNP 675 Healthcare Finances for DNP	3
DNP 670 DNP Scholarly Project I	2
DNP 680 DNP Scholarly Project II	3
DNP 690 DNP Scholarly Project III	2

POST MASTER'S DNP

The Post Master's (MSN to DNP) pathway provides additional education to those already prepared as Nurse Practitioners, Clinical Nurse Specialists, Registered Nurse Anesthetists, Nurse Midwives, Nurse Administrators or other Health Care Systems Specialists. Students admitted with a master's degree and national certification as an advanced practice registered nurse (APRN) only need the DNP content not included in their prior program of graduate study. MSN to DNP students will be required to complete 33 credit hours, a total of 1,000 practice hours, and completion of an evidence-based final DNP Scholarly Project. Students will be assessed upon entry to determine the number of clinical hours completed at the graduate level. Students admitted with master's degrees who are not APRN prepared will work closely with the Program Director and their advisor to develop a program of study that credits prior graduate clinical work. The course of study will enable them to meet the DNP program objectives and allow completion of the total 1,000 clinical hours required for the DNP degree. Students will need additional courses to complete their 1,000 clinical hours and those courses may consist of one to three supplemental applied practice courses based upon individual assessment (DNP 671, 681 and 691).

DNP COURSES:

33 CREDIT HOURS
1000 Clinical Hours

DNP 600 Role of the DNP	2
DNP 605 Epidemiology and Applied Statistics	3
DNP 615 Scientific Foundations for Doctoral Nursing Practice	3
DNP 625 Leadership and Interdisciplinary Collaboration	3
DNP 635 Legal, Ethical and Policy Issues in DNP	3
DNP 645 Translational Research for DNP	3
DNP 655 Evaluation Methods for DNP	3
DNP 665 Nursing Informatics for DNP	3
DNP 675 Healthcare Finances for DNP	3
DNP 670 DNP Scholarly Project I	2
DNP 680 DNP Scholarly Project II	3
DNP 690 DNP Scholarly Project III	2
Additional courses as needed to meet clinical requirements:	
DNP 671 Supplemental Practice I	3
DNP 681 Supplemental Practice II	3
DNP 691 Supplemental Practice III	3

GRADUATE PROGRAM CURRICULUM

COLLEGE OF HEALTH SCIENCES

Dr. Michael McGee, Dean

SCHOOL OF OCCUPATIONAL THERAPY

Dr. Toni Oakes, Chair

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY OFFERED IN HICKORY

All OT courses and fieldwork Level II experiences must be completed prior to graduation. Verification by the school chair and registrar is required to take the national certification examination.

ACCREDITATION

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE c/o AOTA, 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449, telephone (301) 652-2682, Web site: www.acoteonline.org) The National Board for Certification in Occupational Therapy (NBCOT) is located at One Bank Street Suite 300 Gaithersburg, MD 20878; (301) 990-7979; www.nbcot.org. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Lenoir-Rhyne University's School of Occupational Therapy was reaccredited by ACOTE on November 30, 2018 for a period of seven years for academic year 2018-2019 to 2025/2026.

MISSIONS STATEMENT

The School of Occupational Therapy, in concert with the mission of Lenoir-Rhyne University, seeks to develop skilled and caring students who respond adaptively to situations, meticulously investigate their world and knowledge base, and provide ethical and unbiased services. The School serves as a resource for OT practitioners and advocates for the value of occupation to the community.

CURRICULUM STRUCTURE

The Master of Science degree in Occupational Therapy includes a curriculum sequence of 3 summers and 2 academic years (27 months). The total credit hours for the Master of Science in Occupational Therapy program consists of 12 foundational course credit hours (first summer term) and 58 additional graduate course credit hours.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

70 CREDITS

Required Courses:

OCC 502 Research and Evidence Based Practice	3
OCC 503 Principles of Occupational Therapy	4
OCC 504 Physical Rehabilitation	3
OCC 504L Physical Rehabilitation Lab	1
OCC 504FW Physical Rehabilitation Level I Fieldwork	1
OCC 505 Health Systems	2
OCC 512 Therapeutic Process for Orthopedic Functioning	2

OCC 514 Mental Health	3
OCC 514L Mental Health Lab	1
OCC 514FW Mental Health Level I Fieldwork	1
OCC 524 Pediatrics	3
OCC 524L Pediatrics Lab	1
OCC 524FW Pediatrics Level I Fieldwork	1
OCC 534 Gerontology	3
OCC 534L Gerontology Lab	1
OCC 534FW Gerontology Level I Fieldwork	1
OCC 571 Level II A Fieldwork	3
OCC 574 Musculoskeletal Anatomy & Movement Analysis	4
OCC 584 Applied Neuroscience for Rehabilitation	4
OCC 602 Grand Rounds I	2
OCC 603 Treatment & Assessment I	3
OCC 612 Grand Rounds II	2
OCC 613 Treatment & Assessment II	3
OCC 623 Assistive Technology	2
OCC 633 Administration & Program Development	3
OCC 651 Therapeutic Processes for Cognitive & Neurological Functioning	3
OCC 672 Level II B Fieldwork	3
OCC 691 Professional Reasoning	2
OCC 692 Leadership	2
OCC 693 School Systems Practice	3

GRADUATE PROGRAM CURRICULUM

COLLEGE OF HEALTH SCIENCES

Dr. Michael McGee, Dean

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Dr. Sandra Keavey, Interim School Chair and Program Director

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES OFFERED IN HICKORY

Lenoir Rhyne University's Master of Science in Physician Assistant Studies Program is an intense 27 month, year-round program that includes a 15 month didactic phase and a 12 month clinical learning phase. The program provides a comprehensive competency and evidence-based approach to medical education at the professional graduate level with an ongoing commitment to academic excellence and provides a thorough foundation in patient-focused health care delivery emphasizing the values of compassionate, humanistic health care.

Mission Statement

The Mission of the Master of Science in Physician Assistant Studies Program is to educate highly qualified physician assistants from diverse faith, geographic, socioeconomic and cultural backgrounds, preparing them to become competent and compassionate health care professionals, providing quality healthcare to diverse populations in medically underserved areas locally, nationally and internationally.

Accreditation

Lenoir-Rhyne University - Master of Science in Physician Assistant Studies Program has applied for Provisional Accreditation from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). If the program is not granted provisionally accreditation by ARC-PA the university will not enroll students in the MSPAS program.

Lenoir-Rhyne University - Master of Science in Physician Assistant Studies Program anticipates matriculating its first class in January 2016, pending provisional accreditation in the September 2015 meeting of ARC-PA.

Provisional Accreditation is an accreditation status for a new physician assistant program that has not yet enrolled students, but at the time of its comprehensive accreditation review, has demonstrated its preparedness to initiate a program in accordance with the accreditation Standards.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Clinical Course

The clinical learning phase is 12 months in length. The clinical rotations are conducted at a variety of outpatient and/or inpatient clinical sites. There are seven mandatory clinical rotations and one elective clinical rotation.

Students will be expected to develop core competencies in the following areas: medical knowledge, interpersonal & communication skills, patient care and professionalism.

Students will also be expected to learn the professional competencies of practice based learning and focusing on the concept of systems-based practice for future lifelong learning.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

110 Credit Hours

Clinical Courses

42 credit hours

Mandatory Rotations – Total of seven required clinical rotations (five credits each)

Family/Primary Care Medicine	5
Internal Medicine	5
Psychiatric/Behavioral Medicine	5
Pediatrics	5
Obstetrics and Gynecology/Women's Health	5
General Surgery	5
Emergency Medicine	5

Elective Rotations: Students are also able to enroll in six-week elective rotations, designed to provide the physician assistant student with an opportunity in any of the following disciplines: (elective rotations are not limited to specialties below)

5

Orthopedics

Dermatology

Gastroenterology

Plastic Surgery

Cardiology

Radiology

ENT

Urology

Gerontology

Clinical Summative Evaluation 2

Didactic Courses

68 credit hours

PAS 501 Professional Practice-I: Professional Issues, Health Policy and the PA History and Role in Modern Health Care	2
PAS 502 Gross Anatomy	4
PAS 503 Medical Science I: Foundations of Medical Science	3
PAS 504 History and Physical Examination	4
PAS 505 Clinical Laboratory Medicine: Clinical Microbiology, Genetics & Common Diagnostic Tests	3
PAS 506 Pharmacology I	3
PAS 507 Medical Science II: Physiology/Pathophysiology/Genetics	3
PAS 508 Clinical Medicine I	3
PAS 509 Clinical Medicine Lab I	2
PAS 510 Professional Practice II: Healthcare Law & Ethics	2
PAS 511 Pharmacology II	3
PAS 512 Clinical Pediatrics (1 st half of semester)	1
PAS 513 Clinical Geriatrics (2 nd half of semester)	1
PAS 514 Clinical Medicine II	3
PAS 515 Clinical Medicine Lab II	2
PAS 516 Medical Science III: Physiology/Pathophysiology/Genetics	3
PAS 517 Behavioral Medicine (1 st half of semester)	1
PAS 518 Women's Health (2 nd half of semester)	1
PAS 519 Research Design and Methodology	3
PAS 520 Evidence-Based Medicine and Clinical Case Management	2
PAS 521 Health Promotion & Disease Prevention	2
PAS 522 Emergency Medicine	3
PAS 523 Essentials of Radiology	2

PAS 524 Fundamentals of Surgery	3
PAS 525 Clinical Medicine III	3
PAS 526 Clinical Medicine Lab III	2
PAS 527 Introduction to the Clinical Experience	1
PAS 528 Capstone	1
PAS 529 Didactic Summative Evaluation	2

GRADUATE PROGRAM CURRICULUM

COLLEGE OF PROFESSIONAL & MATHEMATICAL STUDIES

Dr. Mary Lesser, Dean

CHARLES M. SNIPES SCHOOL OF BUSINESS & ECONOMICS

Dr. David Jones, Chair

MASTER OF BUSINESS ADMINISTRATION OFFERED IN HICKORY AND ASHEVILLE

The goal of Lenoir-Rhyne University's MBA program is to offer men and women who are currently in the workplace a graduate business education which will enhance and expand their career opportunities. In fulfilling this goal, the MBA program offers an education which features a managerial orientation, a focus on decision-making and not mere analysis, an emphasis on individual creative problem solving skills, a global business perspective, and an emphasis on ethical conduct in management. The Charles M. Snipes School of Business & Economics is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

MASTER OF BUSINESS ADMINISTRATION		36 CREDITS
MBA CORE	ACC 501 Managerial Accounting	3
	BUS 511 Financial Management and Budgeting	3
	BUS 513 Marketing Strategy	3
	BUS 514 Human Behavior in Organizations	3
	BUS 519 Supply Chain and Operations Management	3
	BUS 534 Strategic Management and Business Policy	3
	BUS 542 Business and Professional Communications	3
	ECO 502 Managerial Economics	3
Electives:	Choose four courses from:	12
	ACC 521 Governmental, Non-Profit, & International Accounting	
	ACC 530 Advanced Tax	
	ACC 533 Accounting Theory	
	ACC 537 Auditing Applications	
	ACC 541 Advanced Topics in Cost Accounting	
	ACC 583 Special Topics	
	BUS 504 Creativity and Innovation in Organizations	
	BUS 520 Negotiation and Conflict Resolution	
	BUS 521 Societal, Ethical, and Legal Issues in Organizations	
	BUS 526 Leadership Development	
	BUS 527 Servant Leadership	
	BUS 530 Global Environment of Business	
	BUS 531 Entrepreneurship and Intrapreneurship	
	BUS 532 Business Information System	
	BUS 535 Sustainability Management and Decision-Making	
	BUS 536 Business Intelligence and Analytics	

- BUS 537 Project Management
- BUS 538 Business Networks and Systems Thinking
- BUS 539 Organizational Development and Change
- BUS 545 Global Finance and Economics
- BUS 546 Multi-Cultural Management
- BUS 547 Global Studies Business Tour (Requires study away experience)
- BUS 583 Special Topics
- BUS 585 Business Practicum

MASTER OF BUSINESS ADMINISTRATION CONCENTRATIONS- HICKORY

Graduate students in Business may choose to focus at least twelve (12) hours of elective courses in a concentration. The following MBA concentrations require the general MBA core and degree electives from the approved list as follows:

MASTER OF BUSINESS ADMINISTRATION	36 CREDITS
<i>MBA Core Curriculum</i>	24 hours
ACC 501 Managerial Accounting	
BUS 511 Financial Management and Budgeting	
BUS 513 Marketing Strategy	
BUS 514 Human Behavior in Organizations	
BUS 519 Supply Chain and Operations Management	
BUS 534 Strategic Management and Business Policy	
BUS 542 Business and Professional Communications	
ECO 502 Managerial Economics	
<i>Accounting Concentration</i>	12 hours
ACC 521	
ACC 530	
ACC 533	
ACC 537	
<i>Business Analytics & Information Technology (Choose 12 hrs from the following):</i>	12 hours
BUS 532	
BUS 536	
BUS 537	
BUS 538	
BUS 585	
<i>Entrepreneurship Concentration</i>	12 hours
BUS 504	
BUS 531	
BUS 535	
BUS 583 (to be approved by Program Coordinator)	
<i>Global Business Concentration (Choose 12 hrs from the following):</i>	12 hours
BUS 545	
BUS 546	
BUS 530	
BUS 547 (or elective if student cannot travel abroad)	
BUS 585	

Innovation and Change Management (Choose 12 hrs from the following): **12 hours**

BUS 504

BUS 539

BUS 520

BUS 538

BUS 585

Leadership Development Concentration **12 hours**

BUS 526

BUS 531

Choose two electives which may be drawn from BUS or Masters level Leadership courses (to be approved by Program Coordinator)

The following MBA concentrations require a modified MBA core and degree electives from the approved list as follows:

MASTER OF BUSINESS ADMINISTRATION **36 CREDITS**

Healthcare Administration Concentration

Modified MBA Core Curriculum **24 hours**

ACC 505 Accounting and Finance for Healthcare Administration

BUS 511 Financial Management and Budgeting

BUS 513 Marketing Strategy

BUS 515 Human Resource Management for Healthcare Administration

BUS 518 Operations Management for Healthcare Administration

BUS 534 Strategic Management and Business Policy

BUS 542 Business and Professional Communications

ECO 502 Managerial Economics

Healthcare Administration Concentration **12 hours**

BUS 522 Ethical and Legal Issues for Healthcare Administration

Choose 9 elective hours from BUS or Masters level Healthcare courses (to be approved by Program Coordinator)

Non-Profit Management Concentration

Modified MBA Core Curriculum **24 hours**

ACC 501 Managerial Accounting

BUS 505 Strategic Social Entrepreneurship Management

BUS 511 Financial Management and Budgeting

BUS 513 Marketing Strategy

BUS 514 Human Behavior in Organizations

BUS 517 Supply Chain and Operations Management for Social Entrepreneurship

BUS 542 Business and Professional Communications

ECO 530 Economics of Sustainability

Non-Profit Management Concentration (Choose 12 hrs from the following): **12 hours**

BUS 504 Creativity and Innovation in Organizations

BUS 506 Funding Social Enterprise

BUS 509 Stakeholder Development and Community Engagement

BUS 516 Managing Human Resources in the Non-Profit

BUS 528 Non-Profit Leadership and Governance

BUS 529 Government, Policy and Non-Profits
BUS 547 Global Studies Tour in Business
BUS 585 Practicum

Social Entrepreneurship Concentration

Modified MBA Core Curriculum

24 hours

ACC 501 Managerial Accounting
BUS 505 Strategic Social Entrepreneurship Management
BUS 511 Financial Management and Budgeting
BUS 513 Marketing Strategy
BUS 514 Human Behavior in Organizations
BUS 517 Supply Chain and Operations Management for Social Entrepreneurship
BUS 542 Business and Professional Communications
ECO 530 Economics of Sustainability

Social Entrepreneurship Concentration (Choose 12 hrs from the following):

12 hours

BUS 504 Creativity and Innovation in Organizations
BUS 506 Funding Social Enterprise
BUS 507 Cornerstones of Social Enterprise
BUS 521 Societal, Ethical, and Legal Issues in Organizations
BUS 546 Multi-Cultural Management
BUS 547 Global Studies Tour in Business
BUS 585 Practicum
SUS 501 Visions of Sustainable Communities

Additionally, post-Baccalaureate students may choose to formulate their program of study to utilize the Healthcare Administration Certificate or the Accounting Certificate.

CERTIFICATE PROGRAMS- HICKORY

Non-degree seeking students who hold a baccalaureate degree may choose from certificate options within the School of Business & Economics. (See Non Degree Admission.) The certificate programs may count as a standalone certificate or as a component to the MBA program. These include:

- **Healthcare Post-Baccalaureate Certificate** is a twelve-hour program designed for current healthcare administration personnel or healthcare professionals interested in healthcare administration. The certificate may also serve as a bridge to an MBA degree. The program consists of the following four courses: ACC 505, BUS 515, 518, and 522.
- **Accounting Post-Baccalaureate Certificate** is designed for students who have an undergraduate degree in a non-related field who want to become accountants. Required courses are: ACC 231, 330, 331 332, 334, 431, 433, BUS 370, and two courses from BUS 372, ACC 434, 501, 521, 530, 533, 541, or 537.

GRADUATE PROGRAM CURRICULUM

LUTHERAN THEOLOGICAL SOUTHERN SEMINARY

The Rev. Mary Hinkle Shore, Ph.D. – Rector and Dean

MISSION STATEMENT: To teach, form, and nurture women and men for public ministry in a context that is Christ-centered, faithfully Lutheran and ecumenically committed.

ACCREDITATION: Lutheran Theological Southern Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: Master of Divinity, Master of Theological Studies, Master of Arts in Christian Ministry, Master of Sacred Theology.

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada:

10 Summit Park Drive
Pittsburgh, PA 15275, USA
Telephone: 412.788.6505
Fax: 412.788.6510

CORE VALUES

- **TEACH**
 - Curriculum and pedagogy that support excellence in academic and practical instruction
 - Commitment to the apostolic witness as the foundation for ministerial faithfulness and the mission of the church
 - Challenges that invite theological reflection, broaden horizons and encourage an expansive mission
- **FORM**
 - An educational setting formed by the mission of God, practice of ministry, and the needs of the Church
 - A racially, economically, and culturally diverse community united in worship, prayer, study, and play
 - Engagement with our neighborhood, our city, our nation and the world
- **NURTURE**
 - Wellness of the whole person: body, mind, spirit
 - Pastoral care for all in the seminary community
 - A commitment to holy living

HISTORY

Lutheran Theological Southern Seminary was founded in 1830 by the South Carolina Synod. The first class met in Pomaria, SC, and consisted of five students and a professor, all living, learning, and forming together. As years passed, the seminary began to serve more synods, and its location moved from various sites across the south as finances, professors, and student populations shifted.

In 1911, southern Lutherans came together to build a permanent home for the seminary in the Eau Claire neighborhood of Columbia, SC. The original building held the entire seminary—classrooms, dorms, offices, library and chapel — under one roof. With a permanent home the seminary began to thrive—growing the enrollment and faculty and expanding the campus.

LTSS continues to serve as a seminary of the Evangelical Lutheran Church in America; students come from not only the south but from across the country and globe. The seminary also serves ecumenical partners, including formal partnerships with The United Methodist Church (since 1979) and the Cooperative Baptist Fellowship (since 2003). Other Christian traditions represented on campus include African Methodist Episcopal, Episcopal, Presbyterian, Catholic, and others. As an ecumenical seminary, students and faculty with different theological perspectives study, discuss, and deepen their own faith through interactions with each other.

In the summer of 2012, the seminary merged with Lenoir-Rhyne University, a Lutheran institution located in Hickory, NC, and shares its campus with other graduate programs of LRU.

TRANSFER CREDIT

In accordance with The Association of Theological School's standards (ES.7.2 and ES.7.3), students may transfer credits from other accredited graduate institutions toward the degrees granted by the seminary. The seminary dean will determine if the courses that have been earned at an accredited graduate institution contribute to the student's degree program, are relevant to the curriculum, and are ten years old or less. A minimum grade of B will be considered for transfer credit.

A one-year residency (two full semesters of work) is required for graduation in any degree program. Therefore, in a two-year degree program (MACM, MTS), only one-half of the credits toward the degrees may be transferred from another institution. In the MDiv degree, two-thirds of the credits may be transferred. If a student has earned a degree (been granted a graduated degree at an accredited graduate institution), only one-half of the credit hours earned as part of that degree may be transferred toward any degree at LTSS.

ADVANCED STANDING

In accordance with The Association of Theological Schools standards (ES.7.4.1 and ES.7.4.2), students applying to Lutheran Theological Southern Seminary may petition for advanced standing on the basis of prior academic work. Advanced standing is not granted for prior life or ministerial experiences. Two options are available for advanced standing.

Option One:

The student must present an official transcript to the dean for review with a letter requesting consideration for advanced standing and indicating the courses proposed for advanced standing.

The dean will assess both the course(s) and the student's performance for concordance both with the degree program outcomes and with the student's prescribed curriculum. Courses considered as the basis for advanced standing must be ten years old or less at the time of admission to the degree program. The student's performance must have been at least an "A" (4.0 on 4-point scale) for each course being considered.

Option Two:

The student may test out of a course for credit. This requires a letter to the dean identifying the courses for which they seek this option.

The dean will arrange with the appropriate faculty for the administration and evaluation of the test. Faculty approval is necessary to fulfill more than three required courses in this way.

Note: ATS standards define “advanced standing” as “decisions about students’ competence when no transcripts of graduate credit are present.” In other words, this is one means whereby students can enter seminary and receive credit for comparable undergraduate work.

There is a limit on how many advanced standing credits can be issued—one-fourth of the total degree requirements. Thus, MDiv students may receive no more than 23 credits in this way. MTS and MACM students can receive no more than 18 hours of advanced standing.

CLASSIFICATION OF STUDENTS

In addition to the classification of degree and non-degree students, MDiv, MACM, and MTS students at LTSS are also categorized by the number of earned credit hours.

MDiv:

Juniors 0-29 credit hours

Middlers 30-64 credit hours

Seniors 65-92 credit hours

MTS and MACM:

Juniors 0-27 credit hours

Seniors 28-55 credit hours

COURSE WORK LIMITATION

A full-time student will normally carry between nine and 13 hours in a semester. A student who wishes to petition the dean for enrollment in more than 13 credit hours must hold a GPA of 3.25 or higher. There are additional tuition costs for credits beyond 13 hours in a semester.

ACADEMIC PROBATION, DISMISSAL, AND APPEAL

Once fully admitted to a degree program, a student will be placed on probation for:

1. earning a grade lower than a “C” in two graduate courses since enrollment; or
2. earning a cumulative grade point average that falls below a 2.3; or
3. earning a grade of F in a graduate course.

The dean will review the record of each student on probation at the end of the term. The outcome of the review by the dean may be one of the following: (1) removal from probation, (2) continuation on probation, or (3) dismissal from the seminary.

A student will be removed from probation by:

1. earning a cumulative GPA of 2.3 or above, and
2. repeating any graduate course work with a grade of “F” and earning a grade of “C” or higher.

A student will be continued while on probation if satisfactory academic progress is made in all additional course work with grades of “C” or higher, thereby progressing toward a cumulative grade point average of 2.3.

A student will be dismissed following probation if a grade below a “C” is received in any additional course work. No more than two grades below “C” will be allowed for graduate credit.

A student is subject to dismissal without probation for the following:

1. Receiving a grade below “C” in three or more courses in the same semester;
2. Receiving a grade of “F” in two or more courses in the same semester.

A student must earn a cumulative GPA of 2.3 in order to graduate from the seminary.

CHANGE OF DEGREE PROCEDURE (LTSS Programs Only)

Occasionally a student will transfer from one degree program to the other. All degree requirements must be met that are listed in the catalog under which the student entered.

A graduate student who has been approved for admission to one program may not change to another program without consulting the coordinator of that program. The student must complete a new application for graduate admission, submit any additional application requirements for the program, and must meet current admission criteria for the new program. A student normally is not allowed to change to a new program if ineligible to continue toward the degree in the program of original admission. If a student wishes to change tracks or concentrations within the same program, the student must complete a change of program request form to be signed by their advisor.

If student has taken BIB 620 (Interpreting the New Testament Gospels) or BIB 630 (Paul’s Letters and Theology).as an MTS or MACM student and then transfers to the MDiv program, arrangements must be made with the professor to supplement that course with work in the Greek text after completing the Greek requirement.

Students should consult a member of the Enrollment Services Center staff regarding program changes not addressed here.

MASTER OF DIVINITY OFFERED IN COLUMBIA, SC

The Master of Divinity (MDiv) degree is a three-year program (92 credit hours) that prepares persons for ordained ministry in most theological traditions. It is also available to students who do not plan vocational careers in traditional congregations but who wish to merge “ministerial values” in many other professions. The MDiv is open to students of all denominations. This curriculum seeks to shape the entire person for faithful service to the church and to the world.

PROGRAM REQUIREMENTS

The MDiv degree requires 92 credit hours. Courses are divided into tiers. The major distinction between Tier One and Tier Two courses is that Tier One courses have no prerequisites. All Tier

Two courses have at least one prerequisite. Tier One course may be taken in any order and any combination. Tier Two courses may be taken in any order and combination as long as the prerequisite for each Tier Two course has been met. An additional course group in required courses is the Contextual Education courses.

MASTER OF DIVINITY

Tier I:

BIB 501 GREEK I	3
BIB 502 GREEK II	3
BIB 503 HEBREW	3
BIB 510 NEW TESTAMENT SURVEY	3
BIB 511 OLD TESTAMENT SURVEY	3
CED 500 FOUNDATIONS OF CHRISTIAN EDUCATION	3
CHS 501 CHURCH HISTORY I	3
CHS 502 CHURCH HISTORY II	3
MIN 505 FOUNDATIONS IN PASTORAL CARE	3
MIN 510 FOUNDATIONS IN CHRISTIAN WORSHIP	3
MIN 520 FOUNDATIONS IN CHRISTIAN MISSION	3
THL 500 INTRODUCTION TO THEOLOGICAL THINKING	3
*DENOMINATIONAL POLITY	3
*DENOMINATIONAL THEOLOGY	3

Tier II:

BIB 620 INTERPRETING THE NEW TESTAMENT GOSPELS	3
BIB 630 PAUL'S LETTERS AND THEOLOGY	3
MIN 610 FOUNDATIONS IN PREACHING	3
THL 600 INTRODUCTION TO CHRISTIAN THEOLOGY	3
THL 650 INTRODUCTION TO CHRISTIAN ETHICS	3
CHRISTIAN THEOLOGY ELECTIVE	3
*DENOMINATIONAL HISTORY	3
OLD TESTAMENT ELECTIVE	3
CHURCH IN CONTEXT ELECTIVE	3
GENERAL ELECTIVE	3
GENERAL ELECTIVE	3
GENERAL ELECTIVE	3

Tier III:

PREACHING ELECTIVE	3
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Contextual Education Courses:

MIN 500A BOUNDARY TRAINING	0
MIN 500 FIELD EDUCATION I	1
MIN 501 FIELD EDUCATION II	1
MIN 502 CROSS CULTURAL I	1
CPE 500 CLINICAL PASTORAL EDUCATION	6
MIN 600 FIELD EDUCATION III	1
MIN 601 FIELD EDUCATION IV	1

TOTAL HOURS	92
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*Lutheran students take three courses specific to their denominational polity, theology, and history. Methodists and Baptists take two courses for their denominational courses and choose an additional elective. Provisions can be made for students from denominations other than Lutheran, Methodist, and Baptist to engage in contract courses with adjunct professors within their specific denominations.

DEGREE OUTCOMES

The faculty will teach, form, and nurture MDiv students so that graduates exhibit the following competencies:

- A comprehensive and discriminating understanding of the Christian heritage (scripture, theology, and church history).
- An ability to interpret scripture as a witness to God's faithfulness in Jesus Christ and to communicate the message of scripture clearly in various forms of ministry
- An ability to interpret and communicate the Gospel with theological integrity, being shaped by both the Christian heritage and the contemporary multicultural world.
- A level of emotional and spiritual maturity and faithful living that is appropriate to public ministry and Christian leadership.

MASTER OF THEOLOGICAL STUDIES OFFERED IN COLUMBIA, SC

The Master of Theological Studies (MTS) degree is a two-year program (55 credit hours) that provides instruction in a broad range of theological disciplines. Students complete a 28-hour core curriculum and then craft the remaining nine courses to fit their academic and professional goals.

After completing the core requirements, students may use remaining electives to concentrate in one or more areas, depending on available course offerings. Possible areas of concentration include biblical studies, Christian theology, church history, preaching, Christian education, pastoral care, and worship. A minimum of nine credit hours (three courses) is required for a concentration.

Students may also craft a more broad-ranging curriculum without a particular concentration. This track is open to students from all denominations.

PROGRAM REQUIREMENTS:

MASTER OF THEOLOGICAL STUDIES	55 CREDITS
Core:	
BIB 510 NEW TESTAMENT SURVEY	3
BIB 511 OLD TESTAMENT SURVEY	3
CHS 501 CHURCH HISTORY I	3
CHS 502 CHURCH HISTORY II	3
MIN 502 CROSS CULTURAL I	1
THL 500 INTRODUCTION TO THEOLOGICAL THINKING	3
THL 600 INTRODUCTION TO CHRISTIAN THEOLOGY	3
THL 650 INTRODUCTION TO CHRISTIAN ETHICS	3
CHRISTIAN THEOLOGY ELECTIVE	3
CHURCH IN CONTEXT ELECTIVE	3
Specialization	
GENERAL ELECTIVE	3
GENERAL ELECTIVE	3

GENERAL ELECTIVE	3

Language requirements for the MTS degree: Students who concentrate in biblical studies must take Greek and/or Hebrew as appropriate for their area of specialization.

Summative evaluation: In accordance with the Association of Theological Schools' standards (D.2.2), completion of the MTS degree requires a concluding exercise that allows for summative evaluation of the student's work. This exercise may be a thesis in the area of concentration, a comprehensive evaluation (oral or written), or another summative process of evaluation.

Thesis Option: This is a capstone course of three credit hours that should result in a 30-40 page paper in the area of specialization. This option is recommended for any MTS student who plans on further graduate work. Students should work with their advisors to have the thesis topic approved by the middle of the first semester of the second year. A thesis advisor will be determined based on the thesis topic.

Written/Oral Comprehensive Examination: The focus of the exam will be the integration of theory and practice. The exam may be completed as a written take-home or oral exam. The coordinator of the two-year programs is responsible for the formulation of the exams yearly.

Other options: Students may propose to the coordinator of the program an alternative to the above options that would be more aligned with the personal and professional goals of the student. This proposal is due to the coordinator by the middle of the first semester of the second year.

Degree Outcomes

The faculty will teach, form, and nurture MTS students so that graduates exhibit the following competencies:

- A comprehensive and discriminating understanding of the Christian heritage (scripture, theology, church history).
- Critical thinking skills in a specific discipline or in an interdisciplinary course of study.

MASTER OF ARTS IN CHRISTIAN MINISTRY OFFERED IN COLUMBIA SC

The Master of Arts in Christian Ministry (MACM) degree is a two-year program (55 credit hours) that enables graduates to serve in a number of ministry areas, depending on the specific credentialing requirements within their denominations. These may include but are not limited to Christian education, youth ministry, youth and family ministry, chaplaincy, and faith-based non-profit organizational leadership. The MACM provides the necessary educational and formational requirements for students desiring to be placed on the Deacon roster of the ELCA.

The MACM degree is designed with a core of 28 credit hours which is combined with 15 credit hours in selected ministry related areas, three semesters of field education, and nine credit hours in electives which provide for an area of specialization.

MASTER OF ARTS IN CHRISTIAN MINISTRY

Tier I:

BIB 510 NEW TESTAMENT SURVEY	3
BIB 511 OLD TESTAMENT SURVEY	3
CHS 501 CHURCH HISTORY I	3
CHS 502 CHURCH HISTORY II	3
MIN 505 FOUNDATIONS PASTORAL CARE	3
MIN 510 FOUNDATIONS IN CHRISTIAN WORSHIP	3
THL 500 INTRODUCTION TO THEOLOGICAL THINKING	3
*DENOMINATIONAL POLITY	3
*DENOMINATIONAL THEOLOGY	3

Tier II:

BIB 620 INTERPRETING THE GOSPELS OR BIB 630 PAUL'S LETTERS & THEOLOGY	3
THL 600 INTRODUCTION TO CHRISTIAN THEOLOGY	3
THL 650 INTRODUCTION TO CHRISTIAN ETHICS	3
THEOLOGY ELECTIVE	3
CHURCH IN CONTEXT ELECTIVE	3
GENERAL ELECTIVE	3
GENERAL ELECTIVE	3
GENERAL ELECTIVE	3

Contextual Ed Courses:

MIN 500A BOUNDARY TRAINING	0
MIN 500 FIELD EDUCATION I	1
MIN 501 FIELD EDUCATION II	1
MIN 502 CROSS CULTURAL I	1
MIN 600 FIELD EDUCATION III	1

TOTAL HOURS 55

Degree Outcomes:

The faculty will teach, form, and nurture MACM students so that graduates exhibit the following competencies:

- A comprehensive and discriminating understanding of the Christian heritage (scripture, theology, and church history).
- An understanding of, and practical skills in, the student's area of specialized ministry including the capacity to design and assess effective practices and programs in that specialization.
- An ability to interpret and communicate the Gospel with theological integrity, being shaped by both the Christian heritage and the contemporary multicultural world.
- A level of emotional and spiritual maturity and faithful living that is appropriate to public ministry and Christian leadership.

MASTER OF SACRED THEOLOGY OFFERED IN COLUMBIA SC

The Master of Sacred Theology (STM) degree is a one-year program (24 credit hours) for advanced study within a particular theological discipline. The program is open to students of all denominations and may serve a variety of aims: to further graduate study in preparation for doctoral work, to prepare one for teaching a particular theological discipline, to enhance ministerial practice, or to provide discipline reflection on a specialized function of ministry.

STM PROGRAM STRUCTURE AND COURSES

Full-time STM students take 12 credit hours per semester for a total of 24 credit hours. Six of these hours come from two required courses, while the remaining 18 are electives.

The two required courses are the Research Seminar (STM 700) and the Research Project (STM 701). Students take the Research Seminar in the fall semester, learning and practicing skills in academic research and writing. Students take the Research Project in the spring semester in the form of an independent study led by the faculty advisor, completing a final project based on the research begun in the fall semester.

Students choose their 18 elective hours in consultation with their faculty advisor. Twelve of these 18 hours must be in the student's area of concentration. Courses at the 700-level are deemed "advanced" and therefore appropriate for STM students. No more than 12 hours of 600-level courses may be credited toward the STM degree. 500-level courses do not count toward the STM degree.

Students may enroll in a Special Topics course in order to pursue advanced graduate work appropriate to the STM degree. Students are allowed to take multiple Special Topics courses to meet their STM course requirements, as long as each Special Topics syllabus outlines a discrete research area.

Students may use a Special Topics course in one of two ways. First, they may use it as a conventional independent study for researching an area not otherwise covered in the curriculum. Second, they may use it in conjunction with an existing 500- or 600-level course, fulfilling some or all course requirements, but with sufficient enhancements that achieve an advanced graduate workload and allow the student a degree of academic specialization. A Special Topics course should not repeat introductory material that the student has already learned in previous degree programs.

A student may transfer in up to three courses (nine credit hours) from an advanced level, post-MDiv or post-MTS program at an accredited institution if the courses have been completed within 10 years of admission to the STM program. The dean will assess both the course(s) and the student's performance for concordance both with the degree program outcomes and with the student's prescribed curriculum.

STM DEGREE OUTCOMES

The faculty will teach, form, and nurture STM students so that graduates exhibit the following competencies:

- An advanced understanding of a focused area of theological study and the ability to articulate this in both written and oral form.
- An ability to use research methods and resources in the discipline of concentration.

- The ability to analyze and evaluate scholarly literature and to integrate various scholarly perspectives into one's own argument.

CERTIFICATE IN LUTHERAN STUDIES (NON-DEGREE PROGRAM) OFFERED IN COLUMBIA, SC

The Certificate in Lutheran Studies is designed for ELCA students whose theological degree will come from a non-ELCA seminary and who are affiliating with LTSS. To earn a certificate, students take 18 hours of coursework at LTSS as described below. Admissions requirements for the certificate are the same as for LTSS degree programs. Certificate students in who are in candidacy for ELCA rostered ministry may apply for financial aid.

CERTIFICATE IN LUTHERAN STUDIES REQUIRED COURSES:

CHS 600 LUTHERANISM IN NORTH AMERICA
MIN 510 FOUNDATIONS OF CHRISTIAN WORSHIP
MIN 610 FOUNDATIONS IN PREACHING
MIN 660 LUTHERAN POLITY AND CONGREGATIONAL
LEADERSHIP
THL 550 LUTHERAN CONFESSIONS

CHOOSE ONE OF THE FOLLOWING:

BIB 630 PAUL'S LETTERS AND THEOLOGY
CED 500 FOUNDATIONS IN FAITH FORMATION
MIN 520 FOUNDATIONS IN MISSION
THL 600 INTRODUCTION TO CHRISTIAN THEOLOGY

NON-DEGREE, NON-CERTIFICATE SEMINARY AFFILIATION OFFERED IN COLUMBIA, SC

Affiliation with an ELCA seminary is the process through which ELCA students attending non-ELCA seminaries receive the Lutheran formation, coursework, and assistance with CPE and internship placement required for ordination. Students may affiliate with LTSS either through the Certificate in Lutheran Studies program or as non-degree, non-certificate students. Contact the enrollment office for more information.

GRADUATE COURSE DESCRIPTIONS

Please note that not all courses are offered at each Lenoir-Rhyne location. Please check the specific program curriculum for course offerings and locations. Any eligible student may enroll in courses at any Lenoir-Rhyne campus location.

ACCOUNTING

ACC 501. MANAGERIAL ACCOUNTING.

A course which focuses upon developing those accounting tools which assist management. Emphasis will be upon budgeting, cost derivation and measurement, product costing, cost systems and variance analysis, inventory valuation and control, and capital expenditure analysis. Three credits.

ACC 505. ACCOUNTING AND FINANCE FOR HEALTHCARE ADMINISTRATION.

This course provides students with the fundamental accounting practices, financial management concepts, and the analytical tools needed in a healthcare setting. Students will apply financial and sound accounting concepts and techniques to healthcare institutions by studying basic cost accounting, financial statements and ratios, break-even analysis, budgeting, cost allocation, and project investment in the healthcare setting. Three credits.

ACC 521. GOVERNMENTAL, NON-PROFIT, AND INTERNATIONAL ACCOUNTING.

Prerequisites: ACC 431 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.

This course will cover international, governmental, and non-profit accounting. Major topics include financial, managerial, and tax accounting and auditing issues in multinational enterprises, with special emphasis upon the differences in accounting and auditing standards and practices worldwide; and a study of the eight fund groups and two account groups used in non-profit accounting and their application to local and state governments, hospitals, colleges and universities, public schools, the federal government, and other non-profit organizations. Three credits.

ACC 530. ADVANCED TAX.

Prerequisites: ACC 332 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.

A comprehensive coverage of the application of income tax regulations and laws as they apply to partnerships, corporations, fiduciaries, and estates. Additionally, tax planning, tax practice and procedures, and tax research will be examined. Three credits.

ACC 533. ACCOUNTING THEORY.

Prerequisites: ACC 331 and 334 and admission to the MBA program or permission of the MBA coordinator and the instructor.

This course is designed to pursue, analyze, and provide a logical and coherent set of principles that form the conceptual framework for the evaluation, promotion, and continuing development of sound accounting practice. Included are syntactical theories relating to the structure of financial reporting, interpretational theories relating to measurements and relationships, and behavioral theories relating to presentation and disclosure of accounting information. Together the different levels of evaluation confirm or refute present practice, and provide improved handling for emerging contemporary accounting problems. Three credits.

ACC 537. AUDITING APPLICATIONS.

Prerequisites: ACC 433 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.

This course explores the application of auditing sampling for testing control procedures and substantive audit testing of the revenue cycle, expenditure cycle, financing cycle, and investing cycle. Applications will explore internal control risk assessment. Three credits.

ACC 541. ADVANCED TOPICS IN COST ACCOUNTING.

Prerequisites: ACC 432 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.

This course examines advanced techniques and issues in accounting measurement for management planning, decision-making, and control. Costing for product pricing and other decisions involving alternatives under costing systems are studied. The nature and scope of controllership as related and the behavioral aspects of the controllership function are evaluated. Three credits.

ACC 581, 582, 583. SPECIAL TOPICS.

A variable topic course addressing contemporary accounting issues. May be an experiential learning experience. Topics will be announced in advance. Course content will vary from semester to semester and may be repeated with different topics. One to three credits. (581 – 1 credit hour, 582 – 2 credit hours, 583 – 3 credit hours).

BIBLE**BIB 501. GREEK I.**

This is the first in a two-course sequence providing basic introduction to the Koine Greek used in New Testament. With the successful completion of the two courses, the students will know the basic principles of Greek grammar and translation. With the help of the textbook, notes, and software, the students will be able to translate passages from the Greek New Testament and will begin analyzing the implications of grammatical constructions for exegesis. Three credits.

BIB 502. GREEK II.

Prerequisite: BIB 501

This is the second part of a two-course sequence providing basic introduction to the Koine Greek used in New Testament. With the successful completion of the two courses, the students will know the basic principles of Greek grammar and translation. With the help of the textbook, notes, and software, the students will be able to translate passages from the Greek New Testament and will begin analyzing the implications of grammatical constructions for exegesis. Three credits.

BIB 503. HEBREW.

The basics of Hebrew grammar in one semester to prepare the seminarian for profitable use of BibleWorks (pc) or Accordance (mac) for translation and exegesis. Three credits.

BIB 510. SURVEY OF THE NEW TESTAMENT.

An in-depth examination of the New Testament, focusing especially on the historical background and theological emphases of its major documents. Three credits.

BIB 511. SURVEY OF THE OLD TESTAMENT.

A survey of the Old Testament literature, focusing especially on the historical background and theological emphases of its major documents. Three credits.

BIB 601. GENESIS.

Prerequisites: BIB 503 (except for MACM & MTS); BIB 511

An in-depth study of the book of Genesis using Jewish and Christian commentaries to unpack its meaning for the church and world today. Three credits.

BIB 620. INTERPRETING THE NEW TESTAMENT GOSPELS.

Prerequisites: BIB 501 & 502 (except for MACM and MTS); BIB 510

An in-depth examination of the New Testament Gospels, focusing on the theological emphases of each evangelist as heard within a first-century Christian context. Students will also explore the contemporary meaning of each Gospel and will learn exegetical skills aimed at Christian formation and sermon preparation. Three credits.

BIB 622. PSALMS.

Prerequisites: BIB 503 (except for MACM & MTS); BIB 511.

Seminar on the Psalms employing both the arts of historical criticism and spiritual direction. Three credits.

BIB 630. PAUL'S LETTERS AND THEOLOGY.

Prerequisites: BIB 501 & 502 (except for MACM & MTS); BIB 510

Paul's letters will be studied with particular attention to the theological claims that they make, and to how Paul's words have shaped and continue to shape the practice of ministry and the life of faith. Students will practice and strengthen their exegetical skills with the epistolary texts and develop a solid hermeneutical approach to the Pauline letters for their work in teaching and preaching. Three credits.

BIB 631. THE APOCALYPSE OF JOHN.

This course will examine the New Testament's final book within the context of Jewish and early Christian apocalyptic writings and within the culture of the first century Asia Minor. Attention will be given to how this book has been interpreted through the centuries, with particular attention paid to artistic interpretations. In addition, the course will study and critique current popular and scholarly readings of the book, as well as the impact of diverse cultural contexts on the interpretation of the book. Church in Context elective. Three credits.

BIB 632. DEATH, AFTER-DEATH, AND RESURRECTION IN THE NEW TESTAMENT.

Prerequisite: BIB 510

At the heart of the New Testament is the story of Jesus' resurrection and the claim that this resurrection is God's saving act for all. This course will focus on several New Testament texts which address Jesus' resurrection and what it means for life and hope beyond death. We will also look at the Old Testament roots of these ideas and at other Jewish and Greco-Roman texts which discuss death and expectations regarding what comes after death. The course will include a concern for how the New Testament texts shape our proclamation and ministry around issues of death, grief, and hope. Three credits.

BIB 660. OLD TESTAMENT LAW (EXODUS)

Prerequisites: BIB 503 (except for MACM & MTS); BIB 511

Seminar on the Torah, its meaning in its original context, and its relevance for the Christian Church today. Special attention is given to the historic Christian interpretations of law and gospel and the place of God's law in current church and society. Three credits.

BIB 661. THE SCROLL OF ISAIAH.

Prerequisites: BIB 503 (except for MACM & MTS); BIB 511

This seminar on the book of the Bible that provides the most Old Testament lessons in the Revised Common Lectionary will take seriously the historical–critical assessment of First, Second and Third Isaiah plus the Isaiah Apocalypse. However, it will go beyond this traditionally modern approach to take seriously Christ as the key which opens the scroll to contemporary Christian proclamation. Three credits.

BIB 681-683. SPECIAL TOPICS.

One, two or three credit hour special topics courses in the discipline of Bible scholarship.

BIB 702. THE GOSPEL ACCORDING TO MARK.

Prerequisite: BIB 510 (BIB 501 & 502 may be required at instructor's discretion)

A seminar on the Gospel According to Mark, focusing on its major theological emphases as heard within a first-century Christian context. Students will read a variety of interpretive perspectives and practice exegetical skills aimed at Christian formation and sermon preparation. They will also wrestle with the way Mark speaks to the contemporary church and world. Three credits.

BIB 704. THE GOSPEL ACCORDING TO JOHN.

Prerequisite: BIB 510 (BIB 501 & 502 may be required at instructor's discretion)

An in-depth examination of the Gospel according to John, focusing on the theological emphases of the fourth evangelist as heard within a first-century Christian context. Students will also explore the contemporary meaning of the Fourth Gospel and will practice exegetical skills aimed at Christian formation and sermon preparation. Three credits.

BIB 720. OLD TESTAMENT THEOLOGY.

Prerequisites: BIB 503, BIB 511

This course addresses the theology of the Old Testament from both the historical critical and Trinitarian perspectives. It will prepare students for preaching and teaching. Three credits.

BIB 721. ROMANS.

Prerequisites: BIB 501 & 502; BIB 510

This study places Paul's largest and perhaps most influential letter within its social and political context near the end of Paul's life and sees it as an important witness to Paul's understanding of the gospel, the church, and God's mission. This careful exegetical study of the text will enable the student to explore the theological claims of key passages and the overall argument of Romans. Attention will be paid to how Romans has been interpreted throughout the history of the church, as well as to current scholarly work on this letter, and to the potential of Romans for theology and proclamation today. Three credits.

BIB 795. THESIS SEMINAR.

A supervised research project during first semester of the senior year, providing the basis for a senior thesis to be completed during the final semester. Three credits.

BIB 796. SENIOR THESIS.

A continuation of BIB 795; completed according to established guidelines. Three credits.

BUSINESS**BUS 504. CREATIVITY AND INNOVATION IN ORGANIZATIONS.**

Creating a culture that encourages creativity and innovation is crucial to competitive advantage and adaptive strategy. In this course, students will examine and experience the nature of creativity and techniques to facilitate innovation in organizations. Three credits.

BUS 506. FUNDING SOCIAL ENTERPRISE.

Funding Social Enterprise is designed to evaluate numerous models of financing for social enterprise and non-profit organizations. Crowdfunding, grant writing, and other sources of funds will be investigated and strategies created to implement effective and efficient financial programs. The class will examine sources including, fundraising, social investors, community banks, venture capital, and conventional financing. Three credits.

BUS 505. STRATEGIC SOCIAL ENTERPRISE MANAGEMENT.

Prerequisites: ACC 501, BUS 511, BUS 513, and BUS 514

Strategic Social Enterprise Management is designed to allow the student to assess and evaluate performance in order to achieve maximum efficiency within the organization. Models will be developed that will enhance the ability of the student to measure social outcomes in order to deliver value to all stakeholders. The triple bottom line will be analyzed in order to see the financial, social, and environmental impact of the organization.

BUS 507. CORNERSTONES OF SOCIAL ENTERPRISE.

Cornerstones of Social Enterprise is designed as a cornerstone course for the Social Entrepreneurship concentration to present the student with various concepts and frameworks in social enterprise development with special emphasis on strategy, corporate social responsibility, leadership, and organizational design. The course includes a service learning project in which students function as consultants with a local organization to apply social enterprise tools and frameworks, including a business model, ecosystem map, impact report, and foresight scenarios. Three credits

BUS 509. STAKEHOLDER DEVELOPMENT AND COMMUNITY ENGAGEMENT.

Stakeholder Development and Community Engagement investigates organizational design principles with special emphasis on stakeholders, including environment, government, beneficiaries, community, suppliers, employees, donors, and the long-term benefit. Students will critically evaluate how social, economic, and environmental challenges are understood and experienced within stakeholder networks as well as evaluate engagement tactics to transform communities. Three credits.

BUS 511. FINANCIAL MANAGEMENT AND BUDGETING.

This course examines the role of financial management in supporting and sustaining the functional areas of an organization. Using cases and readings, students gain insight into the analysis of financial problems as well as the development of financial strategy. In addition, students will gain an understanding of the budgeting process and be exposed to tools designed to support the budgeting process. Three credits.

BUS 513. MARKETING STRATEGY.

An examination of the marketing role within the organization. A managerial emphasis is utilized in the course, focusing upon development of the organization's marketing policy and strategy, analysis and selection of markets to target, managing tactical response to a dynamic environment, and implementing the major elements of marketing policy. Three credits.

BUS 514. HUMAN BEHAVIOR IN ORGANIZATIONS.

This course provides students with a comprehensive analysis of individual and team behavior in organizations. Continuous improvement processes at the individual, team and organizational level will be discussed so that organizations are not only managed more effectively but also so that the quality of work life for employees is enhanced. Three credits.

BUS 515. HUMAN RESOURCE MANAGEMENT FOR HEALTHCARE ADMINISTRATION.

This course explores how human resource management is applied in different healthcare settings; the human resource needs, issues, and challenges for the continuum of health care; the essential components; and the importance and significance of studying healthcare human resource management. For each healthcare setting, focus is on recruitment, contract and agreement, training, education, and support in a health care setting; and evaluation, compensation, legal and regulatory issues in strategic human resource planning. Three credits.

BUS 517. SUPPLY CHAIN AND OPERATIONS MANAGEMENT FOR SOCIAL ENTREPRENEURSHIP.

A study of the concepts, techniques, and issues encountered in managing efficient procurement, production and delivery systems for social entrepreneurship organizations to assure stakeholder satisfaction and alignment with social and environmental missions. Topics covered within the sustainability context include risk management, procurement, metrics, and collaboration in light of assisting decision-making in today's changing environment. Three credits.

BUS 518. OPERATIONS MANAGEMENT FOR HEALTHCARE ADMINISTRATION.

This course provides students with broad knowledge of advanced focusing methods that aim to improve the performance of health service organizations. These methods include: The Theory of Constraints (TOC), The Complete Kit Concept, Current Reality Tree, Gantt Charts, decision Trees, Conflict Resolution Diagrams, and other methods that focus on the effectiveness of the healthcare organization's performance. Three credits.

BUS 519. SUPPLY CHAIN AND OPERATIONS MANAGEMENT.

A study of the concepts, techniques, and issues encountered in managing efficient procurement, production and delivery systems to assure customer satisfaction and lean operations. Topics covered include linear and integer programming, six sigma, quality assurance, and logistics in light of assisting decision-making in today's changing environment. Three credits.

BUS 520. NEGOTIATION AND CONFLICT RESOLUTION.

The ability to resolve conflict and negotiate buy-in across multiple stakeholders is a crucial skill for effectively facilitating change in organizations. This course provides students with a systematic approach to developing negotiation and conflict management skills. Three credits.

BUS 521. SOCIETAL, ETHICAL AND LEGAL ISSUES IN ORGANIZATIONS.

This course is designed to help future managers understand and analyze ethical issues in a business environment. Beginning at the individual level, the course progresses to organizational and societal perspectives. The course examines legal issues in business, contrasting and comparing the impact upon decision-making. Using role-plays and case analysis, the course will help students to confront and successfully manage ethical challenges. Three credits.

BUS 522. ETHICAL AND LEGAL ISSUES IN HEALTHCARE ADMINISTRATION.

An exploration of the moral, ethical, regulatory, and legal constraints that influence the administration of healthcare agencies, practices, and/or facilities. The ethical and legal environment of the healthcare industry in today's time will be addressed as it influences the interaction of the patient with the healthcare practitioner. Three credits.

BUS 526. LEADERSHIP DEVELOPMENT

This course develops a deeper understanding of leadership skills and demonstrates that the level of leadership in any situation has a profound impact on individual performance and organizational effectiveness. Three credits.

BUS 527. SERVANT LEADERSHIP.

Servant Leadership is an integrative course which exposes organizational leaders to the challenge of creating and sustaining a competitive advantage in the marketplace, while maintaining sufficient profitability through the development of its people.

BUS 529. GOVERNMENT, POLICY AND NON-PROFITS.

This course explores the relationships among government, policy, and nonprofits. Policies at the local, state, and national government level and partnerships between government entities and nonprofits will be explored as well as the impact nonprofits have on civil society and the policy making process. The course aims to clarify these relationships and to provide nonprofit managers with the frameworks and methods to chart and navigate a strategy. Three credits.

BUS 530. MANAGING THE MULTINATIONAL ORGANIZATION.

Conducting global business requires specific knowledge and skill. This course provides students with a background in the development of sustainable global strategies and the management of organizational operations that extend across national boundaries. Three credits.

BUS 531. ENTREPRENEURSHIP AND INTRAPRENEURSHIP.

Reviews those attributes that contribute to entrepreneurial success, as well as assesses those who have succeeded and failed in establishing new ventures. The course also examines how to bring the qualities of entrepreneurial ventures to the corporate environment, and maintaining a corporate culture which retains its brightest and most creative spirits of organization. Three credits.

BUS 532. BUSINESS INFORMATION AND DECISION SUPPORT SYSTEMS.

Information systems are the backbone of the business process. This course provides students with an understanding of the design, implementation and use of computerized systems in order to support decision-making and the business process. Three credits.

BUS 534. STRATEGIC MANAGEMENT AND BUSINESS POLICY.

This course provides an in-depth study of the logic of competitive advantage by carefully analyzing the distinct qualities and positioning of individual organizations within broader competitive dynamics. The goal is to develop skills in strategic formulation, implementation and adaptability so that competitive advantage and sufficient profitability are sustained. Through extensive case studies with an integrated view of organizational operations, students must accumulate and integrate knowledge gained from the entire MBA program in order to successfully master the challenges presented. ***Students enrolling for this course should have already completed ACC 501(or ACC 505); BUS 511;BUS 513; BUS 514 (or BUS 515 or BUS 539).*** Three credits.

BUS 535. SUSTAINABILITY MANAGEMENT & DECISION MAKING.

Exploration of current sustainability programs and practices and the stakeholder perspective in various organizations and groups. Students examine models, challenges, opportunities, and practices for managing sustainability inside business, government, and non-profit organizations, including the product life-cycle, accountability, and reporting frameworks. The nature of leadership needed to refocus an organization on sustainability is also examined. Three credits.

BUS 536. BUSINESS INTELLIGENCE AND ANALYTICS.

In order to compete in today's fast changing and information rich environment, all organizations need to utilize enhanced capabilities to gain, deliver and use appropriate information in order to inform decision-making and improve tactical and strategic management. This course provides students with an understanding of the tools and skill sets that will help to identify, model, retrieve, share, and evaluate data and knowledge assets. Three credits.

BUS 537. PROJECT MANAGEMENT

Project management is an in-demand skill across all profit and non-profit sectors. This course uses the Project Management Institute's (PMI®) A Guide to the Project Management Body of Knowledge (PMBOK® Guide) to provide students with the necessary skill sets to effectively lead and execute projects. Students will also work with common tools for managing projects. Upon successful completion of the course, students will qualify to take the PMP® Exam. Three credits.

BUS 538. BUSINESS NETWORKS AND SYSTEMS THINKING.

The ever increasing complexity of today's global business environment necessitates a holistic, longitudinal understanding of business policy, strategy and activities. This course provides students with an understanding of the development, dynamics and use of inter-organizational, intra-organizational and professional development social networks to effectively influence organizational and personal outcomes. In addition, students will be exposed to the principles and methods of systems thinking in order to analyze both the short-term and long-term effects of organizational decisions. Three credits.

BUS 539. ORGANIZATIONAL DEVELOPMENT AND CHANGE.

Today's global economy is fast-paced, competitive and complex. Organizations of all sizes need to embrace change to survive and succeed. This course familiarizes students with the challenges, burdens, techniques, and processes associated with implementing change in order to achieve organizational goals and to build future capabilities. Three credits.

BUS 542. BUSINESS AND PROFESSIONAL COMMUNICATION

Using a combination of lectures, case analyses, and research, the course advances students' understanding of communication concepts and skills to achieve individual and organizational goals. It provides an opportunity to master crucial business communication strategies, including written and oral communication with key stakeholders, listening strategies, interviewing skills, advocacy & negotiation strategies, crisis communication, and other "must-have" skills to be successful in a business environment. Three credits. Cross-listed with COM 542. (Fall)

BUS 545. GLOBAL FINANCE AND ECONOMICS

This course provides students with an understanding of financial management principles as they relate to the challenges that come with the global execution and expansion of business. The emphasis is on the assessment risks that result from events in the global economy and the workings of global capital markets. Topics include foreign exchange markets, management of foreign exchange exposure, international financial instruments, and cross border capital spending and investment are analyzed. Three credits.

BUS 546. MULTI-CULTURAL MANAGEMENT

Working with people across the world is a necessity in today's global business environment. This course provides students with cultural competence by developing critical thinking, analysis and interpersonal skills in order to build relationships with individuals from various cultures and to effectively work with these individuals as well as multi-cultural teams in complex business situations. Three credits.

BUS 547. GLOBAL STUDIES BUSINESS TOUR

In this course, students will travel on a week-long tour in a foreign country. The week-long tour will consist of visits to several businesses and meetings with business leaders. The global studies business tour can be repeated. Three credits.

BUS 581, 582, & 583. SPECIAL TOPICS.

A variable topic course addressing contemporary business issues. May be an experiential learning experience. Topics will be announced in advance. Course content will vary from semester to semester and may be repeated with different topics. One to three credits. (581 – 1 credit hour, 582 – 2 credit hours, 583 – 3 credit hours).

BUS 585. BUSINESS PRACTICUM.

This course provides students with the opportunity to undertake a substantial workplace-based project where they apply the professional skills they have developed in the course of their MBA studies, realizing benefits for both students and the host organization. Three credits.

CHRISTIAN EDUCATION

CED 500. FOUNDATIONS IN FAITH FORMATION.

Laments about the decline of Christianity are as old as the church itself. Yet the need for a passionate embrace of the importance of teaching the faith has never been more urgent. This course takes these concerns seriously and explores the issue of personal and communal faith formation in the context of both congregational life and contemporary culture. Students will study a number of specific topics and themes, including the theological goals of educational ministry, characteristics of learners and faith development issues, the teaching process, curricula selection, and the process of evaluation. Students will study these topics utilizing a

variety of techniques, including lecture, small group discussion, student-led discussion and presentation, video, and internet resources. Three credits.

CED 510. MINISTRY WITH YOUTH.

This course explores the dynamics and challenges facing youth in contemporary culture and asks how the church can best minister to and with them. Students will study age level/faith developmental characteristics, spiritual formation of youth, pastoral care for teens in crisis, and planning an effective youth ministry program in the congregational setting. Students will undertake a project involving youth ministry as part of the course requirements. Three credits.

CED 515. MINISTRY WITH CHILDREN.

This course explores the lives of children and families and their involvement in the larger life and ministry of the congregation. Course involves direct observation of children, as well as studies of such issues as age-level/faith developmental characteristics, children and worship, First communion instruction, ministry to children in crisis, and faith formation in the home. Three credits.

CED 520. CHRISTIAN EDUCATION ACROSS THE LIFESPAN.

This course is based on a Christian philosophy of education and care. Ministry with various persons is related to the tasks of nurture, spiritual formation and service in the contexts of the family, the church, the school, the community, and wider society. Emphasis is laid on the various stages of development with implication for the growth of Christian practices, values and character. This course provides the opportunity to concentrate more on adults, youth, children, or a particular congregation/context with various generations in planning for educational ministry. Three credits.

CED 683. SPECIAL TOPICS.

Special topics courses in the discipline of Christian education.

CED 795. THESIS SEMINAR.

A supervised research project during first semester of the senior year, providing the basis for a senior thesis to be completed during the final semester. Three credits

CED 796. SENIOR THESIS.

A continuation of CED 795; completed according to established guidelines. Three credits.

CHRISTIAN HISTORY

CHS 501. CHURCH HISTORY I.

This course provides a general survey of Christian history and introduces students to the major theological, intellectual, and spiritual issues the church has faced over time. It traces the history of Christianity from the New Testament to the eve of the Protestant Reformation. The course utilizes lecture, discussion, film, and analysis of primary source material to provide students an opportunity to connect their own life and ministry with those who have gone before. Three credits.

CHS 502. CHURCH HISTORY II.

This course provides a general survey of Christian history from the Protestant Reformation to the present day, introducing students to the major theological, intellectual, and spiritual issues faced by the church during this time. The course utilizes lecture, discussion, film, and analysis of

primary source material to provide students an opportunity to connect their own life and ministry with those who have gone before them. Three credits.

CHS 530. HISTORY AND THEOLOGY OF AFRICAN AMERICAN TRADITIONS.

This course provides a general introduction to the development of religious movements and institutions among people of African descent in the United States, with appropriate attention to related developments in Canada, Central American and South America. It outlines the development of racial denominationalism and ecclesiology, the emergence of a distinctive African-American and Pan-African theology, the changing roles of black ministers and lay people, womanist theology, the shifting changes in the meanings of the black church as a social goal and as a metaphor; and it highlights the swift and pronounced social changes in American culture and politics from the beginnings of the Atlantic slave trade to the election of Barack Obama, to the present. This course satisfies the requirement of The United Methodist Church for students preparing for ordained ministry. Church in Context elective. Three credits.

CHS 555. FOUNDATIONS OF WESLEYAN MISSION, PRACTICE, AND BELIEF.

A study of the early Methodist movement in 18th-century England, including its cultural and theological context, as well the emergence of the Wesleyan family of churches in the early North American context. Particular emphasis is given to the theological vision of the Wesleys and how their vision informed the mission, practice and organization of the early Methodists. This is one of two courses, preferably taken in sequence, designed to satisfy the Disciplinary requirements of the United Methodist ministerial candidates in the areas of United Methodist theology, polity and history. Three credits.

CHS 556. UNITED METHODISM: HISTORY, MISSION, PRACTICE AND BELIEF.

Through lectures, readings, research, and class discussions the course provides an overview of the key events, persons, theological/doctrinal perspectives, and polity developments of American Methodism which inform an understanding of United Methodism in the 21st century. This course is the second of a two-semester sequence designed to satisfy the Disciplinary requirements of United Methodist ministerial candidates in the areas of United Methodist history, doctrine, and polity. Three credits.

CHS 560. FOUNDATIONS OF BAPTIST HISTORY AND THEOLOGY.

This course will cover the emergence of the Baptist movement in early England and Europe in the 17th and 18th centuries. The contents of the course then follow the Baptist families in their paths towards religious freedom and tolerance in the early American colonial development through the mid-19th century. Attention is focused on history and theology through faithful community practices, confessions, mission, and ministry. This is one of two courses required of Baptist MDiv and MACM students in the areas of Baptist history, polity, and theology. Three credits.

CHS 561. BAPTIST MISSION, PRACTICE AND BELIEF.

This course will focus on the developments in Baptist faith and practice in the mid-19th century until the present. Emphasis will be given to the various representations of Baptist life at work in the world today. Students will find their places in a particular order of Baptist life, discover the practices and theological language of that order, and develop leadership skills for ministry in Baptist life. This is one of two courses required of Baptist MDiv and MACM students in the areas of Baptist history, polity, and theology. Three credits.

CHS 570. RELIGION IN AMERICA.

This course surveys the historical development of Christianity in the United States. The primary focus of the course is on the constantly changing interrelationships between religion and American culture. Students examine ways in which these relationships continue to affect life and ministry in our increasingly pluralistic contemporary society. Three credits.

CHS 572. WOMEN IN MINISTRY.

This course provides an examination of the historical and theological roles of women throughout the church's history. The class will examine ways in which the western Christian tradition has both shaped the lives and experiences of women and how the church in turn has been shaped by them. Students will pay particular attention to ways in which this history continues to have implications for women in ministry today. This course satisfies the requirement of The United Methodist Church for students preparing for ordained ministry and also as a Church in Context elective. Three credits.

CHS 600. LUTHERANISM IN NORTH AMERICA.

Prerequisite: senior status

This course surveys the history of Lutheranism in the United States in its theological, social, cultural and linguistic contexts. Students study the defining moments, impulses, and issues that Lutherans have faced throughout their history in this country, providing an important foundation for future leaders of the church. Students will gain an understanding of their own denominational heritage and will also develop and understanding of the various local traditions and expressions encountered today within contemporary Lutheranism. Three credits.

CHS 621. DIACONAL MINISTRY – HISTORY, FORMATION, AND DISCERNMENT.

This course introduces students to the historical, theological, and social contexts in which the work of diaconal ministry has been expressed throughout the church's history and asks how that history continues to impact the present. This course also provides significant opportunity for the development of spiritual disciplines and vocational discernment. The course is open to all students but additionally is required of students planning to enter the ELCA rostered Ministry of Word and Service. The course normally is offered in early January at various locations. Three credits.

CHS 683. SPECIAL TOPICS.

Special topics courses in the discipline of church history.

CHS 795. THESIS SEMINAR.

A supervised research project during first semester of the senior year, providing the basis for a senior thesis to be completed during the final semester. Three credits

CHS 796. SENIOR THESIS.

A continuation of CHS 795; completed according to established guidelines. Three credits.

CHS 797-799. SPECIAL TOPICS.

One-, two- and three-credit-hour special topics courses in the discipline of church history.

COUNSELING

COU 505. COUNSELING THEORIES

This course is a Tier 1 Course and a required course for Admission to Candidacy into the School Counseling Degree Program. This course is a critical overview of the major theories of counseling, including philosophical foundations, counseling stages and process, and

techniques. Students will acquire knowledge of the theories and rationale for applying each with particular issues, clients, and settings. By the end of the course, students will have developed a **first statement** of their own counseling approach. Teaching modalities: discussion, demonstration, video, role play, lecture, and case studies. (3 credits).

COU 510. INTRODUCTION & FOUNDATION OF SCHOOL COUNSELING

This course serves as the introductory course for individuals seeking a degree in school counseling. COU 510 introduces students to theory as well as research knowledge required for developing comprehensive school counseling programs. Students must demonstrate their ability to analyze, synthesize and integrate knowledge acquired from current research, documents from the North Carolina Department of Public Instruction, the National Standards for School Counseling and course texts. An overview of the principles and practices of counseling services in schools, multiple roles and functions, applicable technology, an understanding of exceptionalities, and program organization will be explored. Attention will also be given to state testing requirements and career pathways as these pertain to the function of the school counselor. COU 510 is a pre-requisite for COU 515 Advanced School Counseling.

COU 515. ADVANCED SCHOOL COUNSELING

The course is a continuation of COU 510 and is a Tier 2 course with prerequisite requirements of COU 505, 525, 535 and 510.

It is designed to build on the student's theoretical base and that of the scientist-practitioner within the school setting. The primary focus will be on the application of school counseling techniques including the use of technology with all students including those identified as having some type of exceptionality. Various methods of providing services will be explored within the college classroom as well as at the Practicum site. Students will develop methods for successfully blending the theory of a balanced, comprehensive counseling program and the National Standards for School Counseling along with current multiple demands within today's schools. Discrepancies between the desired role and function and what is most often occurring will be addressed. Forty-five practicum hours are required. Practicum hours must be done within a public school setting and under the direct supervision of a licensed school counselor. (3 credits)

COU 516: School Counseling and Special Education

The course will focus on establishing and maintaining successful collaborative relationships with special educators. The American School Counselor Association (ASCA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) prioritizes the function of collaboration and coordination within the school counselor's role. Students will develop strategies for building effective teams with special educators, other school staff, parents and community members in order to promote the academic, career, and personal social development of Pre-K-12 students with exceptionalities. Furthermore students will gain information concerning the role of special educators, special education terminology and exceptionality categories, assessment and referral processes, and legal and ethical issues in counseling and special education. (3 credits)

COU 520. CLINICAL MENTAL HEALTH COUNSELING.

This course is one of the first courses taken in the Clinical Mental Health Track (following Professional Orientation, Theories, and Techniques), in efforts to assist the student in obtaining an overview of theory, practice, methods, basic principles, and concepts used by counselors and to begin to develop a professional identity in the counseling field. This course introduces the student to information and background essential for working in a community agency as a mental health counselor. It examines current trends and developments in the field of counseling with

respect to ethical/legal issues and managed care. It also explores the history and development of community mental health systems and focuses on individual areas of interest to the student. The class is interactive and applicable to the needs of the developing mental health and community counselor. Panel discussions, lectures, out-of-class assignments, field visits, case studies and guest speakers will be utilized in the learning process. Three credits.

COU 524. PSYCHOLOGICAL AND EDUCATIONAL TESTING AND APPRAISAL.

The focus of this class is on major concepts and principles of psychological and educational testing and evaluation and the use of standardized instruments with differing populations. (3 credits).

COU 525. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICES

This course is the first in the initial sequence of Tier 1 coursework required for a candidacy to the Counseling degree Programs. This course is designed to address ethical and legal considerations for professional counseling. This course will involve the study of current information and decision making skills related to legal and ethical and professional issues in counseling. The course has two primary objectives: (1) to help you develop an understanding and awareness of the specific knowledge and skills related to ethical and legal issues in counseling, (2) to develop decision making skills related to ethical/legal situations in counseling. (3 credits)

COU 530. COUNSELING TECHNIQUES

This course is a Tier 1 course required for candidacy to the Counseling degree programs. This course is a didactic and experiential course intended to provide students with the knowledge, awareness, and skills necessary to gain an understanding of and begin to use counseling techniques that are essential in helping relationships. This course builds on the students' knowledge of counseling theories learned in COU 505, focusing on application of this knowledge and specific strategies and techniques. Beginning counseling skills of empathy, active listening, responding, questioning, confronting, and problem identification will be learned. Students will demonstrate their ability to apply these techniques through the use of role-plays, some of which will be videotaped. Through these experiences students are provided with opportunities for personal growth as well as the development of sound counseling techniques. In addition, students will be challenged to examine issues that will impact their effectiveness as counselors with a focus upon the importance of self-reflection and counselor self-awareness. (3 credits)

COU 535. DIVERSITY ISSUES FOR THE HELPING PROFESSIONAL

This course examines the influence of culture in counseling and educational theory and practice; reviews the current research and literature concerning cultural issues; enables students to examine their own biases and how they will deal with these as human service professionals; and offers discussion on the impact of cross-cultural issues on professional behavior, client/student behavior, the counselor/educator relationship, mental health service, and educational delivery systems. (3 credits)

COU 540. GROUP COUNSELING

This is a didactic and experiential course intended to provide students with the knowledge, awareness, and skills necessary to gain an understanding of and begin to use group counseling theories and techniques in helping relationships. This course is designed to help the counselor understand the group counseling process. This includes a review of current literature and research in group counseling; an examination of the leadership role of the counselor in group

process; an understanding of the ethical issues of group leadership in counseling; and a review of the developmental stages of counseling in groups. Each student will apply this knowledge by gaining experience as a participant in, and leader of a counseling group. (3 credits)

COU 545. CAREER COUNSELING

This is a didactic and experiential course intended to provide students with the knowledge, awareness, and skills necessary to gain an understanding of and begin to use career counseling theories and techniques that are essential in helping relationships with a focus upon life and career development. This course is designed to help the counselor develop the ability to understand the career development process, utilize career-related information and information systems in the course of career education, and incorporate the fundamentals of counseling in assisting individuals in formulating a career decision. (3 credits)

COU 547. FOUNDATIONS AND ETHICAL PRACTICE OF CHRISTIAN COUNSELING.

COU 549. ADDICTIONS COUNSELING

This course examines the etiology, risk factors, assessment, counseling approaches, and treatment of alcoholism and other addictions. Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to psychological factors, personal traits, family dynamics, treatment methods, and implications for schools and communities. It is essential for professionals in the counseling field to have a clear understanding of their own beliefs about addiction and their attitudes toward individuals with addictions. This course will allow you to start this process by exploring the process of addiction to substances (and some process addictions), causality, risk factors, biological, psychological, social manifestations, and treatment modalities. Thus, this course will focus primarily on increasing future counseling professionals' knowledge and self-awareness of the addictive process. (3 credits)

COU 550. PSYCHOPATHOLOGY, DIAGNOSIS, & TREATMENT PLANNING.

A course focused on developing knowledge, attitudes, and skills essential to effective DSM-V diagnosis, client conceptualization, assessment, and clinical treatment planning. Emphasis on the use of client conceptualization models as a basis for treatment planning. (3 credits)

COU 555. CONSULTATION PROCESSES AND CRISIS INTERVENTION.

This course will include a review of consultation models and theories useful to school mental health providers in their work with children, parents, staff, and the community. Emphasis will be placed on understanding and applying the triadic model to consultation, especially as it relates to crisis intervention. Developing referral contacts in school and the community will be explored. This course is designed to provide counselors with fundamental concepts, theories, strategies, and skills needed: (1) provide consultation services in a professional capacity, and (2) to understand and conduct effective crisis intervention. Counselors may function in a consultation or counseling capacity in response to potential or real crises. The differences between the counseling and consulting relationship will be stressed. (3 credits)

COU 560. COUPLE AND FAMILY COUNSELING.

This course offers a study of the family as a system, family life cycle stages, tasks, and difficulties that families may experience as they move through their developmental stages. Concepts and principles applicable to helping people within a systems perspective will also be discussed. Counselor trainees will obtain a basic knowledge of family systems theory and the major couple and family therapy approaches. (3 credits)

COU 561. SPIRITUAL DIMENSIONS OF COUNSELING.

This course covers the spiritual aspects of counseling. Three credits.

COU 565. MARITAL THERAPY.

Marital therapy is a course about couples and the unique characteristics of this relationship. The course provides an overview of current models of couples therapy and emphasizes counseling techniques. The course explores recognized areas of conflict in marriage and requires students to utilize research information for professional judgments related to treatment modalities. A graduate seminar format will be utilized. Three credits.

COU 566. ADVANCED COUNSELING TECHNIQUES.

Pre-requisites: COU 505, 520, 524, 525, 530, 535, 540, 550, 560 and EDU 506.

The course content will emphasize the enactment of advanced counseling skills, use of a consistent theoretical orientation, and professional ethics. Class content may include a combination of didactic instruction, live demonstration, media, review of research, and experiential techniques. Students must be able to demonstrate basic and advanced skills, techniques, use of theory, and professional ethics. This course is a prerequisite for the practicum/internship clinical experience. Three credits.

COU 570. FAMILY COUNSELING.

This course focuses on a systems approach to family counseling and is designed to enhance family counseling knowledge and skills. Students are challenged to approach family counseling issues from a practitioner-scientist perspective, integrating and applying research-based knowledge and skills in helpful and ethical ways. Three credits.

COU 572. COUNSELING CHILDREN AND PARENTS.

This course is designed to provide an introduction to the counseling techniques useful in work with pre-adolescent children and their parents. Students will learn the fundamental principles needed to intervene with children within the family context. Special emphasis will be placed on the use of play therapy techniques. Three credits.

COU 573. SUBSTANCE ABUSE COUNSELING.

This entry-level course provides counselors and other human service workers an overview of the substance abuse process. Specific emphasis will be placed upon counseling those with substance abuse concerns and facilitating changes within their environmental systems (e.g., marriage, family, work, etc.). Students will develop conceptual knowledge, skills, and self-awareness concerning substance abuse etiology, assessment, diagnosis, and treatment planning through assigned readings, seminar discussions, videotapes, lectures, field experiences, and case presentations. Three credits.

COU 574. COUNSELING CLIENTS WITH CHRONIC HEALTH ISSUES.

This course will require students to develop background knowledge and specialized counseling skills in the area of chronic pain conditions. Students will do in-depth research of current literature within the field concerning the interrelationship of physical illness, injury, chronic illness, and chronic pain with the emotional/ adjustment issues faced by these clients. Students will learn clinical skills to assist clients in the process of integrative health in situations where management not "cure" is the goal. Students will demonstrate their learning through a series of videotapes and papers requiring analysis and synthesis of research and other information presented in class. Three credits.

COU 575. VIOLENCE IN SCHOOLS, WORKPLACE, AND COMMUNITY.

This three-part course will explore the issues of violence in our communities and schools. In particular, domestic violence, youth violence, and violence in the workplace will be discussed. Using case studies, current research, and a variety of speakers from local and state agencies, students will gain an understanding of prevention, intervention, and post-critical incident procedures. Three credits.

COU 581, 582, 583: SPECIAL TOPICS IN CLINICAL COUNSELING.

Prerequisite: Approval of advisor and program coordinator.

These courses involve either specialty counseling areas not covered in other courses or advanced levels of counseling theory, practice, and research for students considered appropriate. These courses provide students the opportunity to apply scientific inquiry and scholarly research to counseling theory and practice. One, two, or three credits.

COU 580. Practicum in School Counseling

This course provides students with 100 (40 direct and 60 indirect) supervised hours of experience as school counselors working with individuals as well as both large and small groups counseling experiences at pre-arranged sites. This course will expose the student to the practice of counseling with individuals under direct supervision. Students will conduct actual counseling/developmental sessions. The course is designed to facilitate the integration and application of theory and skill in earlier course work. Ethical codes related to the counseling profession will be reviewed and ethical issues and behavior addressed. The primary goal is for students to learn to listen therapeutically, provide the core conditions of counseling as well as additional client care, develop self-awareness related to these roles, and integrate this self-awareness and basic skills into the person the student is becoming as a counselor. NOTE: Students must take and pass the CORE Comprehensive Examination during the practicum experience before they are eligible to move on to further clinical experiences. (4 credits)

COU 585. PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING

This course provides students with 100 (40 direct and 60 indirect) supervised hours of experience as clinical mental health counselors working with individuals as well as both large and small groups counseling experiences at pre-arranged sites. This course will expose the student to the practice of counseling with individuals under direct supervision. Students will conduct actual counseling/developmental sessions. The course is designed to facilitate the integration and application of theory and skill in earlier course work. Ethical codes related to the counseling profession will be reviewed and ethical issues and behavior addressed. The primary goal is for students to learn to listen therapeutically, provide the core conditions of counseling as well as additional client care, develop self-awareness related to these roles, and integrate this self-awareness and basic skills into the person the student is becoming as a counselor. Four credits.

COU 590. INTERNSHIP IN SCHOOL COUNSELING I (300).

Prerequisites: Students must be in their last two semesters of coursework AND have completed and PASSED the Core Comprehensive Examination. Supervised on-the-job experiences performing the duties of a professional counselor in a school setting.

Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to

provide valuable and culturally competent services to the consumers within a school setting. COU 590 has a minimum of 300 hours of on-site internship experience in an approved public school setting under the supervision of an approved licensed school counselor. Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. The Specialty Area Capstone Project is to be completed at the end of the first 300 hours, Students who complete COU 590 must subsequently enroll in COU 591 to complete the balance of the 600 hours of internship required for graduation. Three credits.

COU 591. INTERNSHIP IN SCHOOL COUNSELING II (300).

Prerequisites: Students must be in their last two semesters of coursework AND have completed and PASSED the Core Comprehensive Examination.

Supervised on-the-job experiences performing the duties of a professional counselor in a school setting. Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide valuable and culturally competent services to the consumers within a school setting.

COU 591 has a minimum of 300 hours of on-site internship experience in an approved public school setting under the supervision of an approved licensed school counselor. Students must have counselor liability insurance in place prior to their internships. There is 600 hours on on-site internship graduation requirement for all counseling degree programs. The oral component of the Specialty Area Capstone Project is completed at the end of 600 hours of internship experience (3 credits)

COU 592. INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING I (300).

Prerequisites: Students must be in their last two semesters of coursework AND have completed and PASSED the Core Comprehensive Examination and the following courses: COU 505, COU 510, COU 515, COU 520, COU 525, COU 530, COU 535, COU 540, COU 545, COU 550, EDU 505, EDU 506. Permission must be obtained from the Program Coordinator and Clinical Coordinator for any exceptions.

Supervised on-the-job experiences performing the duties of a clinical mental health counselor in a mental health setting. Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide valuable and culturally competent services to the consumers within a mental health setting.

COU 592 has a minimum of 300 hours of on-site internship experience in an approved mental health setting under the supervision of an approved supervisor licensed to practice independently (LPC preferred). Students must have counselor liability insurance in place prior to their internships. There is 600 hours of on-site internship graduation requirement for all counseling degree programs. The Specialty Area Capstone Project is to be completed at the end of the first 300 hours, Students who complete COU 592 must subsequently enroll in COU 593 to complete the balance of the 600 hours of internship required for graduation. Three credits.

COU 593. INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING II (300).

Prerequisites: Students must be in their last two semesters of coursework AND have completed and PASSED the Core Comprehensive Examination and the following courses: COU 505, COU 510, COU 515, COU 520, COU 525, COU 530, COU 535, COU 540, COU 545, COU 550, EDU

505, EDU 506. Permission must be obtained from the Program Coordinator and Clinical Coordinator for any exceptions.

Supervised on-the-job experiences performing the duties of a clinical mental health counselor in a mental health setting. Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide valuable and culturally competent services to the consumers within a mental health setting.

COU 593 has a minimum of 300 hours of on-site internship experience in an approved mental health setting under the supervision of an approved supervisor licensed to practice independently (LPC preferred). Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. The oral component of the Specialty Area Capstone Project is completed at the end of 600 hours of internship experience Three credits.

COMMUNICATION

COM 542. BUSINESS AND PROFESSIONAL COMMUNICATION

Using a combination of lectures, case analyses, and research, the course advances students' understanding of communication concepts and skills to achieve individual and organizational goals. It provides an opportunity to master crucial business communication strategies, including written and oral communication with key stakeholders, listening strategies, interviewing skills, advocacy & negotiation strategies, crisis communication, and other "must-have" skills to be successful in a business environment. Three credits.

COMPUTER SCIENCE

CSC 591. PROJECT MANAGEMENT.

This is a concept course for future managers and data architects who want to be involved in the management, development, or implementation of ERP solutions. The course covers the fundamental development methodology of SAP-ASAP, extreme programming (XP), Rapid Application development(RAD) and joint application design (JAD) The course focuses particularly on the project management approaches of SAP and the development approaches of best-of-breed system architectures of ERP implementation at actual company sites (case studies). Students are expected to complete a self-selected case study for examining the lessons learned from a large implementation of an ERP system. Students will be required to write a significant research paper of high academic quality and to participate in one-on-one research advising sessions with the instructor. Upon completing the course, students will have obtained the core skills for working as a team lead on a large ERP implementation, or as the project manager of mid-sized ERP projects. Three credits.

ECONOMICS

ECO 502. MANAGERIAL ECONOMICS.

A study of the principles underlying some of the key decisions in a modern business enterprise in the areas of production, product pricing, and resource demand. Attention is focused on the different industry structures in which firms operate (competitive, oligopolistic, etc.) as well as the nature and characteristics of consumer demand. Three credits.

ECO 515. MACROECONOMIC FORECASTING.

An understanding of the macroeconomic environment and outlook is essential in managing enterprise risk. This course builds on concepts learned in macroeconomics and in econometrics as a foundation. Topics include: understanding key economic indicators, how they are measured, and how they should be critically examined; evaluating the various types of models used in macroeconomic forecasting (e.g., VAR and DSGE) and the techniques and assumptions employed in each; developing a context-appropriate dashboard of economic indicators for a particular enterprise. Particular attention will be given to the treatment of external shocks and policy changes and the optimization techniques used when non-zero probabilities attach to alternative scenarios. Three credits.

EDU 530. ECONOMICS OF SUSTAINABILITY.

Explores the development of ethical and strategic analysis; provides overview of microeconomic theory and models of environmental economics used to examine issues such as common property resources, externalities, environmental accounting contingent valuation and maximum sustainable yield. Examines principles of resources allocation applied to environmental goods and services, external environmental effects, and environmental public goods. Three credits.

EDUCATION

EDU 500. QUANTITATIVE METHODS

A technology based study of the descriptive, correlational, and inferential statistics frequently used by counselors and consultants. The selection and application of procedures appropriate to specific types of counseling research, program evaluation, test standardization, and mental measurement will be emphasized. Three credits.

EDU 505. RESEARCH AND STATISTICAL METHODS.

This course will introduce students to applied human research and enable them to understand counseling, psychology, and education-based research. Students will study common research designs and critically analyze published research. Students will learn to develop relevant research questions, design appropriate research paradigms, search applicable literature, and write a preliminary research proposal. (3 credits)

EDU 506. CHILD, INDIVIDUAL, AND FAMILY DEVELOPMENT.

This course is a study of an interdisciplinary nature, and is concerned with developmental issues that include physiological, physical, motor, neurological, cognitive, emotional, and social development. Emphasis will be placed on development within the context of family and community and on professional guidance through developmental challenges. (3 credits)

EDU 514. CURRENT TRENDS & ISSUES FOR LEADERS IN TODAY'S SCHOOLS.

A course designed to introduce current and future critical issues and resulting trends impacting the professions of education and school counseling. While the primary content for this course is dynamic, evolving as new trends and issues develop, emphasis will be placed on issues associated with ethics, respect and professionalism; legal implications and practices in education; diversity issues in the educating profession; the moral obligations of the teaching professional (as differentiated from "teaching morals"); education advocacy; leadership development; and the reflective, life-long learning code of the practicing education and counseling professional. Three credits.

EDU 515. FAMILY, SCHOOL, AND COMMUNITY.

Understanding systems theory to access formal and informal resources for diverse families of children. Emphasis is placed on systems of health care, child care, before and after school, nuclear and extended families and service coordination. Collaborative models promote a respect for diversity of culture, religion, socio-economic status, and language and the practical implications for establishing supportive and responsive partnerships. Three credits.

EDU 516. PRINCIPLES AND THEORIES OF LANGUAGE ACQUISITION.

Best practice theory and developmental sequences for supporting emerging speech and language, and in teaching English as a second language. Three credits

EDU 518. DISTRIBUTING, FACILITATING & COLLABORATING-LEADERSHIP FOR THE 21ST CENTURY.

This foundations course offers theory, research, and reflection on the current place of education in the culture, legal considerations, settings and modes for delivery of services, and a global consideration of education in the 21st century. It will also introduce such contrasts as teacher leadership, distributive leadership, collaboration and decision-making. These constructs will frame who school can implement a common vision in this day of site-based decision-making and accountability. Three credits.

EDU 519 LINGUISTICS.

Study of English phonology, morphology, semantics, syntax, and pragmatics. International Phonetic Alphabet, syntactic-pragmatic analysis. Three credits.

EDU 521. PERCEPTION AND DEVELOPMENT.

Study and application of speech acoustics, audiograms, hearing technology, brain development as influenced by perception and environment. Three credits.

EDU 522. DEAF AND HARD OF HEARING EDUCATION.

This overview course addresses family, cultural, and educational perspectives, consequences of deafness and hearing loss to cognition and socialization. Students develop basic functional understanding of all methods and review the literature on methodological efficacy and variables relevant to success. Legal, eligibility, and programmatic issues are addressed. Four credits.

EDU 532. BIRTH-KINDERGARTEN EXCEPTIONALITIES AND INCLUSION.

Understanding children who develop in diverse typical and atypical developmental paths, partnerships with parents, eligibility guidelines, collaborative partnerships with professionals, planning for intervention and inclusion in daily routines across settings. Three credits.

EDU 545. METHODS FOR ENGLISH LANGUAGE LEARNERS.

Articulating the sequences of language acquisition with the development of cognitive and academic skill sequences described in the Standard Course of Study.

Strategies, principles of learning, group and individual lessons, unit plans. Three credits.

EDU 548. PROMOTING AURAL AND VERBAL DEVELOPMENT.

Facilitating progress through typical developmental sequences and patterns of spoken language understanding and spoken language use. Emphasis is on parent participation models, family involvement, and authentic communicative assessment and intervention. Three credits.

EDU 581, 582, & 583. SPECIAL TOPICS.

Prerequisite: Approval of advisor.

The course is designed primarily for graduate students who may need 1-3 hours to satisfy their program requirements and who have an interest in the development of a major research or curriculum development projects. One, two, or three credits.

EDU 587. AUTHENTIC ASSESSMENT AND PLANNING FOR LANGUAGE LEARNERS.

Diagnostic teaching strategies for developing meaningful communication and for social and cognitive functioning with an emphasis on understanding developmental communication, language, speech, vocabulary, and cognition in first and second language learners. Three credits.

EDU 589. PROMOTING EMERGING LANGUAGE AND LITERACY.

Study of typical and atypical communication development; methods of authentically enhancing child care settings to foster optimal development of language and early literacy. Three credits.

EDU 595. INTERNSHIP.

An opportunity to synthesize skills and apply knowledge in a practicum experience in school, home, or clinical settings with a focus on promoting language and cognitive development in the areas of early childhood, ESL, or DHH education specialty areas. Three credits.

EDU 604. COMMUNITY COLLEGE & AMERICAN EDUCATION.

This course uses gamification to explore the objectives of the community college, philosophical and historical bases, changing roles, trends and issues in higher education, and economic and workforce development. Emphasis will be placed on an integrated overview of contemporary issues, policies, and practices that characterize the operational environments of community colleges in the 21st century, including financial management, accreditation, curriculum, and institutional planning.

EDU 610. ORGANIZATION/ADMINISTRATION OF COMMUNITY COLLEGE.

Organization & Administration in Higher Education. Provides concepts of organization and administration in contemporary institutions of higher education (including two-year institutions, public and private colleges and universities, and multi-campus systems) from macro to micro perspectives. Studies theory and practices of the organization as it relates to governance, structure, and management of the institution, with an emphasis on the interconnection between leadership and organizational culture.

EDU 612. COMMUNITY COLLEGE BUDGETING, FINANCE, AND MANAGEMENT.

Analyzes tools, methods, and problems in community college financial management, revenue sources, budget preparation, risk management, purchasing, and employee compensation.

EDU 615. FOUNDATIONS OF EDUCATION.

Co-requisite: EDU 636

Support toward meeting student teaching requirements and discussions on transforming and strengthening appropriate practices for diverse students, families, and communities. This course also includes in-depth examination of professionalism, current licensure processes, and the completion of a capstone project associated with the state-mandated pedagogy assessment.

EDU 616. CONTENT METHODOLOGY: PEDAGOGY & LESSON DEVELOPMENT.

This course includes both general and content-specific lesson and unit planning processes. Students develop and deliver multiple lessons in a laboratory-style setting, utilizing methods and literacy strategies appropriate for their respective content areas. Three credits

EDU 617. METHODS FOR INTEGRATING TECHNOLOGY.

This course involves the study and application of current and emerging technologies to the practice of teaching as a means to enhance student engagement, strengthen critical thinking skills, and increase student achievement. Three credits.

EDU 618. DIFFERENTIATION.

This course is a study of decision-making processes involved in adapting, accommodating and differentiating instruction to facilitate student learning. Strategies appropriate for students with diverse learning styles and at varying skill levels, particularly for students in special education, gifted and English language learner populations are addressed. IEP and ELL development and implementation are key components of this course. This course includes strategies for classroom management, with a focus on Positive Behavior Supports. Three credits.

EDU 620. HIGHER EDUCATION LEADERSHIP.

This course explores the roles of leadership in staff and program development, diffusion of innovations, ethics, and the uses of power in making educational decisions. Reviews research about leadership, with an emphasis on transformational leadership, creation and implementation of a vision.

EDU 621. DESIGN AND DEVELOPMENT OF CURRICULAR PROGRAMS.

Explores the relationship of the design of curricula and instructions to current research about learning and the administration of higher education. Assignments provide opportunities to survey current best practices, trends, and essential tools for the development of curriculum and its evaluation. Three credits

EDU 622. PART TIME INTERNSHIP I.

Pre-Requisite: *Admission to the MAT program.*

This course is a part-time clinical experience in a public school classroom. Teacher licensure-seeking candidates are placed in classrooms with master teachers (clinical educators) to develop and practice targeted pedagogical skills, assessment strategies, and reflection. This course also includes in-depth examination of professionalism, current licensure processes, and preparation for the state-mandated pedagogy assessment. Three credits.

EDU 623. PART TIME INTERNSHIP II.

Pre-requisites: *Admission to the MAT program. Successful completion of EDU 621 or comparable experience in a public school classroom.*

This course is the continuation of a part-time clinical experience in a public school classroom. Teacher licensure-seeking candidates are placed in classrooms with master teachers (clinical educators) to practice targeted pedagogical skills such as individual tutoring, varied group instruction, co-teaching, family and community collaboration, and action research. Candidate assessment utilizes a cognitive coaching model to develop, assess and evaluate development, and reflection. This course also includes in-depth examination of professionalism, current licensure processes, and preparation for the state-mandated pedagogy assessment. Three credits.

EDU 624. FIELD EXPERIENCE LAB.

Application and reflective analysis of educational theories in authentic classroom and/or community situations. Students will observe pedagogical situations and engage with educational stakeholders. One credit.

EDU 625. LAW AND ETHICS IN EDUCATION

Examines legal issues relevant to K-16 education to provide students with the fundamental knowledge of education law for administrators in a variety of educational settings. Topics include the legal governance of higher education, academic freedom, affirmative action, and legal issues pertinent to personnel, risk management, curriculum, student services, faculty and students. Three credits.

EDU 626. MAT INTERNSHIP I.

Pre-requisites: Only students completing the full-time course sequence will be admitted to this course. Co-requisite: EDU 626S: Internship I Seminar.

This course is a full-time clinical experience in a public school classroom. Teacher licensure-seeking candidates are placed in classrooms with master teachers (clinical educators) to practice targeted pedagogical skills such as individual tutoring, varied group instruction, co-teaching, and action research. Candidate assessment utilizes a cognitive coaching model to develop, assess and evaluate development, and reflection. Successful creation of required evidence for licensure is required. Four credits.

EDU 626S. INTERNSHIP I SEMINAR.

Co-requisite: EDU 626.

Preparation for meeting student teaching requirements and discussions on transforming and strengthening appropriate practices for diverse students, families, and communities. This course also includes in-depth examination of professionalism, current licensure processes, and preparation for the state-mandated pedagogy assessment.

EDU 627. ASSESSMENT.

This course explores types of assessments, their theoretical foundations, and classroom applications. Best practices in test preparation as well as the evaluation of instruction and assessment-based grading are included. Students develop and defend a comprehensive grading policy and assessment system. Three credits

EDU 628. ADVANCED CONTENT METHODOLOGY: LITERACY ACROSS THE CONTENT AREA.

This course focuses on theories and strategies for implementing a literacy program to support students' content-area learning and literacy skill development. This advanced methods course covers literacy strategies appropriate for teaching reading and writing across multiple content areas. Three credits.

EDU 630. THE ADULT LEARNER

An examination of the learning styles and motivations of the adult learner and the exploration of strategies for teaching, advising, and retaining the adult learner across various generations.

EDU 631. DESIGN AND DEVELOPMENT FOR STUDENT SUPPORT AND DEVELOPMENT PROGRAMS.

An analysis of student development theory as it relates to the design and development of community college student support programs. Persistence and retention of at-risk populations will also be explored.

EDU 635. PLANNING AND ASSESSING TWO-YEAR PROGRAMS

Introduces students to assessment and evaluation principles and practices from a range of perspectives. Covers uses and limitations of broad range of assessment and evaluation approaches in adult educational settings, with particular focus on community college assessment and accreditation. Three credits.

EDU 636. MAT INTERNSHIP II.

Pre-requisite: Verification of successful completion of state licensure content examinations.

Co-requisite: EDU 636S: Internship II Seminar.

This course is a full-time clinical experience and a continuation of the school placement for EDU 626. During the semester, interns begin to take on increasing responsibility in the classroom, picking up full responsibility for planning, instruction, and assessment of the master teacher's (clinical educator's) classes for at least 5-7 weeks during a minimum 16-week semester sequence. Lateral entry teachers will be expected to consult with and be observed by a master teacher mentor and will be observed and coached by a university supervisor during the 16-week semester. Intern assessment utilizes a cognitive coaching model. All interns must show evidence of positively impacting student learning, and residents in public school settings must meet all performance-based criteria required in the NC Certification of Teaching Capacity. Four credits.

EDU 636S. INTERNSHIP II SEMINAR.

Co-requisite: EDU 636

Support toward meeting student teaching requirements and discussions on transforming and strengthening appropriate practices for diverse students, families, and communities. This course also includes in-depth examination of professionalism, current licensure processes, and the completion of a capstone project associated with the state-mandated pedagogy assessment.

EDU 638. DIVERSITY, EQUITY AND GLOBAL ISSUES IN EDUCATION.

This course uses the conceptual lenses of race, class, gender, ethnicity, sexual orientation, privilege, and marginalization to explore the relationship between equity and student achievement in U.S. classrooms. Critical analysis of and reflection on teacher candidates' personal backgrounds, identities, and experiences are included. Three credits.

EDU 650. INTERNSHIP: COMMUNITY COLLEGE ADMINISTRATION.**EDU 651. FOUNDATIONS OF DISTANCE EDUCATION: RESEARCH, DATA, AND PROMISING PRACTICES**

This course will examine the development of distance education in K-12, higher education, and corporate environments. Students will explore research related to distance education and complete a review of current literature in their particular field. Three credits.

EDU 652. HOW PEOPLE LEARN

This course will explore learning theories and their implications in online environments. Students will develop an understanding of diverse theories of how people learn and explore concepts related to learning, including development, motivation, efficacy, and achievement. Three credits.

EDU 653. EMERGING WEB AND MOBILE TECHNOLOGIES

This course is designed to expose students to emerging web and mobile technologies and their applications in online environments. Students will explore current trends in technologies and research-based practices for utilizing technologies to design and deliver online instruction. Three credits.

EDU 654. METHODS FOR ONLINE TEACHING AND LEARNING

The purpose of this course is to examine theory and practice related to effective methods for online education. Students will conduct research on various aspects of online learning and be actively engaged in the application of effective methods for designing and delivering learning experiences online. Three credits.

EDU 655. ASSESSMENT OF LEARNING OUTCOMES IN ONLINE ENVIRONMENTS

This course will explore research-based practices for developing and assessing learning outcomes in online environments. Students will apply assessment techniques to measure the impact of their online design and delivery on learning outcomes. Three credits.

EDU 656. INDIVIDUALIZATION IN ONLINE ENVIRONMENTS

Pre-requisite: EDU 630 or EDU 652

This course will model effective techniques for providing individualized instruction to meet the needs of diverse populations. Students will explore, evaluate, and apply methods for individualization in online environments. Three credit hours. Three credits.

EDU 657. INSTRUCTIONAL DESIGN: THEORY AND RESEARCH

This course will explore instructional design models and research on the use of instructional design in online environments. Students will research an instructional design model that will provide the foundation for their work in the remaining courses within the program. Three credits.

EDU 659. LEADING TECHNOLOGY CHANGE IN BUSINESS AND EDUCATION

This course is designed to prepare students to lead technology change in their workplace settings. Students will explore current educational and organizational leadership theories and practices, particularly related to the use of technology in education and for-profit/non-profit settings. Three credits.

EDU 660. INSTRUCTIONAL DESIGN: APPLICATION

Pre-requisite requirement of all program courses.

Serving as the program practicum, this course is designed to provide students with an opportunity to apply instructional design principles in their field or setting. Students will develop and rationalize an instructional unit or training module using research-based instructional design principles. Six credits.

EDU 670. PRACTICUM IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN

This practicum is designed to provide students with an opportunity to apply program outcomes in an authentic setting. The practicum will be tied to the specific program learning outcomes and applied to an actual setting within a K-12 online classroom, higher education online course, or corporate environment. This six-hour practicum is designed for students pursuing the Master of Science in Online Teaching and Instructional Design. Six credit hours.

HEALTH, EXERCISE, AND SPORT SCIENCE

EXS 505: Sports Nutrition

This course provides in-depth exploration of the dietary needs of physically active individuals across the life span. Its laboratory component will focus on performance and interpretation of assessments commonly used to determine dietary and physiological status.

EXS 510: Sport and Exercise Psychology

An introduction to the theories and research related to sport and exercise psychology and application to diverse settings. Topics will include motivational orientations, leadership, communication, and applied psychological skills.

EXS 515: Human Movement & Biomechanics

This course will take an in-depth look at the anatomical and mechanical analysis of human movement. The emphasis of the course is on exercise and sport movements through an understanding, appreciation, and application of biomechanical principles.

EXS 530: Exercise Testing and Prescription

This course is designed for fitness and healthcare professionals to examine research based quality screenings and exercise testing procedures. Along with the practical aspects of fitness evaluation, client interviews and education through exercise prescription, measurement, and management.

EXS 520 Seminar in Exercise Science

The seminar in exercise science provides students an opportunity to learn from esteemed guest speakers presenting their current research in the field, honing professional skills such as interviewing and grant writing, and becoming involved in the profession at both the regional and national level.

EXS 525 Exercise Physiology

This class is designed to provide an advanced study of the physiological processes resulting from acute and chronic exercise stress. Exercise physiology topics will be approached from both a health-related and sports performance standpoint

EXS 540 Integrated Experience I (2)

This course will expose students to practical, applied experience within the field of exercise science, in preparation for matriculation into employment in the health/fitness industry.

EXS 541 Integrated Experience II (2)

This course will expose students to practical, applied experience within the field of exercise science, in preparation for matriculation into employment in the health/fitness industry. Continuation of Integrated Experience I.

EXS 542 Integrated Experience III (2)

This course will expose students to practical, applied experience within the field of exercise science, in preparation for matriculation into employment in the health/fitness industry.

Continuation of Integrated Experience II.

EXS 545 Thesis I (2)

Students will conduct a publishable research experiment. All aspects of research will be completed, from idea development, to literature review, approval to use human subjects in an experiment, data collection and analysis, interpretation, and presentation/publication.

EXS 546 Thesis II (2)

Students will conduct a publishable research experiment. All aspects of research will be completed, from idea development, to literature review, approval to use human subjects in an experiment, data collection and analysis, interpretation, and presentation/publication.

Continuation of Thesis I.

EXS 547 Thesis III (2)

Students will conduct a publishable research experiment. All aspects of research will be completed, from idea development, to literature review, approval to use human subjects in an experiment, data collection and analysis, interpretation, and presentation/publication.

Continuation of Thesis II.

HES 510. FOUNDATIONS OF ATHLETIC TRAINING.

This course serves as the introductory course for individuals seeking certification as an Athletic Trainer. Students will be introduced to the Athletic Training Educational Competencies, the scope and practice of athletic training, and professional aspects of athletic training. Four credits.

HES 511. INTRODUCTION TO CLINICAL PRACTICE.

Orientation to clinical practice that focuses on clinical reasoning, evidence-based practice, and common topics necessary to successful clinical practice. One credit.

HES 515. SPORT AND EXERCISE PERFORMANCE.

This course is designed to investigate and apply principles of exercise physiology, biomechanics, nutrition, and motor learning as they relate to improving sport and exercise performance. Three credits.

HES 516. PRINCIPLES OF REHABILITATION.

Co-requisite: HES 516L.

An in-depth examination of common rehabilitation techniques in the athletic training field. Two credits.

HES 516L. PRINCIPLES OF REHABILITATION LAB.

Co-requisite: HES 516.

Focusing on skill development in common rehabilitation techniques in the athletic training field. One credit.

HES 520. MODALITIES.

A survey of the physiological effects, indications, and contraindications of a wide range of contemporary therapeutic modalities and basic therapeutic exercise/rehabilitation. Two credits.

HES 520L. MODALITIES LAB.

Focusing on the proper selection and application of therapeutic modalities. One credit.

HES 525. SEMINAR: PSYCHO-SOCIAL ASPECTS OF ATHLETIC TRAINING.

A survey of the psychological factors of injury management, eating disorders, drug education and abuse, and basic patient counseling. Three credits.

HES 530. ASSESSMENT & MANAGEMENT OF THE LOWER EXTREMITY & LUMBAR SPINE.

An in-depth and integrated examination of anatomy, injury assessment and recognition procedures, acute care and injury management procedures, evidence based practice treatment and rehabilitation methods, pharmacology and return to play criteria. This course will focus on injuries, illnesses, and conditions associated with the lumbar spine and lower extremity. Three credits.

HES 530L. ASSESSMENT & MANAGEMENT OF THE LOWER EXTREMITY & LUMBAR SPINE LAB.

Focusing on evaluation, treatment and rehabilitation techniques for the lower extremity and lumbar spine. One credit.

HES 535. ASSESSMENT & MANAGEMENT OF THE UPPER EXTREMITY & CERVICAL SPINE.

An in-depth and integrated examination of anatomy, injury assessment and recognition procedures, acute care and injury management procedures, evidence based practice treatment and rehabilitation methods, pharmacology and return to play criteria. This course will focus on injuries, illnesses, and conditions associated with the cervical spine, head, face, and upper extremity. Three credits.

HES 535L. ASSESSMENT & TREATMENT OF THE UPPER EXTREMITY & CERVICAL SPINE LAB.

Focusing on evaluation, treatment and rehabilitation for the upper extremity and cervical spine. One credit.

HES 540. ASSESSMENT & MANAGEMENT OF NON-ORTHOPEDIC CONDITIONS.

Co-requisite: HES 540L.

An in-depth and integrated examination of anatomy, injury assessment and recognition procedures, acute care and injury management procedures, evidenced-based practice treatment and rehabilitation methods, pharmacology and return to play criteria. This course will focus on injuries, illness, and conditions associated with the thorax, abdomen, eyes, ears, nose, throat, and general medical conditions. Three credits.

HES 540L. ASSESSMENT & MANAGEMENT OF NON-ORTHOPEDIC LAB.

Co-requisite: HES 540.

Focusing on evaluation, treatment and management techniques for non-orthopedic conditions. One credit.

HES 550. CLINICAL EDUCATION I.

This course is designed to provide students an opportunity for the integration and application of knowledge and skills learned in formal classroom and laboratory settings, to actual practice on patients (standardized and real) under the supervision of an ACI/CI. Clinical assignments will focus on prevention and management skills with high school athletes and college athletes. This

is an equipment intensive experience. Students must successfully complete all components of the clinical education course in order to progress in the MS in AT program. This requirements applies to meeting the 75% minimum level on all Clinical Proficiencies and/or completion of required field experience hours. Failure to meet the progression standards will delay completion of the degree program. Three credits.

HES 555. CLINICAL EDUCATION II.

This course is designed to provide students an opportunity for the integration and application of knowledge and skills learned in formal classroom an laboratory settings, to actual practice on patients (standardized and real) under the supervision of an ACI/CI. Clinical assignments will focus on the collegiate athlete. This course is an upper and lower extremity experience. Students must successfully complete all components of the clinical education course in order to progress in the MS in AT program. This requirements applies to meeting the 75% minimum level on all Clinical Proficiencies and/or completion of required field experience hours. Failure to meet the progression standards will delay completion of the degree program. Three credits.

HES 605. TEACHING PHYSICAL EDUATION, K-12.

Methods, material, and techniques of teaching Physical Education, K-12.

HES 606. TEACHING HEALTH EDUCATION, K-12.

Methods, material, and techniques of teaching Health Education, K-12.

HES 645. SEMINAR: CURRENT ISSUES AND MANAGEMENT.

A seminar course to examine current issues in athletic training along with healthcare administration and professional development. Three credits.

HES 650. CLINICAL EDUCATION III.

This course is designed to provide students an opportunity for the integration and application of knowledge and skills learned in formal classroom and laboratory settings, to actual practice on patients (standardized and real) under the supervision of an ACI/CI. Clinical assignments will focus on integration of assessment, recognition, and management of injuries and conditions. This is an equipment intensive course focusing on orthopedic and rehabilitation experiences. Students must successfully complete all components of the clinical education course in order to progress in the MS in AT program. This requirements applies to meeting the 75% minimum level on all Clinical Proficiencies and/or completion of required field experience hours. Failure to meet the progression standards will delay completion of the degree program. Six credits.

HES 655. CLINICAL EDUCATION IV.

This course is designed to provide students an opportunity for the integration and application of knowledge and skills learned in formal and classroom and laboratory settings, to actual practice on patients (standardized and real) under the supervision of an ACI/CI. Clinical assignments will focus on integration of assessment, recognition, and management of injuries, and conditions. Focus will be on the upper extremity, lower extremity, general medical, orthopedic, and rehabilitation. Six credits.

HES 670. ATHLETIC TRAINING CAPSTONE.

culminating experience for the AT students to showcase their readiness for entry-level employment. Completion of the AT research project, including presentation, will be required. Three credits.

HUMAN SERVICES

HCS 505. THEORETICAL FOUNDATIONS & HISTORY OF HUMAN SERVICES.

This course provides students with a broad conceptual understanding of the philosophical and theoretical underpinnings of the profession including the history of human services professions, legislative factors affecting human services, political ideologies surrounding human services, and issues of advocacy and social change. Three credits.

HCS 510. HUMAN SYSTEMS.

This course provides students with knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Three credits.

HCS 515. HUMAN SERVICES DELIVERY SYSTEMS.

This course addresses the scope of conditions that promote or inhibit human functioning and discusses the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning through social change initiatives. Three credits.

HCS 516. ADMINISTRATION AND MANAGEMENT OF HUMAN SERVICES DELIVERY SYSTEMS.

This course provides students with knowledge, theory, and skills in the administrative aspects of the services delivery system including organizational management, supervision, strategic planning and budgeting. Three credits.

HCS 520. INFORMATION MANAGEMENT FOR HUMAN SERVICES PROFESSIONALS.

This course provides students with the skills necessary to effectively research, analyze, report and use information from a broad array of sources to inform their practice as a human services professional and impact change for individuals and groups served. Three credits.

HCS 525. HUMAN SERVICES PROGRAM PLANNING AND EVALUATION.

This course provides students with knowledge, theory and skills in the systematic analysis of service needs; the selection of appropriate strategies, services, or interventions; and the evaluation of outcomes. Three credits.

HCS 530. INTERVENTIONS AND DIRECT DELIVERY HUMAN SERVICES.

This course provides students with the theory, knowledge and intervention skills to effectively interact with clients using appropriate prevention, intervention, and maintenance strategies and techniques to achieve maximum autonomy and functioning. Three credits.

HCS 535. INTERPERSONAL COMMUNICATIONS FOR HUMAN SERVICES PROFESSIONALS.

This course provides students with knowledge and skills to effectively communicate with a variety of constituents. Conflict management strategies and ethical communication practices receive focused attention in the course. Three credits.

HCS 540. HUMAN SERVICES CLIENT-RELATED VALUES AND ATTITUDES.

This course prepares students to incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. This course will be taken in conjunction with the Human Services practicum. Three credits.

HCS 550. CAREER CONSULTATION & ASSESSMENT.

Through this course, students gain a comprehensive overview of the process, and methods in the field of career counseling consultation and assessment as well as the qualifications required of the career counselor to consult in a variety of settings. Students learn the techniques that career counselors may employ within different models of consultation, and they explore the different types of assessments used in clinical, educational, and organizational settings. Three credits.

HCS 590, 591, 592. PRACTICUM & APPLIED RESEARCH.

This professional practicum is a learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently taught in the classroom. It should be an integral part of the total education process. Six credit hours.

HCS 590. Practicum & Applied Research in Human Services Management.

HCS 591. Practicum & Applied Research in Addictions Counseling.

HCS 592. Practicum & Applied Research in Career Development.

LEADERSHIP

LED 505. THEORIES OF LEADERSHIP & ADMINISTRATION.

This course provides students with a fundamental and practical understanding of leadership and administration theory as it is understood by scholars and practitioners across disciplines; encourages students to develop their own conceptual and ethical frameworks for diagnosing and intervening in organizational systems; and provides students with opportunities to test and integrate their learning with experience in order to further their capacities for exercising both leadership and administrative authority. Three credits.

LED 510. LEADING CHANGE IN ORGANIZATIONS.

To remain competitive, organizations need to embrace change to continue to meet the needs of all stakeholders. This course explores the interconnection between leadership and organizational culture by delving into the challenges and techniques necessary to implement change to assist an organization in meeting its goals and building for the future. Three credits.

LED 525. LEGAL AND ETHICAL ISSUES OF LEADERSHIP.

This course deals with the roles and responsibilities of organizations in a global society; teaches models of ethical decision-making that incorporate multiple points of view, including diverse cultural worldviews and legal perspectives; and addresses those factors that contribute to and constrain ethical behavior in and by organizations. Students will then apply these concepts to relevant organizational problems. Three credits.

LED 530. FIELD PRACTICUM IN LEADERSHIP & APPLIED RESEARCH.

Students will be placed in an internship within their selected concentration field. The experience requires at least 90 hours of site-based practicum hours. Students will complete an applied research project during the course of the internship experience. Six credits.

MATHEMATICS

MAT 515. APPLIED STATISTICAL METHODS.

This is an applied statistical methods course focusing on solving real world problems using statistical software such as SAS, Excel and other. This course has no prerequisites but some basic understanding of descriptive statistics and critical thinking skills are expected of the

students. The course introduces the students to descriptive statistics, data collection methods, experimental research design and analysis, predictive modeling, analysis of variance, factor analysis, theory building and analysis of patterns and groups in data sets. The course is intended for master level students in fields such as business, health sciences, education, management, and other applied sciences. It provides in-depth knowledge of common statistical, data analytics and research methods, used by practitioners in these fields. Three credits.

MAT 531. PROBABILITY I – DISCRETE DISTRIBUTIONS.

An overview of discrete probability theory. Topics include: Axiomatic approach to probability; Elementary methods in combinatorics; Inclusion-Exclusion; Independence; Conditional Probability; Discrete Random Variables; Expectation, variance, and higher moments; Generating Functions; Standard Distributions: uniform, binomial, geometric, negative binomial, hypergeometric, Poisson; Joint distributions; covariance; Introduction to Markov chains. This course provides preparation for the P Actuarial Exam. Three credits.

MAT 532. PROBABILITY II – CONTINUOUS DISTRIBUTIONS.

An overview of calculus-based probability theory. Topics include: Axioms of probability theory; Continuous random variables: PDF and CDF; Expectation and variance; Uniform, exponential, Weibull and Gamma distributions; The normal distribution; The central limit theorem; Student and chi-squared distributions; Multidimensional densities; multivariate normals; Conditional distributions; conditional expectation; covariance; Law of total variance. This course provides preparation for the P Actuarial Exam. Three credits.

MAT 540. STATISTICAL MODELING FOR SUSTAINABILITY.

Provides knowledge of statistical theory and methods of applied data analysis to enable students to understand and critique empirical research papers and to conduct their own basic quantitative analysis. Students are exposed to applications of statistical methods in the literature to foster an understanding for how statistical and econometric tools are utilized in a synthesis of social and natural science theory. Three credits.

MAT 551. FINANCIAL MATHEMATICS.

Pre-requisite: MAT 166.

This course is a mathematical treatment of some fundamental concepts of financial mathematics and their application to basic risk management. Topics include valuing investments, capital budgeting, valuing contingent cash flows, yield curves, spot rates, forward rates, short sales, Macaulay duration, modified duration, convexity and immunization, financial derivatives and their use in risk management. Students will be required to do a major research project or paper. This course provides preparation for the FM Actuarial Exam. Three credits.

MINISTRY

CPE 500 CLINICAL PASTORAL EDUCATION

For the MDiv degree the seminary requires one basic unit of Clinical Pastoral Education (CPE) for which six hours of credit are awarded. Students must submit the required documents to the Professor of Contextual Education. No credits are given for additional CPE units. CPE consists of training programs and service opportunities certified by the Association of Clinical Pastoral Education (of which the seminary is a member) in hospitals for the mentally ill, general

hospitals, correctional institutions, centers for rehabilitation of alcoholics, institutions for the aging, etc. The Director of Contextual Education guides students in their applications. Program fees vary and are paid by the student.

MIN 500A. BOUNDARY TRAINING.

Boundary Training. This prerequisite focuses on how church leaders provide safe spaces for ministry. Of particular importance are boundaries related to professional ethics, finances, and the prevention of sexual misconduct. This course fulfills denominational requirements for public ministers to serve in congregational or agency settings as a minister or representative of that denomination. Students are required to successfully complete this course before beginning MIN 500 – Field Education. 0 credit hours.

MIN 500. FIELD EDUCATION I.

Pre-requisite: MIN 500A, Boundary Training.
First-semester teaching parish field work. One credit.

MIN 501. FIELD EDUCATION II.

Second-semester teaching parish field work. One credit.

MIN 502. CROSS CULTURAL REQUIREMENT (MULTIPLE CHOICES).

Rather than a set program for this requirement, in consultation with her or his advisor, the student has flexibility to participate in one or more options that are offered to fulfill this requirement. The student may consider the form of immersion that best takes into account prior experiences and that contributes to her or his readiness for future ministry. The approved immersion experience must bring the student into a significant encounter with a culture different from their prior experience. Cross-cultural opportunities, generally available during Maymester or between fall and spring semesters, include immersions in foreign countries as well as immersions in other cultures within the United States. The cross-cultural requirement is a one-credit-hour, stand-alone course. This credit cannot also be applied as part of a three-credit-hour course.

MIN 505. FOUNDATIONS IN PASTORAL CARE.

This course investigates the resources and practices of pastoral care based on theological understandings of God and human experience in the context of local faith communities. Students develop an approach to pastoral care that integrates insights from scripture, theology, and personal experience in relationship to the multiplicity of contexts in which ministry occurs. Basic skills in case analysis, pastoral conversation, and self-awareness are developed to enhance the ability to offer care, to lead communities of care, and to be attentive to continuing self-care throughout one's professional life. Three credits.

MIN 510. FOUNDATIONS OF CHRISTIAN WORSHIP.

This course is designed to help students deepen their biblical, theological, historical, and ritual understanding of Christian worship; to develop and strengthen worship leadership; and to broaden the liturgical experience to communicate faith with individuals and communities. Through lectures, readings, discussions, presentations, and worship exercises, students will be encouraged to become creative spiritual worship leaders who can help their congregations live faithfully in the presence of God in various spheres of life. Students will engage in analysis of contemporary religious traditions and institutions to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationship. Three credits.

MIN 520. FOUNDATIONS IN CHRISTIAN MISSION.

This course is a study of the patterns and structures of Christian mission today in light of the biblical witness, Trinitarian theology, and confessional traditions in the context of local faith communities. Resources in the cultural and social sciences are explored for theologically interpreting persons, institutions, and locations for the sake of confessing, communicating, and living in the gospel for the sake of God's mission in the world today. Attention is given to the use of these resources for Christian mission in 21st-century North American contexts. Three credits.

MIN 535. LEADERSHIP IN THE AFRICAN AMERICAN CHURCH.

The course will examine historical and contemporary African American leadership concepts and styles within the context of the African American church. Students will learn about the historical, political, and economical role of the black church in leadership development and social action. Three credits.

MIN 560. MARRIAGE AND FAMILY PASTORAL CARE.

Prerequisite: MIN 505

This course explores contemporary views of marriage and family from the perspectives of scripture, theology, family systems, and interpersonal communications. The influence on family of origin in the shaping of ministry will be addressed. Students will develop basic skill in short term marital and family counseling as well as how to prepare a comprehensive and theologically based model for marriage and family ministry within a congregation. Three credits.

MIN 580. MILITARY CHAPLAINCY DISCERNMENT.

This elective seminar course examines the unique ministry of military chaplains. It provides students an opportunity to begin or deepen a discernment process regarding military chaplaincy. Course activities and student requirements focus on helping students gain a better understanding of this specialized ministry and their suitability for military chaplaincy. The seminar examines religious identity, principles of chaplaincy practice, and ethics for military service. Topics address the history and practice of military chaplains during war and peace time in a variety of settings. The course also explores pastoral care for military members, veterans, and family members affected by service. Students will make site visits to military settings to learn from chaplains with a wide range of ministry experiences. The course is structured as a seminar in which students make a variety of presentations. Three credits.

MIN 581. CHAPLAINCY LEADERSHIP IN SPECIALIZED SETTINGS.

This elective intensive course is designed to examine ministry by pastors serving as chaplains in specialized settings (military, hospital, prison, or other institutional ministries). Three elements of chaplaincy practice explored are (1) worship, preaching and public speech, (2) interfaith engagements, and (3) pastoral care and counseling. This course provides students academic, conceptual frameworks and practical introductions to major issues in chaplaincy. Course activities and student requirements focus on helping students gain a better understanding of specialized ministries and their role as spiritual and missional leaders in public, institutional settings. Topics address basic contours of chaplaincy ministry, the context for missional leadership, worship planning, preaching and public speech in pluralistic settings, organizations using a systems perspective, and major pastoral care encounters in chaplaincy ministry. Three credits.

MIN 600. FIELD EDUCATION III.

Third-semester teaching parish field work. One credit.

MIN 601. FIELD EDUCATION IV.

Fourth-semester teaching parish field work. One credit.

MIN 610. FOUNDATIONS IN PREACHING.

Prerequisites: BIB 510, THL 500

This course is designed to introduce students to the necessary elements of biblical preaching. Students will learn and practice appropriate exegetical methods for preaching. Coursework will include preparing, preaching, and reflecting upon sermons. Through discussions, lectures, preparation and preaching of sermons, sermon evaluation and critique, and various writing assignments, students will develop skills as preachers and begin to articulate their own theology of proclamation. Three credits.

MIN 615. PREACHING PUBLIC ISSUES.

Prerequisite: MIN 610

Through readings, seminar discussion, preparation and preaching of sermons, oral and written sermon response, and class participation, students will investigate and present the homiletical possibilities for and challenges of preaching on public issues. Throughout the semester, students will intentionally engage in the task of keeping the Bible in one hand and the newspaper in the other. Three credits.

MIN 617. TRANSFORMING CONGREGATIONS FOR MISSION.

This course helps persons gain ability to engage an existing congregation, discern what God is doing, and lead the congregation in mission. Renewal and revitalization efforts are learned through critical theological reflection, Bible study, current literature, case studies of real congregations, and examination of current leadership practices. Participants develop a theological imagination for transforming congregations in diverse contexts and applicable within urban, suburban, small town, or rural settings. Church in Context elective. Three credits.

MIN 625. INTRODUCTION TO PEACE STUDIES.

This course is concerned with the deterrence, de-escalation, and resolution of violent conflicts as well as nonviolent behaviors with a view towards understanding those processes which lead to a more desirable human condition. Peace Studies is the methodical study of the origins of violent dispute and the conditions of peace with an emphasis on peace building and reconciliation. This course provides students with some of the theoretical and analytical tools needed to think critically about these questions and others. Church in Context elective. Three credits.

MIN 631. BIBLICAL STEWARDSHIP.

Issues of economic life, justice, stewardship in the Church, and stewardship of the world are all issues for Christians. Persons preparing for missional leadership in the Church are asked to be steward leaders in their places of ministry. Effective leaders are knowledgeable about the intersection of theology, economics, and justice. This course studies selected biblical texts across the canon of the Hebrew Bible and the New Testament, and reflects on theological issues related to economics, justice, stewardship, and the stewardship of our Earth home. Three credits.

MIN 635. PREACHING IN THE WESLEYAN TRADITION.

Prerequisite: MIN 610

Through lectures, readings, and class discussions, the course identifies the historical background, core theological themes, missional vision, and homiletical principles which

constitute preaching that is faithful to the Wesleyan tradition. The course includes both theory and practice as students prepare and present sermons for peer and instructor evaluation. Three credits.

MIN 636. PREACHING IN THE AFRICAN AMERICAN TRADITION.

Prerequisite: MIN 610

This course is designed for students who will be serving in ministry in African American congregations. Students will, through discussion, lectures, preparation, and preaching sermons, be encouraged to develop their own method for preaching theologically sound and biblically articulate sermons within the African American context. Three credits.

MIN 660. LUTHERAN POLITY AND CONGREGATIONAL LEADERSHIP, ELCA.

Prerequisite: Senior status

Particular attention is given to the day-to-day operation of the local congregation. Issues addressed include rostered leadership and church-wide relationships, contextual and theological assessment, vision and mission development, finances and risk management, council and committee organization, staff and volunteer motivation, job descriptions and evaluations, record keeping and administration. Three credits.

MIN 661. EVANGELISM AND LEADERSHIP.

Pastors seldom rate evangelism among their highest priorities. Yet lay people consider evangelism a pastor's job. We need to re-think evangelism! This course provides biblical, theological, and pastoral foundations for reimagining evangelism for today's contexts. Students will study corporate and individual, lay and clergy, theoretical and practical approaches to evangelism and will explore ways to integrate these into the full ministry of the local congregation. They will engage not only the "why" and "what" of evangelism, but will also practice the "how" of evangelism through readings, presentations, and course projects. This course satisfies the requirement of The United Methodist Church for students preparing for ordained ministry. Three credits.

MIN 683. SPECIAL TOPICS.

Special topics courses in the discipline of ministry.

MIN 701. ELCA MDIV INTERNSHIP PART I.

Prerequisites: discretion of the LTSS Coordinator of Internship; a positive endorsement decision from the student's candidacy committee; completion of BIB 501, BIB 502, BIB 510, BIB 511, MIN 505, MIN 510, MIN 610, MIN 500, MIN 501, MIN 600, MIN 601, THL 500, THL 550, CPE.

While the internship is not a degree requirement at Lutheran Theological Southern Seminary, it is an ecclesiastical requirement of the Evangelical Lutheran Church in America for candidates for ordained ministry. As such, the seminary administers the internship program for its ELCA students on behalf of the ELCA, and in partnership with the ELCA, the various Candidacy Committees of our ELCA students, and the congregations and other agencies which serve as teaching sites for the interns. By engaging in a minimum of 2000 hours of supervised experience across a broad range of ministerial tasks, the interns gain skills needed for pastoral ministry, integrate their academic learning with the practice of pastoral ministry, and begin to form their own pastoral identity. Credits for internship do not count toward graduation or degree requirements. Six credits.

MIN 702. ELCA MDIV INTERNSHIP PART II.

Students in their second half of internship register for this course. Six credits.

MIN 751. CONFLICT IN THE CHURCH.

Prerequisites: Senior status or consent of instructor

Sources and development of conflict in the local church, with attention to the theory and methodology of intervention from the perspective of pastoral theology. Issues addressed include the most frequent causes of conflict in the congregation, the characteristics of each stage in its development, and basic skills in dealing with conflict in a variety of roles and situations. Three credits.

MIN 795. THESIS SEMINAR.

A supervised research project during first semester of the senior year, providing the basis for a senior thesis to be completed during the final semester. Three credits.

MIN 796. SENIOR THESIS.

A continuation of MIN 795; completed according to established guidelines. Three credits.

DIETETICS INTERNSHIP**NTR 501. DIETETIC INTERNSHIP I.**

For Dietetics Internship students only.

Professional skills related to clinical, community and administrative dietetics along with childhood obesity prevention and treatment. Includes preparation for supervised practice activities, clinical problem-solving, assessing medical record data, evaluating food intake, planning modified diets, and reviewing medical and research literature and introduction to childhood obesity treatment and prevention. Critical thinking, cultural competency, communication and teamwork are emphasized. Students apply skills through practical experiences in clinical, community and administrative rotations. Nine credits.

NTR 502. DIETETIC INTERNSHIP II.

For Dietetics Internship students only.

Professional skills related to clinical, community and administrative dietetics along with childhood obesity prevention and treatment. Includes clinical problem-solving, assessing medical record data, evaluating food intake, planning modified diets, reviewing medical and research literature, case studies in childhood obesity, professional job search skills and preparation for the RD credentialing exam. Critical thinking, cultural competency, communication and teamwork are emphasized. Students apply skills through practical experiences in clinical, community and administrative rotations. Nine credits.

NURSING**MSN Nursing Courses:****NUR 501 THEORIES FOR ADVANCED NURSING PRACTICE**

This course introduces nursing theories and other theories applicable to nursing practice. An overview of nursing theory is provided, including the historical development of nursing theory. Other applicable theories include change theory, chaos theory and systems theory. The relationships between theory, nursing practice, nursing administration and nursing education are explored. Three credits.

NUR 502 INTRODUCTION TO ADVANCED NURSING LEADERSHIP

This course explores the various roles for the MSN prepared nurse. The course includes brief introductions to leadership in education, administration and advanced practice. Methods for improving patient outcomes and system wide issues are explored. An overview of educational and administrative theories and practices is introduced. Three credits.

NUR 503 NURSING RESEARCH AND EVIDENCE BASED PRACTICE

This course emphasizes principles and research methods as a central theme of advanced nursing practice. The focus is on the actual appraisal of scholarly literature and application of both qualitative and quantitative research as the basis for designing, implementing and delivering quality care for clients, families and populations. Three credits.

NUR 504 INTRODUCTION TO HEALTH POLICY AND ETHICS

This course provides an introduction to broad-based health policy at the large system level. The policy focus is on national and state level policy development that impacts health care and health care delivery systems. This course also introduces the ethical systems used in health care decision making. Three credits.

NUR 505 ADVANCED HEALTH ASSESSMENT

This course examines advanced health assessment with an emphasis on advanced practice of history taking, conducting physical examinations, and obtaining diagnostic data for clients. In addition, students will recognize epidemiological implications related to the assessment of individuals, populations and communities. The course is one of three direct care courses required in the Nursing Education Concentration. Three credits.

NUR 506 ADVANCED PATHOPHYSIOLOGY

This course examines advanced pathophysiology of systems within individual health for various human diseases and disorders across diverse populations. The course will focus on biophysiological manifestations of the various disease processes and the adaptive and maladaptive changes that occur. The course is one of three direct care courses required in the Nursing Education Concentration. Three credits.

NUR 507 ADVANCED PHARMACOLOGY

This course examines advanced pharmacological principles including pharmacokinetics and clinical applications of therapeutic drugs. The advanced pharmacology concepts are organized by drug groups and drug actions. Knowledge related to adverse drug reactions and anticipation of interactions is addressed. The course is one of three direct care courses required in the Nursing Education Concentration. Three credits.

NUR 508 TEACHING, LEARNING AND EVALUATION

Prerequisite: NUR 501, Prerequisite or concurrent: NUR 502

This theory course will provide in-depth knowledge to the student in the areas of learning theories, learning styles, and styles of evaluation through the use of current, evidence-based practice. In addition, the student will also be instructed in the designing, coordinating and evaluation of patient and family education. This course is one of the functional core courses for the Nursing Education Concentration. Three credits.

NUR: 509 THEORETICAL BASIS OF PATIENT EDUCATION AND STAFF DEVELOPMENT

Prerequisites: NUR 508

This course is designed to enable the student to review and put into practice the knowledge gained in NUR 508: Teaching, Learning and Evaluation. The clinical portion of this course will

allow the student to apply the use of information technology, advance patient education, enhance access of care and assist in improving healthcare outcomes by working with a preceptor. This course will also instruct the student in the leadership skills necessary to teach, coach, and mentor other members of the healthcare team. This course is one of the functional core courses for the Nursing Education Concentration. Three credits.

NUR 510 ADVANCED NURSE EDUCATOR – NURSE AS FACULTY

Prerequisite: NUR 508

This course will introduce the student to the role of nurse as faculty member. The student will be taught the facilitator role in classroom, clinical and on-line educational settings under the supervision of a nurse faculty preceptor. The theory portion of this course will review concepts learned in NUR 508: Teaching, Learning and Evaluation. This course is one of the functional core courses for the Nursing Education Concentration. Three credits.

NUR 511 CURRICULUM DEVELOPMENT AND EVALUATION

Prerequisite: NUR 508

This course will emphasize the development of a curriculum in a pre-licensure nursing program. The development of the curriculum will include creation of core courses, nursing courses, pre-requisites and graduation requirements. This course will also introduce evaluation methods in theory and clinical aspects of education. This course is one of the functional core courses for the Nursing Education Concentration. Three credits.

NUR 513 ADVANCED PROJECT OR THESIS FOR NURSING

Prerequisites: NUR 501, NUR 502, NUR 503, NUR 504

Nursing Education Concentration: NUR 505, NUR 506, NUR 507, NUR 508, NUR 509, NUR 510, NUR 511. OR Nursing Administration Concentration: NUR 514, BUS 514, BUS 515 and selected electives OR by permission of the Director of the MSN Program

Concurrent: NUR 512 or 517

This course allows the student to integrate previously learned concepts into a project or thesis that will address some area of nursing education or nursing administration (depends on the area of concentration). Students must have completed all courses in their area of concentration except the advanced nursing practicum course prior to taking this course. NUR 512 or NUR 517 may be taken at the same time as this course. Three credits. (NOTE: Only available to students entering prior to Summer 2015)

NUR 514 NURSING INFORMATICS

Prerequisite or Concurrent: NUR 501

This course introduces the integration of nursing, computer and information science. The use of technology in nursing care is explored. An overview of the steps to analyzing, designing, implementing, and evaluating information systems is provided. The application of computer technologies to nursing is also examined. This course is one of the functional core courses for Nursing Administration Concentration. Three credits.

NUR 515 NURSING BIOETHICS

The use of a variety of ethical systems is explored and case studies are used to facilitate decision making in bioethical situations. This course meets the elective requirement for the Nursing Administration Concentration. Three credits.

NUR 516 GLOBAL HEALTH IN NURSING

This course introduces the role of the nurse in global health. Health care systems in other parts of the world and the roles of the nurse in those systems are explored. Current major health care

issues and the role of health care systems in those problems are also examined. This course meets the elective requirement for Nursing Administration Concentration. Three credits.

NUR 518 ADVANCED NURSING LEADERSHIP

Prerequisite or concurrent: NUR 502.

This course expands on the material introduced in NUR 502. It emphasizes the theories and practical knowledge that are necessary to meet the changing needs of health care systems and to ensure the delivery of high quality, patient-centered care. This course provides more in depth examinations of health care environment and the business skills necessary for the nurse administrator.

NUR 521. ADVANCED PROJECT OR THESIS IN NURSING I.

Prerequisites: Students must have completed at least 30 hours in the Nursing Education curriculum and at least 24 hours in the Nursing Administration curriculum

This course allows the student to integrate previously learned concepts to plan a thesis or project that will address some area of nursing education or nursing administration depending on the area of concentration.

NUR 522. ADVANCED PROJECT OR THESIS IN NURSING II.

The students will complete a thesis or implement a project started in NUR 521 Advanced Thesis/Project I.

NUR 525. ADVANCED MASTERS NURSING PRACTICUM.

The capstone clinical experience allows the student to integrate previously learned concepts and apply them to either an education or management setting. Students work with faculty and a preceptor to identify appropriate learning outcomes and meet those outcomes. Students will have a clinical immersion experience congruent with their specific concentration: either education or administration. Students must have completed the majority of the curriculum prior to taking this course.

FNP/DNP Core Courses:

DNP 500 Advanced Health Assessment and Differential Diagnosis for FNP (4)

The purpose is to establish differential diagnoses based on logical diagnostic reasoning for health maintenance, disease prevention and detection across the lifespan.

DNP 505 Advanced Pathophysiology for FNP (3)

A system-focused approach delves into normal physiological processes and pathological changes that affect homeostasis of individuals including changes associated with diverse individuals across the lifespan.

DNP 515 Advanced Pharmacology for FNP (4)

Emphasis is on pharmaco-therapeutics with the goal of safe and effective prescription of pharmaceutical and complementary therapeutic agents for health maintenance, disease prevention and management for individuals based on evidenced-based guidelines. Consideration of current health status, socioeconomic status, cultural/spiritual implications, developmental changes are included for diverse populations. Professional/legal/ethical standards, scope of practice and health care financing are addressed.

DNP 525 Health Promotion and Disease Prevention (3)

Focuses on recognizing, understanding, and respecting health beliefs and practices of individuals and families, and communities. Healthcare disparities are addressed through a comprehensive review of evidence-based healthcare guidelines.

DNP 535 Behavioral Health (3)

Focuses on integrated mental health assessment and management of behavioral health across the lifespan within a culturally/spiritually diverse environment. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology and domains and competencies unique to the family nurse practitioner. (3 Class)

DNP 510 Advanced Concepts of Clinical Nursing (Adult/Primary) (6)

The role of the family nurse practitioner is implemented through the evidence-based management of health/ illness status of adult patients and their families in primary care settings. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, and the domains and competencies unique to the family nurse practitioner. The practicum experience is preceptor directed. (4 Class, 2 Practicum, 120 hours) (Prerequisite DNP 500, DNP 505, DNP 515, DNP 600)

DNP 520 Advanced Concepts of Clinical Nursing (Women's/Primary) (5)

The role of the family nurse practitioner is implemented through the evidence-based management of health/ illness status of female patients and their families in primary care settings within a culturally/spiritually diverse environment. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the family nurse practitioner. The practicum experience is preceptor directed. (3 Class, 2 Practicum, 120 hours) (Prerequisite DNP 510 & DNP 525)

DNP 530 Advanced Concepts of Clinical Nursing (Pediatrics/Primary) (4)

The role of the family nurse practitioner is implemented through the evidence-based management of health/ illness status of pediatric patients and their families in primary care settings within a culturally/spiritually diverse environment. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention, and the domains and competencies unique to the family nurse practitioner. The practicum experience is preceptor directed. (2 Class, 2 Practicum, 120 hours) (Prerequisite DNP 510 & DNP 525)

DNP 540 Advanced Concepts of Clinical Nursing (Geriatrics/Primary) (4)

The role of the family nurse practitioner is developed through the professional/legal/ethical management of health/illness status of geriatric patients in primary care settings within a culturally/spiritually diverse environment. Content builds on previously acquired knowledge and skills of advanced health/physical assessment, advanced physiology and pathophysiology, advanced pharmacology, health maintenance/disease prevention and domains and competencies unique to the family nurse practitioner. The practicum experience is preceptor directed. (2 Class, 2 Practicum, 120 hours) (Prerequisite DNP 510 & DNP 525)

DNP 550 FNP Integrated Practicum (3)

In this capstone course the role of the family nurse practitioner is fully integrated. This course prepares the student to enter the workforce as an advanced nurse practitioner. The practicum

experience is directed towards safe and comprehensive clinical practice within the professional/legal/ethical standards of practice for the family nurse practitioner. Prerequisites: Completion of all FNP Core Courses. (3 Practicum, 180 hours)

DNP Courses:

DNP 600 Role of the DNP (2)

Emphasis is on the identification of the essentials of the Doctor of Nursing Practice role in preparation for the highest level of nursing leadership and application of evidence based practice. This course provides a foundation for scholarly development necessary for the DNP role within a changing health care environment.

DNP 605 Epidemiology and Applied Statistics (3)

This course focuses on principles and methods of biostatistics and epidemiology used to assess determinants, distribution, and deterrents of disease in populations. The course includes conceptual and analytical skills required to measure risk, incidence, and prevalence of morbidity and mortality and its impact on healthcare delivery.

DNP 615 Scientific Foundations for Doctoral Nursing Practice (3)

This course will explore the development of nursing knowledge and theory. The philosophies of science and their influence on knowledge development for doctoral nursing practice are explored. Strategies for theory development and analysis will be discussed.

DNP 625 Leadership and Interdisciplinary Collaboration (3)

Provides an in-depth analysis of social, economic, and political leadership structures necessary for the design of strategies in nursing and health care environments. Emphasis is on the role of the DNP within interdisciplinary collaboration.

DNP 635 Legal, Ethical and Policy Issues in DNP (3)

Analysis and application of ethical and bioethical theories and principles related to the DNP role are explored. Moral obligations and legal boundaries in the resolution of dilemmas involving nurse scientists will be examined. This course examines the establishment of public policy related to health and well-being, organization and financing of health care in the United States and strategies to impact national and world health.

DNP 645 Translational Research for DNP (3)

This course focuses on the methodological basis for translational research for the DNP role. Critical evaluation, synthesis, transference and application of evidence based findings are related to improving the efficiency and effectiveness of nursing care in diverse practice settings. Students will critically appraise the nature of the evidence for potential inclusion in the capstone project. (Pre-requisite DNP 605)

DNP 655 Evaluation Methods for DNP (3)

The content of this course is focused on methods of inquiry for the systematic appraisal of nursing practice/ health care programs. Utilization of outcomes for decision-making, implementation, accountability, and improvement in nursing and health care is included. (Prerequisite DNP 645)

DNP 665 Nursing Informatics for DNP (3)

This course provides knowledge and skills related to information systems/technology to prepare the doctoral practice nurse to manage individual and aggregate information, and assess the efficacy of patient care technology. Computer programs and software relevant to nursing executive leadership, education, research, and practice will be explored.

DNP 675 Healthcare Finance for Providers (3)

This course provides knowledge specific to finances that healthcare providers need in order to maintain practice. Legal requirements related to managing healthcare for different populations will be explored.

DNP 670 DNP Scholarly Project I (2)

In consultation with the DNP faculty advisor, students will select an area of clinical practice and will implement their capstone project through an 80 hour clinical practicum.

DNP 680 DNP Scholarly Project II (3)

This course focuses on the organization and refinement of all aspects of the DNP scholarly project design, implementation, and evaluation. This clinical practicum is 160 hours. (Prerequisite DNP 670)

DNP 690 DNP Scholarly Project III (2)

This course focuses on continuous application of advanced knowledge and skills attained during the DNP coursework and clinical practicum. The clinical practicum of 100 clinical hours will enable the doctoral student to refine and critically appraise the capstone project and prepare for dissemination of findings. (Prerequisite DNP 670 & DNP 680)

DNP 671 Supplemental Practice I (3)**DNP 681 Supplemental Practice II (3)****DNP 691 Supplemental Practice III (3)**

These courses may be started at any time beginning Spring semester of the first year for additional required hours and students may take one or all of the courses for additional required hours prior to and/or concurrent with DNP Project 1.

OCCUPATIONAL THERAPY**OCC 502. RESEARCH & EVIDENCE BASED PRACTICE**

Prerequisite: Successful completion of previous OCC courses. Lecture course covering scholarship, quality of research evidence, and understanding of types of research and research methodologies. Students locate, analyze and critique research articles and synthesize information for a final presentation showing current evidence on a clinical issue. Students learn systems to integrate evidence into clinical practice. Three credits. (Fall, Spring)

OCC 503. PRINCIPLES OF OCCUPATIONAL THERAPY

Prerequisites: Admission to the OT graduate program.

This course introduces the history, philosophy and core assumptions of occupational therapy. Students critically analyze areas of occupation including performance skills, performance patterns, activity demands, context(s), and environments, and cultural aspects that influence individuals' participation in everyday life. Students analyze the impact of disability on occupational performance, participation and well-being. Course introduces students to the scope of Occupational Therapy practice. Four credits. The grade of B- or better is required for progression to the occupational therapy graduate program.

OCC 504. PHYSICAL REHABILITATION

Prerequisites: Successful completion of previous OCC courses. Co-requisites OCC 504L, OCC 504FW.

Introductory clinical course. Occupational therapy evaluation and intervention in adult physical rehabilitation settings requiring application and synthesis addressing occupations, occupational performance areas, and the selection of appropriate practices as related to the context and environment. Three credits. (Fall, Spring)

OCC 504L. PHYSICAL REHABILITATION LAB

Lab course to accompany OCC 504. One credit. Co-requisites OCC 504, OCC 504FW.

OCC504FW PHYSICAL REHABILITATION

Level I FW experience to accompany OCC 504. One credit. Co-requisites OCC 504, OCC 504L.

OCC 505. HEALTH SYSTEMS

Prerequisite: Successful completion of previous OCC courses. Introduces students to the historical, legal, political, economic, cultural, and organizational contexts of health care and therapy services in the United States. Examines legislation that has shaped health care and disability policy, accreditation of healthcare organizations, and advocacy. In-depth review of the public and private payment systems that support access to quality healthcare and therapy services. Two credits.

OCC 512. Therapeutic Processes for Orthopedic Functioning

Prerequisite: Successful completion of previous OCC courses. Course covers current orthopedic rehabilitation practices including the physiological effects, indications, and contraindications of a wide range of contemporary therapeutic strategies, including physical agent modalities, to improve occupational performance. Two credits. (Fall, Spring)

OCC 514. MENTAL HEALTH

Prerequisite: Successful completion of previous OCC courses. Co-requisites OCC 514L, OCC 514FW.

Introductory clinical course. Occupational therapy evaluation and interventions in mental health settings. Students learn about psychosocial factors influencing occupational performance synthesizing and applying knowledge through the selection of best practices in contexts across the lifespan. Three credits. (Fall, Spring)

OCC 514L. MENTAL HEALTH LAB

Lab course to accompany OCC 514. One credit. Co-requisites OCC 514, OCC 514FW.

OCC514FW MENTAL HEALTH LEVEL I FW

Experience to accompany OCC 514. One credit. Co-requisites OCC 514, OCC 514L.

OCC 524. PEDIATRICS

Prerequisite: Successful completion of previous OCC courses. Co-requisites OCC 524L, OCC 524FW. Introductory clinical course. Occupational therapy evaluation and intervention with infants, children, and adolescents in major settings requiring application and synthesis addressing occupations, occupational performance areas, and the selection of appropriate intervention practices as related to the context and environment. Three credits. (Fall, Spring)

OCC 524L. PEDIATRICS LAB

Lab course to accompany OCC 524. One credit. Co-requisites OCC 524, OCC 524FW.

OCC524FW PEDIATRICS LEVEL I FW

Experience to accompany OCC 524. One credit Co-requisites OCC 524, OCC 524L.

OCC 534. GERONTOLOGY

Prerequisite: Successful completion of previous OCC courses. Co-requisites OCC 534L, OCC 534FW. Introductory clinical course. Occupational therapy evaluation and intervention in geriatric settings requiring application and synthesis addressing occupations, occupational performance areas, and the selection of appropriate practices as related to the context and environment. Three credits. (Fall, Spring)

OCC 534L. GERONTOLOGY LAB

Lab course to accompany OCC 534. One credit. Co-requisites OCC 534, OCC 534FW.

OCC534FW GERONTOLOGY LEVEL I FW

Experience to accompany OCC 534. One credit. Co-requisites OCC 534, OCC 534L.

OCC 571. LEVEL IIA FIELDWORK

Prerequisite: Satisfactory completion of all first year courses. First full-time clinical education experience for twelve weeks. Students evaluate and treat patients under the direction of a registered/licensed occupational therapist. Successful completion of this course is required to progress to second year courses. Three credits. (Summer)

OCC 574. MUSCULO-SKELETAL ANATOMY AND MOVEMENT ANALYSIS.

Prerequisite: BIO 281 and BIO 282 and admission to the OT graduate program or permission of the instructor.

A detailed examination of the anatomical parts and their relationships in the human body. Emphasis is placed on the musculoskeletal-neural associations as they relate to movement, normal function, and clinical presentations. Lab component prepares students for recognizing palpable landmarks and making range of motion and strength assessments as necessary for client evaluations. Three credits. (Summer) The grade of B- or better is required for progression to the occupational therapy graduate program.

OCC 574 L. MUSCULO-SKELETAL ANATOMY AND MOVEMENT ANALYSIS.

Concurrent registration with OCC 574.

One credit.

OCC 584. APPLIED NEUROSCIENCE FOR REHABILITATION

Prerequisite: BIO 281 and BIO 282 and admission to the OT graduate program or permission of the instructor.

The structure and function of the central and peripheral parts of the human nervous system are reviewed in order to prepare the student for clinical practice. The lab includes activities that introduce commonly performed neurological tests and exemplify neurological processes that are likely encountered in clinical practice. Three credits. (Summer) The grade of B- or better is required for progression to the occupational therapy graduate program.

OCC 584L. APPLIED NEUROSCIENCE FOR REHABILITATION LAB

Concurrent registration with OCC 584.

One credit.

OCC 602. GRAND ROUNDS I

Prerequisite: Successful completion of previous OCC courses. First of two courses where students synthesize and apply research theories, evaluation and treatment to present specific cases. Cases are selected to represent the spectrum of occupational therapy practice. Emphasis is on oral and written presentation skills, understanding of material, and clinical reasoning. Two credits. (Fall)

OCC 603. TREATMENT AND ASSESSMENT I

Prerequisite: Successful completion of previous OCC courses. First of two treatment and assessment courses where students systematically evaluate and treat clients. Emphasis is placed on locating relevant literature, selecting suitable assessment tools, designing and implementing treatment, and documenting treatment effectiveness.

Three credits. (Fall)

OCC 612. GRAND ROUNDS II

Prerequisite: Successful completion of previous OCC courses. Second of two courses where students synthesize and apply research theories, evaluation and treatment to present specific cases. Cases are selected to represent the spectrum of occupational therapy practice. Emphasis is on oral and written presentation skills, understanding of material, and clinical reasoning. Two credits. (Spring)

OCC 613. TREATMENT AND ASSESSMENT II

Prerequisite: Successful completion of previous OCC courses. Second of two treatment and assessment courses where students systematically evaluate and treat clients. Emphasis is placed on analyzing treatment effectiveness and change in client performance and writing and presenting an oral or written report for information dissemination. Three credits. (Spring)

OCC 623. ASSISTIVE TECHNOLOGY

Prerequisite: Successful completion of previous OCC courses. Course designed to introduce students to high and low technology for the enhancement of participation and well-being. Principles of Assistive Technology combined with experiential learning to illustrate the continuing evaluation process regarding the effectiveness and utilization of Assistive Technology. Two credits. (Fall, Spring)

OCC 633. ADMINISTRATION AND PROGRAM DEVELOPMENT

Prerequisite: Successful completion of previous OCC courses. Course focusing on the basic administrative and management aspects of occupational therapy service delivery, including but

not limited to program planning; developing a budget; marketing strategies; supervision of personnel; team building; case management; obtaining and maintaining third-party reimbursement; human resources; legal and ethical issues; and requirements of healthcare institutional accreditation. Three credits. (Fall, Spring)

OCC 651. THERAPEUTIC PROCESSES FOR COGNITIVE AND NEUROLOGICAL FUNCTIONING

Prerequisite: Successful completion of previous OCC courses. This course offers further information regarding control of movement, forms of learning, sensory-perceptual processing, and cognitive processing for engagement in meaningful occupation. Three credit hours. (Fall, Spring)

OCC 670. INDEPENDENT STUDY

Student designed course for in-depth study in an area of interest. Course may be taken for credit multiple times as topics may vary. Elective. One – four credits. (Fall, Spring)

OCC 672. LEVEL IIB FIELDWORK

Prerequisite: Satisfactory completion of all first and second year courses. Second (of two) full-time clinical education experience for twelve weeks. Students evaluate and treat patients under the direction of a registered/licensed occupational therapist. Three credits. (Summer)

OCC 681. OCCUPATIONAL THERAPY SPECIAL TOPICS

Prerequisite: Satisfactory completion of all first year courses and faculty approval or recommendation. Course addresses current topics in professional practice. Contents of OCC 681 will vary based on current best practices. Elective. One credit hour. (Fall, Spring)

OCC 691. PROFESSIONAL REASONING

Prerequisite: Successful completion of previous OCC courses. Course reviews material covered across the curriculum that needs to be synthesized to address current practice issues, but specifically uses a format that reflects the profession's registration exam. Two credit hours. (Fall, Spring)

OCC 692. LEADERSHIP

Prerequisite: Successful completion of previous OCC courses. This course focuses on leadership theory and skills necessary to provide quality occupational therapy services, as well as professional issues surrounding the transition from student to practitioner. Students explore and analyze leadership and professional issues related to the practice context and promotion of the profession. Two credit hours. (Fall, Spring)

OCC 693: SCHOOL SYSTEMS PRACTICE

Prerequisite: Successful completion of previous OCC courses.

This course focuses on the essentials of occupations students want and need to perform in educational settings from Preschool through Postsecondary education. Three credit hours. (Fall, Spring)

OCC 699. THESIS

Prerequisite: Faculty approval or recommendation.

This course is designed for the completion of a master's level thesis. Course may be taken for credit multiple times. Elective. One credit hour. (Fall, Spring)

PHYSICIAN ASSISTANT STUDIES

PAS 499. PRACTICUM

This is a practical experience course offered in the fall semester after the student has completed the three years in the undergraduate Medical Studies program, track one, and before s/he begins graduate courses in the Physician Assistant Studies program. This course is available only to students who have successfully completed all requirements for the University “3 + 2” program for entry into the Masters of Science in Physician Assistant Studies program in their fourth year. Students are to work a minimum of 20 hours per week utilizing the skills learned in their required certification program/course of study. All students must be able to demonstrate exposure to a practicing Physician Assistant through their employment or obtain 50 hours of shadowing. Students must complete a minimum of 200 hours of volunteer work or additional paid work involving agencies that provide health related services such as health fairs, health screening activities, free clinics, homeless programs, prevention and health education. Students must complete all assigned readings and view all assigned videos. Students must also complete a written mid-term and final examination, as well as an observed structured clinical evaluation (OSCE). *Course fees are attached. Pass/Fail only.*

PAS 501 Professional Practice-I Professional Issues, Health Policy and the PA Role in Modern Health Care (2 credits): This course provides a basis for the future physician assistant to use as grounding and ongoing reference for professional issues and medical practice including professional responsibility, the impact of socioeconomic issues affecting health care, health care delivery systems and health policy; cultural issues related to health care and their impact on health care policy. This course will also present the history, development and current status of the Physician Assistant profession within the context of the system of health care in the USA and other global countries. The student will explore the role of the PA in the current health care delivery system as well as develop an understanding of the “health care team”. The student will acquire a base of knowledge about the organizations that make up the PA profession, the process of certification and educational accreditation. An emphasis will be placed on the various local, national and global roles of PAs both past and present.

PAS 502 Gross Anatomy (4 credits): This course will be presented in a combined lecture/lab format and provides a comprehensive study of human gross anatomy. A regional approach is used to study the structures and organ systems of the extremities and trunk. The clinical significance of topographical and radiological anatomical features is emphasized. Lectures are complemented by laboratory study of anatomic models, prosections, dissection, surface anatomy, and critical thinking issues. Laboratory sessions will utilize 3D dissection software to reinforce topics presented in lecture. Typically students will review structures that are presented on the same day. Some gross dissection will occur in the laboratory. Student evaluation will be in the form of written exams and identification of anatomical structures on prosections, models and cadavers.

PAS 503 Medical Science-I (3 credits): The first of three courses designed to provide a comprehensive study of human physiology, the associated pathophysiology and genetics. This course will be an introduction to each area providing an overview and foundational knowledge of the essentials of physiology, pathophysiology and genetics.

PAS 504 History and Physical Examination (4 credits): This course is presented in a combined lecture/lab format and is designed to provide physician assistant students with the fundamental grounding and cognitive knowledge to prepare them for their professional clinical

role. The ability to conduct a proper medical interview and physical examination are skills central to the development of clinical competency in physician assistants. This course will provide students with instruction directed toward the development of appropriate interviewing and patient communication skills and the physical examination skills necessary to conduct age-appropriate and thorough comprehensive history and physical examinations on culturally diverse populations. Students will receive instruction on how to accurately record and organize pertinent medical information. Over the course of the semester, students will have the opportunity to practice and demonstrate these skills.

PAS 505 Clinical Laboratory Medicine (3 credits): This course provides students with the essentials of clinical microbiology, genetics and clinical laboratory diagnostic tests. This course introduces the students to clinical laboratory diagnostic tests. The basic theory, selection, and interpretation of procedures most commonly used in a primary care setting are studied. Students study techniques used to obtain, preserve, and handle laboratory specimens as well as use clinical laboratory results to screen, diagnose, evaluate, and monitor patients.

PAS 506 Pharmacology-I (3 credits): This is the first in a two semester course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology (including the genetic and molecular mechanisms) associated with drug action and interaction. Specific drug classes will be discussed, with attention given to the most commonly prescribed drugs in each class and their uses, side effects, similarities, and differences. Pharmacotherapeutic agents specific to the treatment of disorders of the autonomic system, respiratory system, cardiovascular system, neurologic system, musculoskeletal system and orthopedics, autoimmune disorders, infectious disease, allergies, pain management, abuse and addiction and the related antimicrobial agents will be addressed in this course. The approach to using these agents in the pediatric and geriatric populations will also be considered.

PAS 507 Medical Science-II Physiology, Pathophysiology and Genetics (3 credits): This course is the second of three designed to provide a comprehensive study of human physiology and the associated pathophysiology. The material is divided into sections and each section covers the function by organ system (neurology, cardiology, and pulmonology, musculoskeletal, autoimmune and infectious disease). The course also provides an understanding of the essential nature of a broad representation of human diseases, with a focus on the structural and functional changes in cells, tissues, and organs caused by each disease covered, as well as the molecular and genetic mechanisms underlying these diseases.

PAS 508 Clinical Medicine-I (3 credits): This is the first course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills for a diverse patient population. For each disease or problem, related health promotion, disease prevention, patient education and continuity of care across the lifespan of patients will be considered. An overview of pediatrics, geriatrics, alcohol and substance abuse, elder and child abuse, sexual orientation and eating disorders will be presented. Other professional issues are considered; including competency in managing various conditions and disease processes in neurology, cardiology, pulmonology, musculoskeletal/orthopedics, autoimmune and infectious disease.

PAS 509 Clinical Medicine-I Lab (2 credits): This lab is in conjunction with the first course in a sequence of three courses designed to teach the essentials of medicine. Building on the skills acquired in the History and Physical Examination course, students will learn to perform a focused history and physical exam, develop a differential diagnosis, perform the appropriate diagnostic work-up and develop a treatment plan. The lab will make use of high-fidelity simulation, task trainers, videos and case presentations/clinical scenarios. Students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills for diverse patient populations. For each disease or problem, related health promotion, disease prevention, patient education and continuity of care across the lifespan of patient will be considered. An overview of pediatrics, geriatrics, alcohol and substance abuse, elder and child abuse, sexual orientation and eating disorders will be presented. Other professional issues are considered; including competency in managing various conditions and disease processes in neurology, cardiology, pulmonology, musculoskeletal/orthopedics, autoimmune and infectious disease.

PAS 510 Professional Practice-II: Healthcare Law and Ethics (2 credits): The course is designed to prepare the student for licensure, credentialing, professional liability, professional behavior, ethical behavior and decision making in medical practice, prescriptive authority, quality assurance, risk management in medical practice, legal issues and medical ethics in health care issues involving law, policy and politics in health care. Also to be considered are issues involving intellectual honesty, plagiarism, and what is entailed in appropriate academic and professional conduct as a student and as a practicing professional.

PAS 511 Pharmacology-II (3 credits): This is the second of a two course sequence designed to provide a solid foundation in Pharmacotherapeutics, Pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs and their uses, side effects, similarities, and differences. Specific Pharmacotherapeutics agents and/or disorders covered in this course include dermatology, otolaryngology, ophthalmology, endocrine, pain management, gastrointestinal, hematopoietic disorders, psychiatric medications, hyperlipidemia, genitourinary/renal drugs, reproductive health and the related antimicrobial agents. The common medications, dosing, interactions and side-effects in the geriatric and pediatric populations will also be considered as well as allergies, abuse and addiction.

PAS 512 Clinical Pediatrics (1 credit): This course provides an introduction to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. Topics covered include normal growth and development, preventive care and anticipatory guidance, common pediatric illnesses and disorders and their diagnosis and management. Less common, but important disorders that are peculiar to the pediatric population are also included.

PAS 513 Clinical Geriatrics (1 credit): This course is designed to provide students with an understanding of the medical problems of the elderly including the biological and psychological changes commonly associated with aging. The overall goal of this geriatric course is to provide all students with a foundation for competent, compassionate care of the older adult. This foundation includes attitudes, knowledge, and skills needed by those giving care to older

people. In addition, this course focuses on developing an understanding of age-related disease, an increased incidence of undesirable drug interactions, multi-system organ failure, and limitations in mobility, communication, and other impairments. End of life issues and palliative care will be addressed.

PAS 514 Clinical Medicine-II (3 credits): This is the second course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. An overview of clinical laboratory medicine will be presented that explains the most common diagnostic lab tests, indications and interpretation. The essentials of diagnostic imaging and their indications will be presented as well as an overview of diet and nutrition related to the treatment plan. Specific specialty areas and organ systems covered include Dermatology, Endocrine, Otolaryngology, Ophthalmology, and Gastrointestinal Disorders in adult populations. Students will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills for a diverse patient population. For each disease or problem, related health promotion, disease prevention, patient education, continuity of care across the lifespan of patients will be considered. Other professional issues are addressed, including competency with various medical instruments and procedures.

PAS 515 Clinical Medicine Lab-II (2 credits): This lab is in conjunction with the second course in a sequence of three courses designed to teach the essentials of medicine. Building on the skills acquired in the History and Physical Examination course and the first Clinical Medicine course, students will learn to perform a focused history and physical exam, develop a differential diagnosis, perform the appropriate diagnostic work-up and develop a treatment plan. The lab will make use of high-fidelity simulation, task trainers, videos and case presentations/clinical scenarios. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Specific specialty areas and organ systems covered include Dermatology, Endocrine, Otolaryngology, Ophthalmology, and Gastrointestinal Disorders in adult populations. Students will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills. For each disease or problem, related health promotion, disease prevention, and patient education specific topics are also presented. Other professional issues are considered, including competency with various medical instruments and procedures.

PAS 516 Medical Science-III Physiology, Pathophysiology and Genetics (3 credits): This course is the third of three designed to provide a comprehensive study of human physiology, pathophysiology and genetics. The material is divided into sections and each section covers the function by organ systems. The basic physiology and pathophysiology for the following organ systems will be covered during the spring semester: Dermatology, Endocrine, Otolaryngology, Ophthalmology, and Gastrointestinal disorders. The course also provides an understanding of the essential nature of a broad representation of human diseases, with a focus on the structural and functional changes in cells, tissues, and organs caused by each disease, as well as the molecular and genetic mechanisms underlying these diseases.

PAS 517 Behavioral Medicine (1 credit): This course provides students with an overview of behavioral medicine, broadly defined as an interdisciplinary field that aims to integrate biological, cultural, and psychosocial perspectives on human behavior. The integration of mental disorders and behavioral problems into primary care medicine will be addressed. Topics

covered will include normal psychological development in pediatric, adult, and geriatric patients, detection and treatment of substance abuse, human sexuality, end of life issues, response to illness, injury, and stress, and principles of violence identification and prevention.

PAS 518 Women's Health/OB-Gyn (1 credit): This course provides an introduction to women's health issues, including the diagnosis, management, and treatment of common acute and chronic medical problems commonly encountered in reproductive health care and gynecology.

PAS 519 Research Design and Methodology (3 credits): This course provides a foundation in medical research and design for health care providers. The students will review how to search, interpret, and evaluate the medical literature, then focus on a step-by-step approach to the development and implementation of medical research. Students will gain an understanding of the principles of research as they apply to the practical, educational, and societal aspects of the Physician Assistant profession.

PAS 520 Evidence-Based Medicine and Clinical Case Management (2 credits): This course involves clinical case discussions in small learning groups designed to facilitate the integration of medical knowledge and clinical skill in order for students to develop critical thinking, clinical reasoning and patient management skills. The course is designed to prepare students for evidence-based practice, emphasizing the processes of critical inquiry and analysis in a multidisciplinary forum and best practices in clinical measurements, interpretation of diagnostic reliability, validity, prediction and measures of clinically meaningful change. This course will prepare students to search, interpret, and evaluate the medical literature in order to maintain a critical, current, and operational knowledge of new medical findings and provide a basis for future evidence-based clinical work. The cases will focus on neurology, cardiology, pulmonology, musculoskeletal/orthopedics, autoimmune, infectious disease, dermatology, endocrine, otolaryngology, ophthalmology, gastrointestinal disorders, renal/genitourinary, immunology, oncology and hematology.

PAS 521 Health Promotion & Disease Prevention (2 credits): This course provides students with an overview of the basic concepts of epidemiology, public health, diet and nutrition and preventative medicine. Epidemiological concepts include distribution, prevalence, causation, mode of transmission, dissemination, control, and preventive countermeasures of infectious and non-communicable diseases, as well as environmental, occupational, behavioral, and chronic conditions. PA students will be introduced to research methodologies related to the study of disease and will investigate epidemiological trends across a variety of cultures, nationally and globally. Attention will be paid to professional responsibility, confidentiality, informed patient consent, and issues of patient welfare.

PAS 522 Emergency Medicine (3 credits): This course focuses on the specialty of emergency medicine including an understanding of pre-hospital care/emergency medicine system (EMS), and the interplay between 911 responders, the hospital emergency department, inpatient hospital services, and community medical providers in the primary care setting, as well as appropriate interaction with other medical providers in a variety of disciplines, including administrative. Emphasis is placed on the special skills and attitudes necessary and required to perform well in the emergency medical setting. As part of this course, students take the Advanced Cardiac Life Support (ACLS) course as well as the Pediatric Advanced Life Support (PALS) course.

PAS 523 Essentials of Radiography (2 credits): This case-based course provides students with a systematic method of interpreting common imaging studies seen in the primary care and emergency setting. Students will learn to appropriately select and correctly interpret imaging modalities including radiography, computerized tomography, ultrasonography, magnetic resonance imaging, and nuclear medicine imaging.

PAS 524 Fundamentals of Surgery (3 credits): This course is designed to provide the students with an introduction and an overview to the discipline of surgery. The management of acute surgical problems, critical illness, perioperative management of the surgical patient, nutrition, fluid and electrolytes, acid-base balance and elective surgical procedures will be discussed, as well as the pre- and post-operative care of surgical patients. Laboratory sessions will teach technical skills such as sterile technique, basic suturing techniques, pre-op scrubbing, pre-op draping, post-op dressing, surgical infections, wounds and wound healing, surgical bleeding, blood replacement, shock, universal precautions, and minor surgical procedures.

PAS 525 Clinical Medicine-III (3 credits): This is the third course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Specific specialty areas and organ systems covered include Renal/Genitourinary, immunology, oncology, and Hematology disorders in adult populations. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills in adult, pediatric and geriatric populations. Students will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills for a diverse patient population. For each disease or problem, related health promotion, disease prevention, patient education, continuity of care across the lifespan of patients will be considered. For each disease or problem, related health promotion, disease prevention, and patient education specific topics are also presented. Other professional issues are considered, including competency with various medical instruments and procedures.

PAS 526 Clinical Medicine Lab-III (2 credits): This is the third course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Specific specialty areas and organ systems covered include Renal/Genitourinary, Immunology, and Oncology and Hematology disorders in adult, pediatric and geriatric populations. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills. For each disease or problem, related health promotion, disease prevention, and patient education specific topics are also presented. Other professional issues are considered.

PAS 527 Introduction to the Clinical Experience (1 credit): This course is designed to further prepare students for the clinical phase of their training. Practical information and approaches to reimbursement, documentation, coding, billing, quality assurance and risk management in medical practice, legal issues in health care, patient safety, OHSA, HIPPA, Infection Control, Medical Errors, Documentation, Electronic Medical Record (EMR) and Diagnostic codes will be presented.

PAS 528 Capstone (1 credit): Review and discussion of research topics, project selection, written and verbal presentation of proposal abstract. Topic approval by the Course Director and principal faculty is needed for proposal.

PAS 529 Didactic Summative Evaluation (2 credits): This course provides a comprehensive review of the entire didactic phase and will involve a written exam and OSCE/OSLER evaluation. This course provides a summative evaluation of the didactic year. It will focus on evaluating history taking and physical examination performance skills, as well as communication and clinical reasoning ability, the ability to summarize and document clinical encounter findings, and demonstration of psychomotor clinical and cognitive critical thinking skills. The summative evaluation will include a variety of assessment tools including multiple choice question examinations, the PACKRAT examination, comprehensive oral case presentations, standardized patient encounters, Objective Structured Clinical Examinations (OSCEs), and clinical procedure performance skill laboratories. Students will be individually evaluated by core and adjunct faculty members.

PAS 530 Family Medicine (5 credits): This applied integration core rotation provides an exposure to the principles and practices of community-oriented family care with an emphasis on disease prevention and health maintenance in adults as well as the opportunity to further techniques in history taking, physical examination, and health behavior counseling. The rotation will provide the PA students with the opportunity to learn how medicine is practiced in the office setting with a culturally diverse patient population of all ages. The students will be exposed to illnesses and problems common to this area of medical practice and learn the indications, limitations, and methodology of primary care procedures and therapeutic strategies utilized in this setting. During this rotation the student is expected to recognize the signs and symptoms of a variety of medical illnesses and become familiar with treatment plans appropriate to family medicine and geriatric populations. This rotation will offer clinical experience in ambulatory practice and/or inpatient and long term care facilities focusing on the knowledge, skills and abilities related to providing medical care for the life span of patients.

PAS 531 Internal Medicine (5 credits): During this rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered on a general medicine service. The formulation of an understanding of the various medical disorders in specific patients is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. This rotation will allow the student to demonstrate knowledge and core competencies of medical training pertaining to the pathophysiology, risks, indications, limitations, methodology, procedures and therapeutic strategies used in the practice of internal medicine. During this rotation the student is expected to recognize the signs and symptoms of a variety of medical illnesses and become familiar with treatment plans appropriate to internal medicine. This rotation will offer clinical experience in inpatient and/or outpatient facilities providing medical care for adult and geriatric patients. Testing and evaluation for this rotation will be based on the knowledge, skills, and abilities related to internal medicine.

PAS 532 Pediatrics (5 credits): During this rotation the student learns to apply basic medical knowledge and skills to the evaluation of problems encountered on a general pediatric service. The emphasis in this setting is on the provision of primary, secondary and tertiary care to a child from birth through adolescence. The student is expected to demonstrate knowledge of the indications, limitations, and methodology of pediatric procedure and therapeutic strategies. An emphasis is placed on developing a comprehensive database and a systematic evidence-based approach to common pediatric problems and those of adolescence. The student is expected to recognize signs and symptoms of a variety of pediatric disorders. In addition, the student will

demonstrate the appropriate evaluation of normal child development, well-child care, current immunization updates and ongoing patient education and health promotion.

PAS 533 General Surgery (5 credits): This rotation provides an orientation to patients of various ages with surgically manageable disease. The emphasis of the learning experiences is on the preoperative evaluation and preparation of patients for surgery; assistance during the intra-operative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and post-operative complications. This rotation will provide the PA student with the opportunity to learn surgical principles, surgical pathology, and relevant laboratory studies as seen in surgical settings, as well as, indications, limitations, and methodology of surgical procedures and therapeutic strategies used in surgery today. During this rotation the student will recognize the signs and symptoms of a variety of surgical conditions and become familiar with treatment plans appropriate to surgery. This rotation will teach the student to respect and appreciate the contributions of other health care professionals in the overall delivery of health care and the importance of a team approach. This rotation will provide the student with access to patients in the inpatient setting, and may also include evaluating patients in the outpatient setting.

PAS 534 Women's Health/OB-Gyn (5 credits): The Women's Health/Obstetrics and Gynecology rotation exposes students to the spectrum of problems and issues associated with women's health care, primarily in an ambulatory setting. The learning experiences emphasize family planning, birth control, sexually transmitted disease recognition and treatment, cancer detection, prenatal care, the evaluation of common gynecologic problems, and offer exposures to delivery and the surgical management of gynecological disorders. Students will make use of the evidence-based approach to the delivery of medical care, tailoring it to the indications, limitations, and methodology as related to gynecology, and procedures and therapeutic strategies utilized in women's healthcare settings. During this rotation the student is expected to recognize the signs and symptoms of a variety of medical conditions and become familiar with treatment plans appropriate to women's health, including gynecology and reproductive care. This rotation will offer clinical experience in inpatient and/or outpatient facilities providing medical care for this patient population.

PAS 535 Emergency Medicine (5 credits): This rotation provides an in-depth exposure to the illnesses and injuries sustained by children and adults that necessitate emergency care. The educational experience emphasizes the further development of the clinical skills necessary to perform focused medical interviews and physical examinations. This rotation will also provide the PA student with exposure to, and experience with, clinical procedures unique to the emergency environment and the diagnosis and treatment of patients of all ages in an acute setting. Emphasis is placed on developing skills in recognizing signs and symptoms of common emergencies, taking appropriate action to sustain life, collecting relevant data, and providing accurate assessment and management of a variety of acute and life threatening medical, surgical and psychiatric illnesses and injuries. The PA student will learn the indications, limitations, and the evidence-based methodology of emergency medicine procedures and therapeutic strategies. Students will demonstrate knowledge and competencies appropriate to clinical problems encountered and the clinical procedures common to emergency medicine.

PAS 536 Behavioral Medicine/Psychiatry (5 credits): This rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to patients with a variety of emotional illnesses and disabilities is used to develop informed history taking and mental status examination skills abilities to recognize and categorize psychiatric disturbances and techniques of early intervention and psychiatric referral. The rotation will

provide the student with an understanding of the variety of emotional and psychiatric states along with basic Psychopathology and Pharmacotherapeutics. In this rotation, the students will augment and strengthen their deductive reasoning and clinical decision making skills by developing a systematic, evidence-based approach to common behavioral medicine problems. This clinical learning rotation will enable the student to develop skills to make a mental health assessment. Emphasis will be placed on developing clinical and communication skills, further strengthening students' ability to gain insight into the psychosocial aspects of comprehensive patient care.

PAS 537 Elective Rotations (5 credits): Students are also able to enroll in six-week elective rotations, designed to provide the physician assistant student with an opportunity in any of the following disciplines: Orthopedics, Dermatology, Gastroenterology, Plastic Surgery, Cardiology, Radiology, ENT, Urology, Gerontology, Pulmonology, Ophthalmology, Oncology and other approved specialties or area of interest.

PAS 538 Clinical Summative Evaluation (2 credits): This course is intended to assure that students have met defined program objectives for the knowledge, skills, and attitudes suitable for clinical practice. It will include a multi-system approach to assess physical examination and history taking skills, communication skills and the ability to summarize and document findings, make a differential diagnosis and treatment plan. This course will include standardized patient encounters with problem based Objective Structured Clinical Examinations (OSCEs), a comprehensive oral case presentation to a faculty member, completion of a comprehensive multi-choice examination, evaluation of the performance of specific clinical procedures on task trainers, evaluation of performance in a clinical scenario simulation and completion of the PACKRAT examination. Students will be individually evaluated and advised throughout this course by faculty members.

PUBLIC HEALTH

MPH 510. FOUNDATIONS OF PUBLIC HEALTH.

This course introduces the concepts, structures, and activities in public health practices. Investigates the issues, function and context of public health and health systems while exploring social inequities and challenges to achieving health equity. Summer/Fall. Three Credits.

MPH 516. QUANTITATIVE AND QUALITATIVE ANALYSIS.

Pre/Co-requisite: MPH 510 – Foundations of Public Health

This course emphasizes the application of statistical concepts (descriptive and inferential statistics), probability, estimation, and testing research questions through appropriate quantitative and qualitative methods. Fall. Three Credits.

MPH 521. EPIDEMIOLOGY.

Pre/Co-requisite: MPH 510 – Foundations of Public Health

This course is designed to examine the factors which influence the emergence and distribution of diseases and health problems in populations. Illustrates and practice using epidemiology to better understand, characterize, and promote health at a population level. Spring. Three Credits.

MPH 523. PUBLIC HEALTH LEADERSHIP AND MANAGEMENT.

Pre/Co-requisite: MPH 510 – Foundations of Public Health

This course applies the principles of public health leadership and stewardship to manage various organizations and community health program initiatives. Leadership strategy, public health regulatory requirements and public program management skills necessary to function in public health systems are explained. Spring. Three Credits.

MPH 525. PUBLIC HEALTH POLICY.

Pre/Co-requisite: MPH 510 – Foundations of Public Health

This course provides a framework for developing, analyzing and evaluating a range of health policies as well as providing an opportunity to advocate for policies to reduce health inequities. Spring. Three Credits.

MPH 528. COMMUNITY ENGAGEMENT.

Pre/Co-requisite: MPH 510 – Foundations of Public Health

This course explores the processes and functioning of communities and provides foundational knowledge and skills for effective and principled engagement through the establishment of collaborative efforts. Using an interdisciplinary perspective is necessary to provide the tips and tools necessary for establishing effective community engagement. Spring. Three Credits.

MPH 535. PROGRAM PLANNING AND IMPLEMENTATION.

Pre/Co-requisite: MPH 510 – Foundations of Public Health

This course provides an overview of the breadth of programs and diversity of settings in which the field of public health operates along with the development of necessary assessment and program design skills for planning public health programs. Additionally, this course provides an overview of models and approaches appropriate for implementing health programs. The operations of utilizing culturally appropriate implementation strategies are covered. Fall. Three Credits.

MPH 540. PROGRAM EVALUATION AND MEASUREMENT.

Pre-requisites: MPH 535 – Program Planning and Implementation

This course discusses the principles and procedures necessary to appropriately evaluate public health programs through quantitative and qualitative methods during the different types of evaluations: formative, process, impact, outcome and cost-benefit. Spring. Three Credits.

MPH 555. HEALTH COMMUNICATION.

Pre/Co-requisite: MPH 510 – Foundations of Public Health

This course introduces students to the systematic processes involved with the formulation and dissemination of health information and how that information affects individuals, community groups, institutions and public policy. Identification of appropriate contexts, channels, messages and reasons that will motivate individuals to heed and use health information will be discussed along with an understanding of how knowledge, cultural norms, beliefs, and attitudes learned from communications influence health behaviors. Fall. Three credits.

MPH 560. ENVIRONMENTAL HEALTH.

Course designed to provide an introduction to ecology and ecological principles and how human population pressures affect them. Human impact on biotic and abiotic components of the earth is examined as well as the environmental factors impacting public health. Particular emphasis is placed on the impact of anthropogenic, chemical, and physical stressors and their impact on various ecosystem components and humankind. Even Summer. Three Credits.

MPH 575. NUTRITION CONCEPTS.

This course provides students with an understanding of the basic nutrition principles to help promote and maintain health throughout a life cycle. Throughout the semester, students learn the basic components of foods—macro- and micro-nutrients, their relationship to diet and disease and weight. Nutritional needs through the life cycle are discussed with the primary disease states associated with each age group. Issues, such as food supplementation, factory farming, genetically modified foods, the impact on the environment, and dieting are discussed. Odd Summer. Three credits.

MPH 576. DRUG USE AND ABUSE.

This course introduces the study of substance abuse including current research methodologies, epidemiology, and the impact of substance use and abuse on both the individual and the community. A balanced account of the physiological, psychological, and sociological aspects of drug use are also discussed. Odd Spring. Three credits.

MPH 577. HUMAN SEXUALITY.

This course provides students with an interdisciplinary review of human sexuality. The unalterable facts of anatomy, genes, hormones, and other biological processes that influence the way humans reproduce will be covered. Additionally, the constant influence of individual and societal values, behaviors, views and opinions will be highlighted. Even Fall. Three credits.

MPH 578. GLOBAL HEALTH AND ETHICS.

This course explores a series of contemporary health issues and challenges for the international community. The impact of political, socioeconomic, cultural, environmental, healthcare delivery and demographic conditions on health and human rights from an international perspective are discussed. Topics include: population dynamics, water and sanitation, HIV/AIDS, technology, international organizations, climate change, pharmaceutical policies, and food delivery. Additionally, various ethical dimensions of public health policy and practice are related to population health issues. Odd Fall. Three credits.

MPH 579. APPLICATION OF THEORIES.

This course describes prevalent educational and psychological theories of learning and behavior change used by public health practitioners and academics in a variety of settings and explores considerations for incorporating health promotion and education activities into the design of local, regional and national public health programs. Even Spring. Three credits.

MPH 581, 582, & 583. SPECIAL TOPICS.

Prerequisite: Approval of advisor.

Special topical courses within the specified curriculum.

One, two, or three credits.

MPH 615. PUBLIC HEALTH SEMINAR.

Pre-requisites: BIO 281 or equivalent and successful completion of 18 hours in program

This course is designed to provide a framework for students to integrate and critically think about a variety of public health topics, issues and skills leading into their capstone experiences. Fall/Spring/Summer. One Credit.

MPH 616. APPLIED PRACTICE EXPERIENCE I.

Pre/Co-requisite – MPH 615 – Public Health Seminar

This course allows students to gain advanced-level public health experience and proficiency in the profession. Though this experience, students demonstrate applications of their coursework during at least 100 hours of practice and an understanding and ability to apply the competencies of public health professionals. Background check required prior to starting hours.

Fall/Spring/Summer. One-credit.

MPH 617. APPLIED PRACTICE EXPERIENCE II.

Pre/Co-requisite – MPH 615 – MPH 616 – Public Health Seminar and MPH 616 - Applied Practice Experience I

This course allows students to gain advanced-level public health experience and proficiency in the profession. Though this experience, students demonstrate applications of their coursework during at least 100 hours of practice and an understanding and ability to apply the competencies of public health professionals. Fall/Spring/Summer. One-credit.

MPH 620. INTRODUCTION TO INTEGRATIVE LEARNING EXPERIENCE.

Pre-requisites: BIO 281 or equivalent and successful completion of 18 hours in program

This course outlines the requirements to successfully complete the integrative learning experience by defining how students will demonstrate synthesis of foundational and concentration competencies and produce a high-quality written product that is appropriate for their educational and professional objectives. Fall/Spring/Summer. One Credit.

MPH 621. INTEGRATIVE LEARNING EXPERIENCE I.

Pre/Co-requisite – MPH 620 - Introduction to Integrative Learning Experience

This course allows students to demonstrate synthesis of foundational and concentration competencies and produce a high-quality written product that is appropriate for their educational and professional objectives. Fall/Spring/Summer. One credit.

MPH 622. INTEGRATIVE LEARNING EXPERIENCE II.

Pre/Co-requisite – MPH 620 - Introduction to Integrative Learning Experience and MPH 621 – Integrative Learning Experience I

This course allows students to demonstrate synthesis of foundational and concentration competencies and produce a high-quality written product that is appropriate for their educational and professional objectives. Fall/Spring/Summer. One credit.

RELIGIOUS STUDIES

REL 502. INTRODUCTION TO GLOBAL RELIGION.

The course examines the nature of religion itself and determines methods of studying particular expressions of religion practiced globally. Various religious traditions are studied in order to explore core beliefs and rituals, sacred texts, religious experiences, and ethical/moral conduct. The course is primarily a research course.

REL 505. FOLK RELIGION IN THE SOUTH.

In films like *O Brother, Where Art Thou?* and *Searching for the Wrong-Eyed Jesus*, in the “roots music” revival of a large body of old songs with mysterious names like “John the Revelator” and “O Death,” a layer of religious experience has recently surfaced to mainstream visibility. It’s Southern, rooted in the nation’s “Bible Belt,” and yet it is different from the evangelical Protestantism of prohibition, the Scopes trial, and First churches on Main Streets. This course explores this “folk” layer of southern religion, seeking to reconstruct the context in which this form took shape, asking what meanings it had for those who practiced it. Students will think critically about the category of “folk religion” and utilize primary sources – songs, films, oral histories, literary evocations – to deepen their feel for the lived experiences of folk religion in the South.

REL 507. THEMES IN CHRISTIAN THOUGHT.

An examination of the major teachings and beliefs of Christianity with attention to their origin, relevance, and connections to contemporary life and society.

REL 510. THEORY AND METHOD.

What is religion? What is the nature of religious experience? Are religion and its experiences open to critical scrutiny? If so, how do we study them? This course seeks to answer these questions while raising many more concerning the academic study of the human phenomenon we call religion. After introductory material on defining/identifying religion, the course proceeds with a look at three broad period-themes within the study of religion: One, None, and Done. “One” is a look at the early comparativists and phenomenologists who sought to understand worldwide religion by positing a universal “religious experience”. “None” then introduces the concepts and figures that have suggested that religion is socially constructed and/or is a human construct intended to assist with the survival of the species. The third section of the course, “Done”, surveys the ongoing scholarly debate over secularization: is the world becoming less and less religious? In so many words, is religion “done”? The course ends with a brief

introduction to contemporary approaches to studying religion such as gender theory and the “subjective turn.”

REL 511. AMERICAN RELIGIOUS DIVERSITY.

An examination of the complex nature of religious diversity within contemporary American culture. The class introduces the historical roots, key beliefs, practices, and social patterns of varying religious traditions present in America. Students utilize their awareness of religious diversity in American culture to develop a basis for understanding globalization, pluralism, and religious conflict.

REL 515. SACRED TEXTS OF GLOBAL RELIGIONS.

This course supplements “Introduction to Global Religions” by focusing attention on the scriptures, or sacred texts, of religious communities worldwide. The class will examine the history, content, structure, sacralization process, and in-group meaning of the primary texts from each religious tradition – seeking to develop a broader understanding of those communities, cultures, and concerns from which the sacred texts arose. The world’s great religions have produced many of the world’s great texts, and this course seeks to investigate the latter so as to better comprehend the former.

REL 520. SPIRITUAL PRACTICES OF GLOBAL RELIGIONS.

This course is a cross-cultural, multi-disciplinary exploration of three significant categories of spiritual practice in major religions across the globe: Prayer, Pain, and Pilgrimage. These three forms of spiritual exercises provide the basic structure of the course, guiding an investigation into the historical, psychological, socio-cultural, and doctrinal reasons that motivate religious adherents all over the world to seek spiritual perfection. The course goes beyond simply identifying the practices associated with each major world religion, highlighting major forms of spiritual practice and revealing their many permutations across time and place.

REL 555. THEMES IN BIBLICAL NARRATIVE.

Exploration of Biblical narratives that have influenced Western culture, with an emphasis on their interpretation, their construction of human identity, and their relationship to ethical and moral decision-making.

REL 580. SPIRITUALITY AND WRITING.

Gods in All Worlds (GAW) is a collection of readings, more a Sayings Gospel than a collection of essays (though some readings are a couple of pages in length). My goal for our use of this text is not that we memorize or try to retain every word but rather that we use it for inspiration and contemplation, as background for our own discoveries and explorations. As for the others, these texts present views into worlds and perspectives deeply informed by the spiritual quest. These, too, are presented for inspiration and contemplation, to stir us as well as to inform us, to move us to attempt new ways of speaking and considering.

REL 583. SPECIAL TOPICS.

Selected topics in religion not covered in other courses. May be repeated for credit with different topics. Three credits.

REL 590. MARS: RESEARCH & THESIS.

SACRED THEOLOGY

STM 700. STM RESEARCH SEMINAR.

Prerequisite: STM status or approval of advisor and STM Program Director

A seminar in academic research and writing for students in the Master of Sacred Theology program. Required. Three credits.

STM 701. STM RESEARCH PROJECT.

Prerequisite: STM 700 and approval of the STM Research Project Proposal

An independent study for the completion of the STM research project, based on research begun in the STM Research Seminar (STM 700). Three credits.

STM 702. STM RESEARCH PROJECT CONTINUATION.

Prerequisite: STM 700 & STM 701

An independent study for the completion of the STM research project, specifically for those students who cannot finish their projects in the timeframe allotted to STM 701. In such cases students must enroll in STM 702 for each semester until the completion of the STM research project and the final oral examination. STM 702 does not count toward the 24 credit hours required for the STM degree and is subject to tuition and fees in accordance with University policy. One credit.

SUSTAINABILITY**SUS 501. VISIONS OF SUSTAINABLE COMMUNITIES.**

Engages students in a dialogue about sustainable communities with a focus on worldviews, human nature, and the shaping of community life, giving primary attention to the traditions of thought within western cultures as well as contemporary conversations within American society. Covers basic perspectives on sustainability in an idea exchange across disciplines and provides a foundation for understanding themes and processes in the natural world and human systems. Three Credits.

SUS 520. SCIENCE FOR SUSTAINABILITY.

Examines carbon cycle, nutrient cycles, carbon and nutrients in the oceans, climate change, oxygen and ozone, solid waste pollution, urban air pollution, and population. Three credits.

SUS 523. SUSTAINABLE ENERGY & MATERIAL USE.

Reviews sustainable engineering; overall energy needs and impacts; thermodynamics, heat transfer, and fluid mechanisms; atmospheric energy systems; field investigation; current and future urban energy systems. Three credits.

SUS 526. NATURAL RESOURCES, PROCESSES, AND MANAGEMENT.

Provides a broad survey of the foundational concepts related to natural resources and their sustainable management. Topics include geological resources, environmental chemistry, energy and climate change, and applied ecology. Three credits.

SUS 529. INDUSTRIAL ECOLOGY & DESIGN FOR SUSTAINABILITY.

Examines the conceptual, ethical, and practical challenges in the design, manufacture, and life cycle performance of products; global economic, environmental, cultural, and social aspects of competitive and functional product development and manufacture. Three credits.

SUS 561, 562, AND 563. SUSTAINABILITY CAPSTONE.

A three credit (3) project experience enables student engagement with community partner aiming to advance sustainability by applying and testing ideas, skills, and strategies learned

through the program. Students create and implement practical means to foster social, ecological, and economic sustainability. Students will assess the outcomes and share results with a wider audience. Each course is equal to one credit hour and may be taken in any combination upon approval from Program Coordinator.

SUS 561. SUSTAINABILITY CAPSTONE I: PROPOSAL AND COMMUNITY PARTNER DEVELOPMENT. One Credit.

SUS 562. SUSTAINABILITY CAPSTONE II: PROJECT WORK. One Credit.

SUS 563. SUSTAINABILITY CAPSTONE III: ANALYSIS, ASSESSMENT, AND PRESENTATION. One credit.

SUS 571. SUSTAINABILITY BEHAVIOR, EDUCATION, AND COMMUNICATION.

Sustainability Behavior, Education, and Communication incorporates theories, models, principles, methods, concepts and skills from a variety of disciplines to assist with improving communication and developing effective strategies for fostering more sustainable behavior. Students examine root causes and gain a deeper sense of how to approach issues by understanding the multitude of motivations and cognitive influences that drive human behavior, both sustainable and unsustainable. The structure encourages critical thinking about what gets in the way of effective communication. Particular attention is placed on the study of beliefs, attitudes, values, motivations, information processing, communication and stewardship behavior. Three credits.

SUS 572. COMMUNICATING SCIENCE.

Communicating Science addresses the need to develop meaningful, impactful, accurate scientific media that educates and activates humanity. The course explores the various pathways that scientific information travels from the bench to the public arena and the pitfalls along the way. A variety of topics related to sustainability are covered as students learn to critically evaluate and present scientific information. The course explores how non-traditional means of science communication can increase humanity's engagement with the information it needs to address global problems in sustainability. Three credits.

SUS 581, 582, & 583. SPECIAL TOPICS.

Prerequisite: Approval of advisor.

Special topical courses within the specified curriculum. One, two, or three credits.

THEOLOGY

THL 500. INTRODUCTION TO THEOLOGICAL THINKING.

An introduction to the nature and habits of theological thinking and articulation required of church leaders. Course will cover practices such as theological reasoning and reflection, reading, writing, and discussion. Three credits.

THL 540. INTRODUCTION TO THOMAS AQUINAS.

Prerequisite: THL 600

An approach to Aquinas from the perspective of recent studies that emphasize the scriptural and evangelical character of his thought. Does philosophy always spoil the gospel, and do we have anything to learn from the most determined advocate of salvation by grace alone between Augustine and Luther? Theology selective. Three credits.

THL 550. LUTHERAN CONFESSIONS.

This course focuses on the content and history of the Lutheran Confessions and their reception in the Lutheran church until the present. Students engage in an in-depth study of the confessional documents and are encouraged to address both the content and authority of the Confessions for Lutheranism today in the context of public ministry. Three credits.

THL 577. INTRODUCTION TO LIBERATION THEOLOGY.

Prerequisite: THL 600

Liberation theologies have challenged the church, its theological traditions and practices from a variety of perspectives. This seminar will consider those challenges, treating one or more voices, perspectives, or topics with an eye toward the implications of such challenges for faithful church practice in our contemporary context. Theology selective. Three credits.

THL 580. CHURCH AND SOCIETY IN THEOLOGICAL PERSPECTIVE.

Prerequisite: THL 600

This seminar in ecclesiology considers ways in which the Christian theological tradition has conceived of the relationship between the church and the world. Possible foci include issues of church and state, the nature of governance, Christianity and culture, classic and contemporary political theologies. Theology selective. Three credits.

THL 600. INTRODUCTION TO CHRISTIAN THEOLOGY.

Prerequisite: THL 500

This course is an introduction to the church leader's responsibility as a resident theologian. On one hand, it strives to facilitate growth in reflection on the church's faith. On the other hand, it provides an opportunity to develop abilities in guiding others in theological reflection. This two-fold task will be undertaken by means of an introduction to the methods, tasks, and doctrines of Christian theology, while providing an opportunity to appropriate the theological tradition in the context of the church and in engagement with the world. Three credits.

THL 602. SEMINAR IN EARLY CHRISTIANITY.

Prerequisite: BIB 510

An examination of a specific topic within the field of early Christianity that bridges the disciplines of history, theology, and interpretation. Possible topics include the historical Jesus, Christology and discipleship, canonization, and the apostolic literature. Three credits.

THL 605. THEOLOGY AND FILM.

Through viewing films, discussion (online and face-to-face), and student presentations, this course will identify various ways the art of filmmaking might play a more intentional role in ministry. The course will explore and engage the use of film for theological dialogue (among Christians, between Christians and those with other faith convictions, and in the public sphere), Christian education, Bible study, sermon crafting, and even pastoral care. Elements of the craft of filmmaking will be evaluated in order to seek parallels in the practices of ministry. Particular attention will be paid to films with global, cross-cultural and interfaith themes. Three credits.

THL 610. AMERICAN RELIGIOUS DIVERSITY.

Prerequisite: THL 500

This course will examine the complex nature of religious diversity present in American culture in the late 20th and 21st centuries. The class will examine the historical roots, key beliefs, practices, and symbolic meaning of varying religious worlds. Students will also utilize their awareness of religious diversity in American culture to develop a theological basis for understanding globalization. Church in Context Elective. Three credits.

THL 631. THEOLOGY OF THE CHRISTIAN LIFE.

Prerequisite: Middler status

This course will be a theological inquiry into the meaning of salvation and the way in which we participate in it now. May address questions involving justification, sanctification, union with Christ, the meaning of faith, hope, and love, and spiritual growth. Three credits.

THL 632. THE HUMAN PERSON.

Prerequisite: THL 600; MIN 505

This course explores the theological, philosophical, and psychological perspectives on human beings and what makes them tick. The course will attempt to provide a framework for pastoral care and Christian formation. Theology selective. Three credits.

THL 640. ECUMENICAL THEOLOGY.

History and ethos of the ecumenical movement, major ecumenical dialogues, the nature and practice of ecumenical theological thinking, ecumenism and pastoral practice. The course includes readings, lecture, discussion and papers. Three credits.

THL 641. THEOLOGY AND THE POST/MODERN WORLD.

Prerequisite: THL 600

A study of the church's theological engagement with intellectual developments in the modern and/or post-modern world. Topics may include a specific thinker/theologian, issue, or time period. Theology selective. Three credits.

THL 645. GOD, SUFFERING, AND EVIL.

Prerequisite: THL 600

Where is God in the midst of great suffering? Why does a good and loving God permit evil to afflict creation? How should Christians live in the midst of suffering and evil? This seminar will take up the challenges put to the faith and to ministerial leadership by what is commonly called theodicy. Theology selective. Three credits.

THL 650. CHRISTIAN ETHICS.

Prerequisite: Middler status or permission of instructor

This course will explore how the moral life and mission of the Church is formed and nurtured by its theological convictions, ecclesial practices, and spiritual disciplines. Primary emphasis is given to the role and function of church leaders in teaching, forming, and nurturing the congregation in its moral mission. Three credits.

THL 655. FORGIVENESS AND RECONCILIATION.

Prerequisite: THL 600

This seminar engages Christian convictions concerning God, human beings and community as they bear on forgiveness and reconciliation for the sake of a deeper understanding of the issues at stake in the personal and ecclesial practice of forgiveness. Included here is reflection on the possibilities for and limitations on the enactment of forgiveness and reconciliation in select contemporary social and personal situations. Theology selective. Three credits.

THL 675. THE CHURCH AND THE WORLD POOR.

This course examines the challenges presented to the Christian faith from the world of the poor and introduces participants to the process of organizing and leading a short-term mission trip. During the fall at selected meetings, the course will consider the history and culture, health and welfare, political economy, and faith of an impoverished community. During Maymester or

between fall and spring semesters, the class will travel to an impoverished community to live, work, and learn. This course may satisfy either the cross cultural requirement or the Church in Context elective.

THL 683. SPECIAL TOPICS.

Special topics courses in the discipline of theology.

THL 700. SEMINAR IN CHRISTIAN THEOLOGY.

Prerequisite: THL 600

This seminar examines select themes, issues, or figures in the theological tradition of the Christian church. Consideration will be given to the select topic's location and development within the tradition and its cultural context for the sake of enhancing personal formation and ministerial leadership. Theology selective. Three credits.

THL 701. SEMINAR IN THEOLOGY AND SCRIPTURE.

Prerequisite: THL 600

This seminar integrates the disciplines of biblical studies and systematic theology in the study of significant issues, figures, themes, or texts from the Christian tradition. Possible topics include atonement, suffering and evil, the Lord's Prayer, and the theological interpretation of scripture. Theology selective. Three credits.

THL 705. CHRISTOLOGY.

Prerequisite: THL 600

A study of the person and work of Jesus Christ. The classical theology of Christ's divinity and humanity and the saving significance of his death and resurrection are examined in the light of contemporary questions. Theology selective. Three credits.

THL 710. SEMINAR IN THEOLOGICAL ETHICS.

Prerequisite: THL 600

This seminar examines selected themes, issues, or figures in the moral tradition of the Christian church. Consideration will be given to the select topic's location and development within the tradition and its cultural context for the sake of enhancing personal formation and ministerial leadership. Theology selective. Three credits.

THL 715. GREAT VOICES IN THE GREAT TRADITION.

Prerequisite: THL 600

This seminar takes up the work of a seminal figure in the Christian theological tradition, classical or contemporary, such as Augustine, Aquinas, Barth, Cone, Tillich, Ruether, or Von Balthasar. It considers how that work was shaped by the missional challenges of the time, criticisms it faced, and its enduring contribution to the church's theological vision. Theology selective. Three credits.

THL 721. THEOLOGY AND THE MARKETPLACE.

Prerequisite: THL 600

What has Jerusalem to do with Wall Street, theology with economics, and Christianity with the production, distribution, and use of wealth? A theological study of Christian engagement with matters economic, from scripture and the patristic sources through medieval discussions of such things as property and usury, to the modern social encyclicals, church statements, and contemporary theological reflection. Theology selective. Three credits.

THL 731. THEOLOGY OF SALVATION.

Prerequisite: THL 600

This course will look at issues related to the Third Article of the Creed. Topics covered may include the work of the Spirit; the relationship of salvation, sacrament, and church; the nature of justification and its relationship to sanctification; and the dynamics of the new life in the Spirit. Theology selective. Three credits.

THL 741. CHRIST AND THE SCRIPTURES.

Prerequisite: THL 600

This course will investigate biblical hermeneutics from the perspective of Christology, and vice-versa. How does scripture make Christ known and how should the confession of Christ affect the way we read scripture? Theology, biblical studies, and homiletics intersect throughout the course. Theology selective. Three credits.

THL 795. THESIS SEMINAR.

A supervised research project during first semester of the senior year, providing the basis for a senior thesis to be completed during the final semester. Three credits.

THL 796. SENIOR THESIS.

A continuation of THL 795; completed according to established guidelines. Three credits.

WRITING**WRI 501. RHETORICAL THEORY AND RESEARCH IN WRITING.**

Students will identify rhetorical theories from the ancient to the modern era, explain the progression and influences of rhetorical thought, apply rhetorical theory to various genres of written discourse, and conduct independent research using appropriate sources to support arguments. Three credits.

WRI 510. EXPLORING THE EVOLUTION OF FICTION.

An overview of the evolution of the short story and novel as well as selected subgenres. Students engage in close reading to understand technical elements. Emphasis is also placed on exploring cultural contexts, understanding literary theories, and developing empathetic skills. Three credits.

WRI 511. EXPLORING THE EVOLUTION OF CREATIVE NONFICTION.

An overview of the evolution of the genre of Creative Nonfiction, which encompasses writing about reality using literary approaches ranging from the journalistic to the poetic. Students apply reflective and critical analysis to examples and engage in discussion structured to invite questions, generate insight, and discover new paths for narrative. Three credits.

WRI 512. EXPLORING THE EVOLUTION OF POETRY.

An overview of the evolution of the genre of poetry over time. Students use close reading skills to understand technique and the relationship among poetic traditions, techniques and movements. Three credits.

WRI 520. WORKSHOP IN WRITING FICTION.

In this supportive workshop, students read each other's works and collaborate to improve them. Students read each other's work closely to understand scene, structure, plot, character, syntax,

symbol and other techniques and to discover areas for revision. Students learn to reflect deeply upon their drafts and engage in an organic process of revision. Three credits.

WRI 521. WORKSHOP IN WRITING CREATIVE NONFICTION.

In this supportive workshop, students read each other's works and collaborate to improve them. Students draw on personal experience and inquiry to write in categories such as personal essay, lyric essay, creative journalism, and memoir. This course engages discussion of legal issues, creative risk, boundaries, and craft. Students learn to rely upon self-knowledge and engagement in the narrative process to organically revise their drafts. Three credits.

WRI 522. WORKSHOP IN WRITING POETRY.

In this supportive workshop, students read each other's works and collaborate to improve them. Students will learn to understand the nature of creative processing through study of technique: syntax, sound, stanzas, persona, and more. The course employs active listening and appreciative inquiry as tools for critique. Students learn the skill of organic, rigorous revision. Three credits.

WRI 545. INTRODUCTION TO NARRATIVE MEDICINE: NARRATIVE AS A FORM OF KNOWLEDGE.

A study of readings by narratively trained practitioners as well as writing assignments that move practitioners beyond clinical knowledge into narrative knowledge. Through engagement with literature and writing, students develop comfort with the less-defined areas of care—the open spaces of provider-patient relationships where ethics, empathy, and the unknown hold more power than heart-rate and x-ray. Three credits.

WRI 546. NARRATIVES OF ILLNESS.

A study of illness narratives in poetry, short fiction, creative nonfiction, and novels. Emphasis on close reading and developing narrative competency and empathy. Three credits.

WRI 547. NARRATIVES OF CARE.

A study of narratives by doctors and other care providers. Emphasis on reflective writing skills as students develop their own narratives, addressing presence, complexity, paradox, fatigue, shame, love, listening, and other human facets of care. Three credits.

WRI 550. WRITER IN THE WORLD.

Creative Writing Track:

In this Creative Writing experience, students will apply the flexible skill of writing to a project they design. Students will submit proposals for an engaged learning experience or internship in writing within their chosen field. Proposals should reflect the manner in which the field experience will develop the students' knowledge, skill, and identity as a professional writer within the genre. Three credits.

Narrative Medicine Track:

In this Narrative Medicine experience, students will help a target population develop narrative competence. Students will submit proposals for an applied study or service in a pastoral, medical, social work, legal, education, or other similar setting. Proposals should reflect the manner in which the field experience will develop the students' knowledge, skill, and identity in the field of narrative medicine. Three credits.

WRI 581, 582, 583. SPECIAL TOPICS IN CREATIVE WRITING.

These courses offer students opportunities to explore sub-genres and skills supplementing the core coursework. Songwriting, Dramatic Writing, Fantasy and Horror, Writing about Nature, and Travel Writing are examples of possible topics. Special Topics courses are offered in miniterm as well as full semester courses in order to offer diverse opportunities. Because the MAW encourages student curiosity, special topics courses will be offered with consideration given to students' course of study. 1-3 credits.

WRI 590. GUIDED PORTFOLIO.

In this capstone course, students will design and assemble a professional-caliber portfolio of original, exceptional work completed while in the graduate program. The portfolio will include self-assessment and reflective components. Portfolios embody the student's breadth of skill in both composition and revision as well as in rhetorical approach and narrative engagement. Three credits.