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.

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://registrar.lr.edu under “forms.” The form should be filed two semesters prior to the student’s anticipated graduation date. Each student seeking to be licensed as a school counselor must apply for licensure with the Director of Teacher Education and Licensure in the School of Education.

CHANGE OF MAJOR PROCEDURE
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.

COMPREHENSIVE EVALUATION
The Graduate School of Lenoir-Rhyne University requires that each student receiving a master’s degree 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 two consecutive semesters within an academic year, they must either request an extension of their program or reapply through the Division of Enrollment Management. 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:

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time study</td>
<td>9 – 13</td>
</tr>
<tr>
<td>Half-time study</td>
<td>6 – 8</td>
</tr>
<tr>
<td>Less than half-time</td>
<td>1 – 5</td>
</tr>
</tbody>
</table>

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. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per semester hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from course</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing from the University</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing from the University</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory, given for a practicum, a thesis, and other designated courses</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory, given for a practicum, a thesis, and other designated courses</td>
</tr>
</tbody>
</table>

An academic average of 3.0 on a 4.0 scale is required for the master’s degree. 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. Only under special circumstances will undergraduate students be allowed to register for graduate level courses. Undergraduate students wishing to take graduate courses should contact the Registrar’s Office to request required forms and policy information. 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.

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 Life Long Learning 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 is subject to dismissal without probation for the following:
1. Receiving a “B–” or below in 3 or more courses in the same semester;
2. Receiving a grade of “F” in 2 or more courses in the same semester.
3. 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. The Dean of Graduate and Life Long Learning programs, together with the Graduate Studies Council, will handle such cases.

A student wishing to appeal a decision regarding probation or dismissal should refer to the section on appeals. A student who has been dismissed who desires readmission to the graduate school should follow the procedures outlined in the section on readmission.

NON-ACADEMIC DISMISSAL
Faculty must consult the school chair and college dean prior to discussing the dismissal with the student. Upon approval, the student will be notified of the dismissal and instructed regarding the appeal process. The appeal must be completed within 3 days and submitted to the school chair and Dean of Graduate and Life Long Learning.

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.

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 admissions appeals contact the Division of Enrollment Management. For information on other appeals contact the Dean of Graduate and Life Long Learning. 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 on the Friday preceding the start of classes for the new semester.
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. A graduate student must have an approved Program of Study on file with the Registrar’s office by the end of the first term. The program coordinator and/or the student advisor as well as the chair of the school must approve the Program of Study. A student who wishes to make changes in the program of study must complete a Notification of Change in Program of Study and have the approval of the advisor, Program Coordinator, and the Dean of Graduate and Life Long Learning.
2. An academic grade point average of 3.0 on a 4.0 scale is required for the master’s degree.
3. 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 www.lr.edu/registrar under “forms.”
4. A candidate who seeks teacher licensure or school counselor licensure is required to make application for that licensure. These applications are available in the office of the School of Education.

SECOND MASTER’S DEGREE
A student wishing to obtain an additional master’s degree must meet the same admission requirements specified in the Graduate School catalog as a student seeking the first master’s degree.

A student entering Lenoir-Rhyne University with a master’s degree must file a plan of study approved by the student’s advisor and the Dean of Graduate and Life Long Learning. In the case of a student who already has a master’s, the following guidelines must be followed:
1. A student must meet a minimum number of credit hours for the degree selected. The number of credits required will be determined by the student’s previous coursework. Students may be required to repeat course work older than six years. The majority of the student’s course work must be completed at Lenoir-Rhyne.
2. Standardized testing may be waived for individuals who possess an existing master’s degree as determined by the Division of Enrollment Management and the program coordinator. However, the School of OT will not waive this requirement and will require the submission of a standardized test score for all applicants.

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 master’s 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 Graduate and Life Long Learning programs. Degree referral requires that the majority of course work for a graduate degree must be completed at Lenoir-Rhyne so exceptions to the limit on transfer credits may never exceed 50% of all required credits.
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 for the master’s degree (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
ADDIMG, 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. 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 students 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 Enrollment Services Center 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.

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.
   • Hickory and Asheville Campus – contact Enrollment Services Center of Hickory at 828.328.7300 / 800.277.5721.
   • Columbia Campus – contact Enrollment Services Center of Columbia at 803.786.5150 / 800.804.5233.
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 noted on the official transcript. A grade of ‘WP’ has no influence on the students cumulative GPA, however, a grade of ‘WF’ will count the same as an ‘F’ in calculating the student’s GPA.
   • Hickory and Asheville Campus – contact Enrollment Services Center of Hickory at 828.328.7300 / 800.277.5721.
   • Columbia Campus – contact Director of Enrollment Services Center & Communications at 803.461.3296 / 800.804.5233.

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 (the first week of classes in the semester)
- 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 (the first week of classes in the semester)
- 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 sessions, please go to [http://businessoffice.lr.edu/summer-refunds](http://businessoffice.lr.edu/summer-refunds)

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

**COURSE ABBREVIATIONS**

<table>
<thead>
<tr>
<th>ACC</th>
<th>Accounting</th>
<th>HES</th>
<th>Health, Exercise, Sports Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB</td>
<td>Bible</td>
<td>MAT</td>
<td>Math</td>
</tr>
<tr>
<td>BUS</td>
<td>Business</td>
<td>MIN</td>
<td>Ministry</td>
</tr>
<tr>
<td>CED</td>
<td>Christian Education</td>
<td>MPH</td>
<td>Public Health</td>
</tr>
<tr>
<td>CHS</td>
<td>Church History</td>
<td>OCC</td>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>COM</td>
<td>Communications</td>
<td>PHI</td>
<td>Philosophy</td>
</tr>
<tr>
<td>COU</td>
<td>Counseling</td>
<td>POL</td>
<td>Political Science</td>
</tr>
<tr>
<td>CSC</td>
<td>Computer Science</td>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>ECO</td>
<td>Economics</td>
<td>REL</td>
<td>Religion</td>
</tr>
<tr>
<td>EDU</td>
<td>Education</td>
<td>STM</td>
<td>Sacred Theology</td>
</tr>
<tr>
<td>ENG</td>
<td>English</td>
<td>SUS</td>
<td>Sustainability</td>
</tr>
<tr>
<td>ERM</td>
<td>Enterprise Risk Management</td>
<td>THL</td>
<td>Theology</td>
</tr>
</tbody>
</table>
ADMISSION POLICIES AND PROCEDURES

Each applicant must submit all items required for admission by the program. The Division of Enrollment Management reviews all applications for admission in conjunction with the program coordinator for the applicant’s area of study and the Graduate Council, or with the Faculty Admissions Committee at the Lutheran Theological Southern Seminary for Seminary candidates. Cohort-based programs, including Occupational Therapy, Athletic Training and Teaching, are reviewed after the application deadline. All other programs are reviewed on a rolling admission basis up to the priority deadlines listed below.

DEADLINES FOR ADMISSION
Priority deadlines for applications include:

<table>
<thead>
<tr>
<th>Degree/Certificate Program</th>
<th>Semester of Entry</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College Administration</td>
<td>Fall</td>
<td>June 1st</td>
</tr>
<tr>
<td>Counseling (all)</td>
<td>Spring</td>
<td>October 1st</td>
</tr>
<tr>
<td>Enterprise Risk Management</td>
<td>Summer</td>
<td>March 1st</td>
</tr>
<tr>
<td>MBA (all)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Development and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MPH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing (all)</td>
<td></td>
<td></td>
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<tr>
<td>School Leadership</td>
<td></td>
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<tr>
<td>Sustainability Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Summer (only)</td>
<td>January 31st</td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetic Internship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic Training</td>
<td>Summer (only)</td>
<td>February 15th</td>
</tr>
<tr>
<td>Religion</td>
<td>Fall</td>
<td>August 1st</td>
</tr>
<tr>
<td>Divinity</td>
<td>Spring</td>
<td>December 1st</td>
</tr>
<tr>
<td>Sacred Theology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applications for all graduate programs received after these deadlines may not be considered for the current entry term. All application forms are available in the Division of Enrollment Management and should be returned to the office by the appropriate deadline.

PROGRAM SPECIFIC ADMISSIONS DEADLINE INFORMATION

COUNSELING
Candidates for the MA in Counseling program may be required to complete an interview with the counseling admission committee. Interviews are conducted several times of year and will be scheduled as necessary prior to an offer of admission.

TEACHING
MA in Teaching candidates will be notified by February 15th to schedule an interview. Interviews will be conducted the week of March 1st. Admissions decisions for the MA in Teaching program will be mailed on March 15th and the deadline for accepting the offer of admission is April 1st.
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 (or otherwise specified campus location);
3. Submit a completed application form for the desired program along with the required application fee;
4. Submit three letters of reference (on forms provided) from professionals attesting to the ability of the applicant for graduate study;
5. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree;
6. Submit all additional documentation as required by the specific graduate program.

INTERNATIONAL STUDENTS
International applicants will be considered for admission upon meeting the requirements specified below in addition to the requirements of the specific graduate program of interest. It is the student's responsibility to submit the following information:

1. Proof of immigration status (if applicable) via a copy of a permanent resident card or visa;
2. Official Transcripts from all colleges and universities attended. For foreign universities, the transcripts must have been evaluated and translated into English by an approved evaluation agency;
3. Proof of English proficiency for students whose native language is not English. Proficiency can be proven through one of the following:
   a) Official TOEFL scores. It is expected that applicants have a score of at least 550 paper based, 213 computer based, or 79 web based;
   b) Completed college or higher education work from a U.S. or English speaking college or university;
   c) Grade report showing successful completion of a college-level English composition course with a grade of a “C” or better;

An I-20 form will be forwarded to a student upon official acceptance to the graduate school and receipt of the enrollment deposit.

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 Division of Enrollment Management before May 1. For the spring semester, enrollment fees are refunded if written requests are received before January 1. For the summer semester, enrollment fees are refunded if written requests are received before May 1. The enrollment fee is credited toward tuition.

DEFERRED ENROLLMENT
Students who have been accepted may defer enrollment for up to one year. The Division of Enrollment Management must be notified of the student's wish 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 are re-entering after one academic year absence do not have to reapply for admission. Inquiries should be addressed to Academic Records.

Reentering students in good standing who are absent from the University for more than two 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 suspension of no more than one semester from Lenoir-Rhyne University must contact the Division of Enrollment Management for current procedures. Students desiring to continue study following a period of academic suspension must reapply through the Division of Enrollment Management.

WAITLISTING
Admission from a wait list 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 is 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 wait list 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 Division or Enrollment Management 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-) a student will be reviewed for full admission.

ADMISSION REQUIREMENT CATEGORIES
Lenoir-Rhyne University offers two options for pursuing admission. Admission requirements will be dictated based on which category a student falls under. Decisions regarding eligibility for either admission track are made by the Division of Enrollment Management with consultation of the desired program of entry and graduate studies council as needed.

TRADITIONAL ADMISSION
The traditional admission track is designed for applicants who have received their baccalaureate degree within the past six years or any applicant who prefers traditional admission procedures.

CAREER TRACK ADMISSION
The career admission track is designed for applicants who have distinguished themselves in the workplace or community. 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 complete application form for the desired program along with the required application fee;
4. Submit proof of eligibility to be considered for the career admission path. Candidates must be at least six years removed from receiving the baccalaureate degree AND submit the following documentation:
   a. Detailed resume that highlights specific career accomplishments;
   b. Three letters (on forms provided) from professional references within the field to which the applicant is applying;
   c. 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 path admission. Programs accepting career track admission are: MA in Counseling, Master of Business Administration, MS in Athletic Training, Master of Public Health, MA in Community College Administration, MS in Nursing, MA in Writing, MS in Sustainability Studies, MA in Liberal Studies, MA in Language Development and Learning, MA in School Leadership.

ADMISSION REQUIREMENTS BY PROGRAM

MASTER OF BUSINESS ADMINISTRATION
TRADITIONAL AND CAREER 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;
2. Submit an official copy of the GMAT (unless career track applies);
3. Submit a completed supplemental application for the MBA program;
4. Submit three letters of professional recommendation on the provided recommendation forms;
5. Complete all prerequisite courses with a grade of a “C” or better and provided documentation on the prerequisite completion form;
6. Present evidence business experience, if applicable;
7. Submit a CV or resume.

PREREQUISITE REQUIREMENTS
Competency in the basic areas of business is required to begin courses in the MBA program. Competency may be demonstrated by completion of coursework, foundation seminar attendance, or CLEP examination. The areas of business competency are covered in the following courses or their equivalents: ACC 231 Principles of Accounting, BUS 340 Business Management, BUS 344 Business Finance, BUS 360 Marketing, ECO 121 Macroeconomics, BUS 370 Business Law I, BUS 320 Management Information Systems, and BUS 380 Business Ethics.
Fulfillment of prerequisite courses for the MBA program may be completed through a variety of ways. Students are able to complete prerequisite coursework through an accredited institution or through Ivy Software correspondence courses. Prerequisite courses are approved by the Division of Enrollment Management. Students who lack foundation coursework may enroll in graduate classes only with the permission of the instructor and Program Coordinator. However, formal admission to the MBA program will not be granted until all prerequisites are successfully completed.

ACCOUNTING CONCENTRATION PREREQUISITE INFORMATION
Candidates for admission to the Master of Business Administration with the Accounting concentration must meet course requirements in addition to the MBA general requirements. Prerequisite requirements for the accounting concentration include the following course or their equivalents: Intermediate Accounting I & II, Auditing, Cost Accounting, Tax Accounting, and Advanced Accounting.

MASTER OF ARTS IN COMMUNITY COLLEGE ADMINISTRATION TRADITIONAL AND CAREER 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;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless career track applies);
3. 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;
4. Submit three letters of professional recommendation on the provided forms;
5. Submit a CV or Resume.

MASTER OF ARTS IN COUNSELING TRADITIONAL AND CAREER 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;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless career track applies);
3. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Counseling;
4. Submit three letters of professional recommendation on the provided forms;
5. Submit a CV or Resume.

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.

Additionally, students must successfully complete an individual interview with a panel of designated faculty.

MASTER OF ARTS IN RELIGION
CAREER TRACK OPTION

In addition to the Lutheran Theological Southern Seminary Admissions Application, candidates for admission to the Master of Arts in Religion 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. 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;
3. 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;
4. Be available for an interview as requested.

MASTER OF DIVINITY
CAREER 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. 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;
3. 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;
4. Be available for an interview as requested.

MASTER OF ARTS IN LANGUAGE DEVELOPMENT AND LEARNING
TRADITIONAL AND CAREER TRACK OPTIONS

Licensure Programs: English as a Second Language (ESL) Education, Deaf/Hard of Hearing (DHH) Education

Candidates for admission to the Master of Arts in Language Development and Learning program must meet the following criteria:

1. Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale, OR A minimum GPA of 3.0 on a 4.0 scale in a master’s degree program in education or related field;
2. Submit an official copy of either the Miller Analogies Test (MAT) with a minimum score of 390 OR the GRE with a combined Verbal and Quantitative scores in the 35th percentile and with a minimum Verbal score in the 40th percentile;
3. Submit three letters of professional recommendation on the provided recommendation forms;
4. Submit a writing sample clearly articulating goals and life experiences that have influenced the student’s decision to pursue a graduate degree in Education;
5. If a teaching license in DHH or ESL is desired, the candidate must possess an initial license from the Department of Public Instruction in any area. Individuals without any previous teaching license may be admitted to graduate study, but if they seek licensure in this program’s DHH, or ESL areas they will need to complete their initial licensure in another program of study;
6. Be available for an interview as requested.

MASTER OF ARTS IN LIBERAL STUDIES
TRADITIONAL AND CAREER TRACK OPTIONS
Candidates for admission to the Master of Arts in Liberal 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;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless career track applies);
3. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Liberal Studies;
4. Submit three letters of professional recommendation on the provided recommendation forms;
5. Be available for an interview as requested.

MASTER OF ARTS IN SCHOOL LEADERSHIP
TRADITIONAL AND CAREER TRACK OPTIONS
Candidates for admission to the Master of Arts Teaching program must meet the following criteria:
1. Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale, OR A minimum GPA of 3.0 on a 4.0 scale in a master’s degree program in education or related field;
2. Submit an official copy of either the Miller Analogies Test (MAT) with a minimum score of 390 OR the GRE with a combined Verbal and Quantitative scores in the 35th percentile and with a minimum Verbal score in the 40th percentile;
3. Have a minimum of three years of successfully public school experience;
4. Have proof of “A” level North Carolina Teacher’s License;
5. Submit a detailed vita or resume;
6. Submit an autobiographical essay reflecting on the candidate’s commitment to education, making sure to address prior teaching experiences and leadership opportunities working with students and adults, as well as academics;
7. Three recommendation forms completed by the candidate’s principal or supervisor, a colleague who can speak to the candidate’s teaching and leadership abilities, and an individual of the candidate’s choice.
8. Be available for an interview as requested.

MASTER OF ARTS IN TEACHING (Beginning Summer 2013)
TRADITIONAL TRACK
Candidates for admission to the Master of Arts School Leadership 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. Submit an official copy of either the Miller Analogies Test (MAT) with a minimum score of 390 OR the GRE with a combined Verbal and Quantitative scores in the 35th percentile and with a minimum Verbal score in the 40th percentile;
3. Submit a list or relevant experiences working with young adolescents in school or community settings. Include a brief description of each experience;
4. Submit an essay based upon an article selected by the School of Education faculty and a writing prompt. Article and prompt will be posted on the MAT program website under Admissions;
5. Complete an interview with MAT Admissions Committee. Teach a 5 minute mini-lesson on a topic of your choice as a component of the interview;
6. Applicants may be asked to complete content area testing in cases where the undergraduate major’s alignment to the desired licensure area is felt by the MAT Admissions Committee to be questionable;
7. Complete a formal criminal background check.

MASTER OF ARTS IN WRITING
TRADITIONAL AND CAREER 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;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless career track applies);
3. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Writing;
4. A resume or portfolio highlighting the applicant’s experience or body of work;
5. Submit three letters of professional recommendation on the provided recommendation forms.

MASTER OF SACRED THEOLOGY
CAREER 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 masters degree in religious studies or theological studies from an accredited institution;
2. 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;
3. 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;
4. Provide three academic recommendations from previous professors;
5. Demonstrate language proficiency appropriate to the chosen discipline;
6. Be available for an interview as requested.

MASTER OF SCIENCE IN ATHLETIC TRAINING
TRADITIONAL AND CAREER 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;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless career track applies);
3. 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;
4. Submit three letters of professional recommendation on the provided recommendation forms;
5. Have a current medical form on file which provides evidence of satisfactory physical and emotional health;
6. Provide proof of Emergency Cardiac Care certification as defined by the BOC;
7. Documentation of a minimum of 75 observation hours with a certified Athletic Trainer;
8. Complete all prerequisite courses with a grade of a “C” or better and provided documentation on the prerequisite completion form;
9. Submit a signed copy of the program Technical Standards; and
10. Be available for an interview with program faculty as requested.

PREREQUISITE REQUIREMENTS
Competency in the basic areas of Athletic Training is required to begin courses in the AT program. The areas of competency are covered in the following 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 SCIENCE IN ENTERPRISE RISK MANAGEMENT (Beginning Fall 2013)
TRADITIONAL AND CAREER TRACK OPTIONS
Candidates for admission to the Master of Science in Enterprise Risk Management 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;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless career track applies);
3. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Enterprise Risk Management;
4. Submit three letters of professional recommendation on the provided recommendation forms;
5. Submit a CV or Resume;
6. Be available for an interview with program faculty as requested.

MASTER OF SCIENCE IN NURSING
TRADITIONAL AND CAREER TRACK OPTIONS
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;
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. Have access to high speed internet services.

Candidates will then follow one of two admission tracks:
Traditional Admission Track: The traditional admission track is designed for applicants who have received their baccalaureate degree within the past six years or any applicant who prefers traditional admission procedures. Candidates for admission to the School of Nursing as a degree-seeking student through the traditional admission track:

- Submit GRE scores;
- Submit a current Curriculum vitae or Resume;
- Submit three letters of reference (on forms provided) from professionals attesting to their ability of the applicant for graduate study (Suggestions: employer, faculty if available);
- Submit a professional statement (500 words or less clearly articulating goals and life experiences that have impacted the student’s decision to pursue a MSN graduate degree with the chosen concentration).

Career Admission Track: The career admission track is designed for applicants who have distinguished themselves in the workplace or community. Career applications 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 School of Nursing as a degree-seeking student through the career admission track must:

- Submit proof of eligibility to be considered for the career admission track. Candidates must submit a detailed curriculum vitae/resume highlighting specific career accomplishments and, through the submission of official collegiate transcripts, show that they are at least six years removed from receiving their baccalaureate degree;
- Three letters (on forms provided) from professional references within the field of nursing;
- Submit a professional statement (500 words or less) clearly articulating goals and life experiences that have impacted the student’s decision to pursue a MSN graduate degree with the chosen concentration);
- Be available for an interview upon request.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
TRADITIONAL TRACK
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 minimum scores may not ensure admission.

Minimal requirements include:

1. Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale;
2. Submit official transcripts from all colleges attended;
3. Submit an official copy of the GRE with a minimal Verbal score in the 40th percentile, and a minimum Quantitative score in the 35th percentile and a minimal score of 3.5 on the Analytical Writing Sample;
4. Submit a written personal statement of 750 words or less, outlining the applicant’s traits and characteristics that are congruent with the qualities of an OT practitioner as specified in the Graduate School application;
5. Submit three letters of professional recommendation on provided recommendation forms; two of which must be from practicing Occupational Therapy practitioners who have observed you in a professional setting;
6. Must meet minimal performance abilities for OT students on www.ot.lr.edu;
7. Complete all prerequisite courses (see below) with a grade of “B-” or better and provide documentation of coursework on the required prerequisite completion form;
8. 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.
Graduates of Lenoir-Rhyne University can qualify for priority admission by meeting additional requirements. Minimal requirements for Lenoir-Rhyne students applying for priority admission include all of the above plus the following:

1. A GRE score in the 50th percentile or higher in Verbal and Quantitative domains and a score of 3.8 on the Analytical Writing Sample;
2. Sixty (60) credit hours completed at LR;
3. Completion of OT prerequisites plus OCC 403 and OCC 413 with B or better grades in all courses;
4. Evidence of membership “in good standing” in the Student Occupational Therapy Association concurrent to taking OCC 403 and 413.

PREREQUISITE REQUIREMENTS
Master 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 five years: Anatomy and Physiology I and II with labs, Statistics, Abnormal Psychology, Developmental Psychology, Cultural Diversity, and Ethics.

MASTER OF PUBLIC HEALTH
TRADITIONAL AND CAREER 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;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless career track applies);
3. 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.
4. Submit three letters of professional recommendation on provided recommendation forms;
5. Submit a CV or resume.

PREREQUISITE RECOMMENDATIONS:

DIETETIC INTERNSHIP
TRADITIONAL TRACK
Candidates for admission to the Dietetic Internship program complete the application process through the Dietetic Internship Central Application Service (DICAS) 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;
2. Submit an official copy of GRE scores;
3. Submit official transcripts from all colleges attended;
4. Submit three letters of recommendation on the provided recommendation forms;
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 nation-wide option, in addition to the above mentioned admission requirements, Preceptor forms and Supervised Practice Facility information forms for each location are also required.
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;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless career track applies);
3. 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;
4. Submit three letters of professional recommendation on the provided recommendation forms;
5. Submit a CV or Resume.
THE GRADUATE SCHOOL

PROGRAMS OFFERED AT LENOIR-RHYNE UNIVERSITY- HICKORY

MASTER DEGREE PROGRAMS
MA in Clinical Mental Health Counseling
MA in Community Counseling with School Licensure
MA in Language Development and Learning
MA in Liberal Studies
MA in School Counseling
MA in School Leadership
MA in Teaching (Beginning Summer 2013)
MBA
MBA with Accounting Concentration
MBA with Entrepreneurship Concentration
MBA with Global Leadership Concentration
MBA with Healthcare Administration Concentration
MBA with Leadership Development Concentration
MPH
MS in Athletic Training
MS in Enterprise Risk Management (Beginning Fall 2013)
MS in Nursing with Education Concentration
MS in Nursing with Administration Concentration
MS in Occupational Therapy

POST BACCALAUREATE PROGRAMS
Dietetic Internship
Post-Baccalaureate Certificate in Counseling from a Christian Perspective
Post-Baccalaureate Certificate in Healthcare Administration
Post-Baccalaureate Certificate in Accounting

PROGRAMS OFFERED AT THE CENTER FOR GRADUATE STUDIES OF ASHEVILLE

MASTER DEGREE PROGRAMS
MA in Clinical Mental Health Counseling
MA in Community Counseling with School Licensure
MA in Community College Administration
MA in Sustainability Studies
MA in Writing
MBA
MBA with Arts Entrepreneurship Concentration
MBA with Business and Sustainability Concentration
MBA with Healthcare Operations Administration Concentration
MBA with Innovation, Entrepreneurship, and Technology Commercialization Concentration
MBA with Tourism and Hospitality Concentration
MPH
MS in Nursing with Education Concentration
MS in Nursing with Administration Concentration

POST BACCALAUREATE PROGRAMS
Dietetic Internship
MASTER DEGREE PROGRAMS
Master of Arts in Religion
Master of Divinity
Master of Sacred Theology

*Note: All graduate degree programs at Lenoir-Rhyne University consist of at least 30 semester hours of graduate level credit with the exception of the Master of Sacred Theology, a Post-Master degree program, which requires 24 credit hours beyond a master’s degree.
2012-2013

ACADEMIC CALENDAR

SUMMER SESSION 2012

MAY
29-30 Tuesday-Wednesday Summer School Registration
31 Thursday Classes begin - Mini-Term I & Full Summer Session

JULY
3 Tuesday Mini-Term I Classes End
4 Wednesday Independence Day Holiday – No classes
5 Thursday Mini-Term II Classes Begin

AUGUST
7 Tuesday Mini-Term II & Full Summer Term Classes End

FALL SEMESTER 2012

AUGUST
16-17 Thursday-Friday Faculty Workdays/Development Activities
17-19 Friday-Sunday The Rising: New Student Orientation
19 Sunday New Student Matriculation Ceremony 8 pm
20 Monday Registration-Fall Semester
20 Monday Classes begin for Once-a-week evening and evening Mini-Term I
21 Tuesday All other classes begin
27 Monday OPENING CONVOCATION 10:00AM

SEPTEMBER
14 Friday Last Day to WITHDRAW with a 'W'-Mini-Term I Classes

OCTOBER
9 Tuesday MID-TERM: Last day to WITHDRAW with a 'W'- Full Semester Day & Evening Classes
10 Wednesday Mini-Term I Ends
11 Thursday Mini-Term II Begins
15 Monday Last day to remove incomplete grades from Previous Spring and Summer
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Wednesday</td>
<td>Fall Mid-Term grades due</td>
</tr>
<tr>
<td>19</td>
<td>Friday</td>
<td>Last Day to DROP/ADD-Mini-Term II Classes</td>
</tr>
<tr>
<td>22-23</td>
<td>Monday-Tuesday</td>
<td>FALL BREAK –No classes</td>
</tr>
<tr>
<td>29-31</td>
<td>Monday-Wednesday</td>
<td>Advising Period</td>
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**NOVEMBER**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1-6</td>
<td>Thursday-Tuesday</td>
<td>Advising Period</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday</td>
<td>Last Day to <strong>Withdraw</strong> with a ‘W’-Mini-Term II Classes</td>
</tr>
<tr>
<td>7-13</td>
<td>Wednesday-Tuesday</td>
<td>Pre-registration for Spring 2012</td>
</tr>
<tr>
<td>21-25</td>
<td>Wednesday-Sunday</td>
<td>THANKSGIVING BREAK-No classes</td>
</tr>
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**DECEMBER**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>5</td>
<td>Wednesday</td>
<td>All Fall Classes End</td>
</tr>
<tr>
<td>6</td>
<td>Thursday</td>
<td>Final Exam Prep Day</td>
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<tr>
<td>7-8</td>
<td>Friday-Saturday</td>
<td>Final Exams</td>
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<tr>
<td>9</td>
<td>Sunday</td>
<td>Final Exam Prep Day</td>
</tr>
<tr>
<td>10-11</td>
<td>Monday-Tuesday</td>
<td>Final Exam</td>
</tr>
<tr>
<td>13</td>
<td>Thursday</td>
<td><strong>Final grades for December Graduates due by 10AM</strong></td>
</tr>
<tr>
<td>14</td>
<td>Friday</td>
<td>Commencement 7:00PM</td>
</tr>
<tr>
<td>17</td>
<td>Monday</td>
<td><strong>All grades for Fall semester due by 10AM</strong></td>
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December 12, 2012-January 7, 2013  
**CHRISTMAS BREAK**

**SPRING SEMESTER 2013**

**JANUARY**

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<thead>
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<th>Event Description</th>
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<tbody>
<tr>
<td>3-4</td>
<td>Thursday-Friday</td>
<td>Faculty Workdays/Development Activities</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Final Registration for Spring Semester</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Classes begin for Once-a-week evening and evening Mini-Term I</td>
</tr>
<tr>
<td>8</td>
<td>Tuesday</td>
<td>All other classes begin</td>
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<tr>
<td>15</td>
<td>Tuesday</td>
<td>Last Day to <strong>DROP/ADD</strong>—Full Semester Day &amp; Evening &amp; Mini-Term I Classes</td>
</tr>
<tr>
<td>21</td>
<td>Monday</td>
<td>Martin Luther King Observance (No Day Classes; Once-A-Week Evening Classes and Mini-Term Evening Classes Meet)</td>
</tr>
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**FEBRUARY**

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Friday</td>
<td>Last Day to <strong>Withdraw</strong> with a ‘W’-Mini-Term I Classes</td>
</tr>
<tr>
<td>28</td>
<td>Thursday</td>
<td>Mini-Term I Ends</td>
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</tbody>
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**MARCH**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Friday</td>
<td>MID-TERM: Last day to <strong>Withdraw</strong> with a ‘W’-Full Semester Day &amp; Evening Classes</td>
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</tbody>
</table>
4 Monday Mini-Term II Begins
6 Wednesday Spring Mid-Term grades due by 10AM
9-17 Saturday-Sunday SPRING BREAK – No Classes
18 Monday Last day to add/drop courses for Mini-Term II
25-28 Monday-Thursday Advising Period
29-April 1 Friday-Monday EASTER BREAK

APRIL
4 Last Day to WITHDRAW with a 'W'-Mini-Term II Classes
2-5 Tuesday-Friday Advising Period
8-12 Monday-Friday Pre-registration for Summer & Fall 2012
29 Monday Academic Awards Ceremony, 4:30PM, Belk Cent.

MAY
1 Wednesday Honors Convocation (required attendance)
1 Wednesday Last Day of Classes
2 Thursday Final Exam Prep Day
3-4 Friday-Saturday Final Exams
5 Sunday Final Exam Prep Day
6-7 Monday-Tuesday Final Exams
8 Wednesday Final grades for Graduate Students graduating due by 10AM
9 Thursday Final grades for Spring Graduates due by 10AM
9 Thursday Graduate Hooding and Commencement, 7:00PM
10 Friday Baccalaureate, 3:00PM
10 Friday Undergraduate Commencement, 8:00PM
13 Monday All grades for Spring semester due by 10AM
LENOIR-RHYNE UNIVERSITY

MISSION STATEMENT
In pursuit of the development of the whole person, Lenoir-Rhyne University seeks to liberate mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community, and promote responsible leadership for service in the world.

As an institution of the North Carolina Synod of the Evangelical Lutheran Church in America, the University holds the conviction that wholeness of personality, true vocation, and the most useful service to God and the world are best discerned from the perspective of Christian faith.

As a community of learning, the University provides programs of undergraduate, graduate, and continuing study committed to the liberal arts and sciences as a foundation for a wide variety of careers and as guidance for a meaningful life.

VISION STATEMENT
Our goal is to be a nationally recognized liberal arts institution of choice - known for our excellence in building leaders for tomorrow, developing patterns of lifelong learning, positioning our graduates for success in their professional, personal, and spiritual lives and providing an unparalleled quality of caring within our university community.

VALUES STATEMENT
Lenoir-Rhyne University espouses a set of values designed to inform us, as members of this educational community, in our personal development and our interactions with others. These values establish our principles of operation as an organization. They furnish guidance and assurance to each member of our community, and they help us to see how everyone’s contributions improve the life of our university.

These principles are made manifest through our daily actions, and they are fully realized only when embraced by everyone in our community. Constant and consistent attention to these core values will cultivate the continuous improvement of our institution, will assist us in the achievement of our mission, and will direct us toward realizing our vision as a university.

- Excellence-We will strive for excellence in everything we do. We will continuously cultivate our intellectual, physical, and spiritual growth. We will develop our talents and abilities to their fullest extents.
- Integrity-We will act with integrity at all times. We will respect and be honest with each other. We will take personal responsibility for our words and our actions.
- Care-We will care about others in our learning and working relationships.
- We will be responsible stewards of our resources. We will support each other and work together toward the common good.
- Curiosity-We will learn from our community, past and present. We will confront important issues with humility and open minds. We will embrace the gains attained from the diversity of people and perspectives.
ACCREDITATION

Lenoir-Rhyne University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master's degrees. Contact the Commissions on Colleges at 1866 Southern Lane, Decatur GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Lenoir-Rhyne University.

The University is registered by the United States government for the reception of foreign students. It is approved for veterans training.

Lenoir-Rhyne University is accredited by the National Council for Accreditation of Teacher Education for the preparation of teachers at the undergraduate and graduate levels. Its programs are officially approved by the Board of Education of North Carolina.

The Lenoir-Rhyne University School of Nursing is accredited by the Commission of Collegiate Nursing Education (One DuPont Circle, NW, Suite 530, Washington, DC 20036, telephone (202) 887-6791, Web site: www.aacn.nche.edu) and is approved by the North Carolina Board of Nursing (Box 2129, Raleigh, North Carolina, 27602-2129, telephone 919-782-3211).

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE, Box 31220, Bethesda, MD 20824-1220, telephone (301) 652-2682, Web site: www.aota.org).

The Charles M. Snipes School of Business is accredited by the Association of Collegiate Business Schools and Programs (Web site: www.acbsp.org).

The Lenoir-Rhyne Athletic Training Program is accredited through the Commission on Accreditation of Athletic Training Education (2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664, telephone (512) 733-9700, Web site: www.caate.net).

The Lenoir-Rhyne Dietetics Program is a candidate for accreditation by the Commission on Accreditation for Dietetics Education (120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, telephone (800) 877-1600, ext. 5400, Web site: www.eatright.org).

HISTORY

The Reverends William P. Cline, Andrew L. Crouse, Jason Moser, and Robert A. Yoder shared the desire of other Lutheran leaders that the church establish an institution in Hickory to train teachers and ministers and offer a religious-oriented education to all youth.

Their desire for a school did not take form until property became available through a Hickory businessman, Colonel J.G. Hall. The property, a 56-acre tract one mile north of the Hickory business district, was part of the estate of a Watauga County lawyer, Captain Walter Lenoir. Before he died in 1890, Captain Lenoir surveyed the area and deeded it to Colonel Hall with the request that it be used only as a campus for a church-sponsored college.

Colonel Hall, acting as Lenoir's trustee, turned the property over to the ministers after they had signed personal notes assuring that $10,000 would be invested in buildings and equipment.

The school opened September 1, 1891. It carried the name “Highland College,” but four months later it was chartered under the name of Lenoir College in memory of the donor of the land. The 149 students and eight teachers met for classes the first year in a modest two-door frame structure which had originally housed a private academy. During its second year, the College moved into a new brick main building which housed the academic, administrative, social, and religious life of the campus until it was destroyed by fire in 1927.

Even though Lutheran ministers founded the College, taught its classes, and Lutheran congregations sent young people to its doors, it was not until 1895 that the College established a formal relationship with the church. That year, the Evangelical Lutheran Tennessee Synod, which included a large number of North Carolina congregations, assumed official sponsorship and support of the institution and, through its successor bodies, has maintained the church relationship to the present day.

For almost three decades Lenoir College served as a combination college, business school, and academy under the leadership of President R.A. Yoder (1891–1901) and President R.L.
Fritz (1901–1920). By the time Dr. J.C. Peery (1920–1925) became president, the emergence of public schools in North Carolina had squeezed the academy division out of the college structure. The institution made another major change in its academic program by abandoning its traditional program of a single liberal arts curriculum and offering students a choice of varied major fields.

In 1923 the College changed its name to honor Daniel E. Rhyne, a Lincoln County industrialist who boosted the endowment and other assets of the institution with his frequent gifts. In recognition of his support, the institution’s name became Lenoir-Rhyne College. Approval of Lenoir-Rhyne College’s academic program was earned during the Fritz administration when the North Carolina State Board of Education awarded A-grade ratings to Lenoir and nine other colleges. It was during the administration of President H. Brent Schaeffer (1926–1934) that regional accreditation was earned. Lenoir-Rhyne College was admitted to membership in the Southern Association of Colleges and Secondary Schools in 1928.

Dramatic growth in student enrollment marked the closing years of the administration of Dr. P.E. Monroe (1934-1949). Boosted by the influx of returning veterans following World War II, enrollment rose from 407 in 1945 to 843 two years later.

LENOIR-RHYNE UNIVERSITY’S GROWTH

The trend toward rising enrollments carried over into the administration of Dr. Voigt R. Cromer (1949-1967). Gradual enlargement of the student body continued until 1,300 students were enrolled. The faculty increased to 96 members, the endowment grew to $1.8 million, and 13 major buildings were constructed.

During the administration of Dr. Raymond M. Bost (1967–1976), Lenoir-Rhyne College initiated long-range plans to enrich the quality of its curriculum. Major improvements in the academic calendar and program were implemented, and joint-degree programs with other institutions of higher education were increased. Student personnel services expanded, the campus enlarged to 100 acres, and the endowment grew to $3.9 million.

Dr. Albert B. Anderson served as the eighth president from 1976-1982. His administration was marked by a refinement of the College’s role as a church-related institution, the restructuring of the academic calendar and core curriculum, and the addition of majors in psychology and accounting. Capital campaigns conducted by the church, the local community, and alumni resulted in the construction of a physical education center, new instructional facilities, the renovation of an existing classroom building, and a new mini-auditorium. With the 1980-1981 academic year, the College established a graduate program in education. In addition, two significant programs—the Lineberger Center for Cultural and Educational Renewal and the Broyhill Institute for Business Leadership—were established under Dr. Anderson’s leadership and the endowment grew to $8.8 million.

Lenoir-Rhyne College graduate and member of the College’s Board of Trustees, Albert M. Allran, guided the College as interim president for approximately 20 months before the appointment of Dr. John E. Trainer, Jr.

Dr. Trainer’s administration as ninth president began in August 1984 and closed in May 1994. In recognition of the College’s centennial anniversary in 1991, supporters contributed more than $27 million for endowment, building, and operational purposes. The endowment increased to $19 million and the annual operational budget advanced to $20 million. During the decade, the College also added a major field of study in occupational therapy, gained institutional recognition among top-ranked colleges in the nation, and initiated special renewed efforts to encourage academic excellence and student leadership development.

The tenth president, Dr. Ryan A. LaHurd, was called to Lenoir-Rhyne College in 1994, following nine years of service at Augsburg College (Minneapolis, MN), where he served as Vice President of Academic Affairs and Dean of the College. He helped the College achieve a vision to embrace multi-culturalism, celebrate Lutheran heritage, and strengthen Lenoir-Rhyne College’s leadership as a comprehensive regional college of the liberal arts. He
resigned in June 2002. Dr. Wayne B. Powell became Lenoir-Rhyne’s 11th President on December 1, 2002, following two years of service as Vice President and Dean for Academic Affairs at the College. He previously served other institutions as a Dean and Professor of Mathematics. Dr. Powell has articulated an aggressive vision for Lenoir-Rhyne centered around excellence and founded in the College’s heritage as a nationally recognized comprehensive, liberal arts college operating under the Lutheran traditions of inquiry and free exchange of ideas.

In 2008 Lenoir-Rhyne College officially changed its name to Lenoir-Rhyne University. The University is governed by a 31-member Board of Trustees and is affiliated with the NC Synod of the ECLA.

THE CAMPUS

The campus of Lenoir-Rhyne University includes approximately 100 acres, bounded by Fourth and Eighth Streets, N.E., and extending northeast of Seventh Avenue, N.E., in Hickory. Hickory is a city of about 40,000, and is the nucleus of North Carolina’s fourth largest metropolitan area.

The campus includes the following major structures:

**Cloninger Alumni House (acquired 1996):** Facing Seventh Ave. N.E., this structure was originally constructed in 1905 by the Rev. Robert Cline, brother of the Rev. William P. Cline, one of the College’s founders. It houses office and meeting facilities for the Office of Alumni Relations and Office of Marketing and Communications.

**Rudisill Library (1943):** Facing the quadangle, the Library building was enlarged and remodeled in 1967, and again in 1983, when a television studio, curriculum laboratory, media classrooms, and other features were added. It was erected with money given by Mr. and Mrs. Carl Augustus Rudisill, Cherryville, NC, and their children, Mr. and Mrs. T.W. Borland and Mr. and Mrs. Ben Richard Rudisill. Recent improvements include the installation of wireless access throughout the building and updating computers. In 2009, the Lohr Learning Commons was opened on the second floor of the facility providing students, faculty, and staff access to a number of general academic supports in one central location.

**Conrad Hall (1963):** This residence hall, facing College Drive, accommodates 108 students. It was completed at a cost of $520,000 and named for Dr. Flavius L. Conrad, president of the United Evangelical Lutheran Synod of North Carolina from 1949 to 1962. Conrad Hall was totally renovated in 2008. It houses the Cub’s Pub.

**Fritz Hall (1950):** This residence hall faces College Drive and accommodates 80 students. It was constructed originally as a men’s residence hall and renovated in 1958 and again in 2008. It is named for Dr. R.L. Fritz, Sr., member of the first graduating class, second president of Lenoir-Rhyne College, and member of the faculty for 52 years.

**Moretz Stadium (1923):** Situated between Fourth and Fifth Streets, N.E., this impressive stadium was constructed as a combination football-baseball field and renovated in 1964 into a larger football stadium accommodating 8,500 spectators. Originally called College Field, it was renamed in honor of Helen S. and Leonard Moretz, the donors for its major renovations.

**Isenhour Hall (1968):** A residence hall for first year students faces Eighth Avenue, N.E., Isenhour accommodates 145 students. It is named for Dr. Harry E. Isenhour, Chairman of the Board of Trustees of Lenoir-Rhyne College from 1950 until 1971.

**Lohr Hall (constructed 1997):** Facing Seventh Avenue, N.E., the Lawrence L. and Frances Mauney Lohr Hall was constructed by joining two existing brick homes which had been acquired earlier by the University. One of these homes was built in 1938 for Professor Victor Aderholt, a member of the Class of 1915; the other in 1950 for Dr. Robert L. Fritz, an 1892 alumnus of Lenoir-Rhyne College. Both were acquired by the University in the 1980s. The facility now houses the Division of Enrollment Management, including offices and meeting rooms for Academic Records, Admissions, Financial Aid, and Student Success and Retention.
Lineberger Administration Building (1965): This office building faces the quadrangle, and it houses administrative offices, including the President, Provost, and Development. It was completed at the cost of $310,000, given by the Lineberger Foundation, Belmont, N.C. It was named for Archibald Caleb Lineberger, a Belmont industrialist.

Living-Learning Center (2001): Facing Sixth Street, N.E., the Living-Learning Center provides residence hall facilities, a faculty apartment, and a seminar space.

Mauney Hall (1928): This building was named for donors Mr. and Mrs. W.A. Mauney and Mr. and Mrs. J.S. Mauney and their families. A major renovation project was completed in 2004 converting the building into an academic facility housing three academic schools and the career center.

Mauney Music Building (1960): A classroom-rehearsal building facing Sixth Street, N.E., this structure also contains studios, practice rooms, offices, band room, choral room, and recording and broadcasting equipment. It was completed at cost of $352,000 and named for the donors, Dr. and Mrs. William K. Mauney, Kings Mountain, N.C., and their sons. The pipe organ, given in memory of Ernest Jacob Mauney, was replaced in 1994 through a contribution by Thomas W. Reese; it was given in memory of his mother, Myrtle Suttlemyre Reese.

McCrorie Center (2002): On Stasavich Place, McCrorie Center is a facility designed to offer the most technologically advanced learning environment for students in the health sciences, including Nursing, Occupational Therapy, Health and Exercise Science, Community Health, Dietetics, and Athletic Training. The Center includes health program instruction areas such as classrooms, offices, and laboratory space, clinical areas encompassing athletic training offices, private exam rooms, rehabilitation, hydrotherapy, and training facilities, as well as athletic facilities such as coaches’ offices, locker rooms, and weight training rooms. One of the essential features of the building is its incorporation of the three health education programs and their connection to the university athletics program. Shared classrooms, labs, and computer technology provide efficiencies for the University among these programs. Additionally, the building houses the Solmaz Institute for Childhood Obesity.

Minges Science Building (1959): A classroom-laboratory building facing the quadrangle, Minges was completed at a cost of $560,000 and named for the donors, Dr. and Mrs. Luther L. Minges, Rocky Mount, N.C., and their family.

Morgan Hall (1958): This residence hall for first year students, faces Eighth Avenue, N.E., accommodates 150 students, and was completed at a cost of $600,000. It was named for Dr. Jacob L. Morgan, president of the United Evangelical Lutheran Synod of North Carolina from 1921 to 1947.

P.E. Monroe Auditorium (1957): Facing Sixth Street, N.E., this structure contains an auditorium with a seating capacity of 1,556, as well as conference rooms and offices. It was completed at the cost of $625,000, funded in part through the Hickory Chamber of Commerce and supported by the citizens of the Hickory area. It was named for Dr. P.E. Monroe, fifth president of Lenoir-Rhyne College.

President’s Home (1952): Facing Fourth Street, N.E., this home was completed at a cost of $60,000 and made possible through a designated gift of $35,000 given by Mr. and Mrs. Albert D. Eckard of Hickory and their son, R. Neil Eckard.

Price Village (1973): Facing Ninth Avenue, N.E., this residence area accommodates 180 students in 6 and 14 student units. It was named for Dr. K.A. Price, class of 1902, a benefactor of Lenoir-Rhyne.

Rhyne Building Addition and Belk Centrum (1983): Attached to Rhyne Memorial Building, this added space contains faculty offices, seminar and classroom areas, and a 180-seat auditorium.

Rhyne Memorial Building (1927): A classroom building facing the quadrangle, the Rhyne building was constructed as the Daniel Efird Rhyne Administration Building and converted to classroom-faculty office use exclusively in 1965. It was fully renovated for classroom use in 1982. It was named for the donor, Daniel E. Rhyne, a Lincoln County industrialist.
**Schaeffer Hall (1941):** Named for Dr. H. Brent Schaeffer, fourth president of Lenoir-Rhyne College, a major renovation project was completed in 2005 converting the building into a conference hall to serve the local business community.

**Shuford Memorial Gymnasium (1957):** The gymnasium facing Stasavich Place, contains a playing court with a spectator capacity of 3,600, classrooms, offices and dressing rooms. It was completed at a cost of $525,000, given by Shuford Mills, Inc., of Hickory and named for A. Alex Shuford Sr., Hickory industrialist.

**Shuford Physical Education Center (1979):** Facing Stasavich Place, this structure contains a playing court, natatorium, dance studio, handball courts, weight room, classrooms, and offices. It was completed at a cost of $1.9 million and funded by gifts of Hickory area citizens in response to a $500,000 challenge gift by the late A. Alex Shuford Jr., of Hickory.

**St. Andrew’s Lutheran Church (1951):** Facing Eighth Street, N.E., and used by the University and St. Andrew’s congregation (organized on the campus in 1894), St. Andrew’s was completed at a cost of $400,000, given by the congregation, the United Evangelical Lutheran Synod of North Carolina, alumni, and other friends of Lenoir-Rhyne University.

**Cromer Center (1963):** Facing Sixth Street, N.E., the Cromer Center includes lounges, meeting rooms, a meditation chapel, offices and rooms for student services, bookstore, post office, and Bears’ Lair (snack bar). It was completed at cost of $1 million and named for Dr. Voigt R. Cromer, sixth president of Lenoir-Rhyne College.
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 a two course sequence providing basic introduction in 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 of exegesis. Three credits.

**BIB 502. GREEK II.**
Prerequisite: BIB 501.
This is a two course sequence providing basic introduction in 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. OLD TESTAMENT SURVEY.**
A survey of the Old Testament literature, focusing especially on the historical background and theological emphases of its major documents. Three credits.

**BIB 620. INTERPRETING THE NEW TESTAMENT GOSPELS.**
Prerequisite: 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 630. PAUL'S LETTERS AND THEOLOGY.
*Prerequisite: BIB 510 and for MDIV students, Greek.*
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 702. THE GOSPEL ACCORDING TO MARK.
*Prerequisite: BIB 602*
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 720. OLD TESTAMENT THEOLOGY.
*Prerequisites: BIB 511, BIB 503.*
This course addresses the theologies and 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.
*Prerequisite: BIB 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 within 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.

BUSINESS

BUS 504. CREATIVITY IN BUSINESS.
An examination of the role and importance of creativity in the business enterprise. This course examines the development of personal creativity, the functioning of creativity in group environments, and the role managers perform in facilitating the creative performance of employees. Three credits.

BUS 511. MANAGERIAL FINANCE.
This course examines the role of financial management in supporting and sustaining the functional areas of the firm. Using cases and readings, students gain insight into the analysis of financial problems as well as the development of financial strategy. 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. ORGANIZATIONAL BEHAVIOR.
This course examines the human side of organizations. The role of manager is examined to gain insight into those skills which facilitate leadership, organizational change and development, and managing human relationships. 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 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. OPERATIONS MANAGEMENT AND DECISION-MAKING.
A study of basic concepts, techniques, and issues encountered in managing operations systems and assisting decision-making in today’s changing environment. Topics covered include linear and integer programming, six sigma, quality assurance, and project management with their impact on decision-making in a complex and uncertain environment. This course utilizes both lecture and case studies. Three credits.

BUS 520. NEGOTIATION IN BUSINESS.
The development of skills for managers in resolving disputes and facilitating deals. The course develops a systematic approach to development of negotiating skills by examining negotiation analysis, strategy and tactics, behavioral and contextual dynamics, and the ethical dimension of negotiation. Three credits.

BUS 521. ETHICAL AND LEGAL ISSUES IN BUSINESS.
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 525. BUSINESS STRATEGY AND PLANNING.
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 strategy formulation and implementation through an integrated view of organizational operations. This background would position students for guiding strategy of organizations as well as provide a thinking process for advisory work in the management consulting space. Three credits.
BUS 530. GLOBAL ENVIRONMENT OF BUSINESS.
A cross-cultural assessment of business practice focusing upon managerial implications, consumer behavior patterns, cultural values, negotiation styles, financial matters, and legal/political considerations. Cases and real world business problems will be used to gain decision-making insight into the challenges of global business. 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 SYSTEMS.
Surveys technology and systems as tools which facilitate the management of business information and manufacturing processes. The course explores the transformation of data to information in order to facilitate higher quality decision making, as well as timeliness and ease-of-use of information by decision makers. Also examined are the integration of technology, systems, and people and how they assist the firm in achieving distinctive competencies. Three credits.

BUS 534. BUSINESS POLICY.
An integrative course which exposes future managers to the challenge of creating and sustaining a competitive advantage in the marketplace, while maintaining sufficient profitability. Through extensive case studies, students must utilize accumulated knowledge from the entire MBA program in order to successfully master the challenges presented. 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 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).

CHRISTIAN EDUCATION

CED 500. FOUNDATIONS IN CHRISTIAN EDUCATION.
This course explores faith formation in the church in the context of congregational life and contemporary culture. It addresses basic purposes and objectives; foundational disciplines; characteristics of learners and stages of growth; curriculum development, selection and use; the teaching-learning process; confirmation ministry; overseeing a parish educational ministry program; and ministry to and with persons with special needs. The class includes discussion, small-group and class presentations, student teaching in class, field education, and readings. Three credits.

CED 510. CHRISTIAN EDUCATION 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.

CHRISTIAN HISTORY

CHS 501. CHURCH HISTORY I.
This course provides a general survey of Christian history from the early church to the eve of the Protestant Reformation, introducing students to the major theological, intellectual, and spiritual issues the church has faced 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. 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 505. ISSUES IN RELIGION IN AMERICA - POLITICS, RELIGION AND THE 2012 PRESIDENTIAL ELECTION.
This course examines specific issues related to religion and the American experience. Topics of study rotate over time and normally will be offered as half courses. The topic for the Fall 2012 will be “Religion, Politics, and the 2012 Presidential Election”. ½ elective. Three credits.

CHS 530. HISTORY AND THEOLOGY OF AFRICAN AMERICAN TRADITIONS (GLOBAL CHURCH ELECTIVE).
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. Three credits.

CHS 550. LUTHERANISM IN NORTH AMERICA.
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 in the ELCA. Three credits.

CHS 555. FOUNDATIONS OF WESLEYAN MISSION, PRACTICE AND BELIEF
A study of the early Methodist movement in eighteenth-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 that vision informed the mission, practice, and organization of the early Methodists. This course is the first of a two-semester sequence designed to satisfy the disciplinary requirements of United Methodist ministerial candidates in the areas of United Methodist doctrine, polity and history. 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. Students then follow the Baptist families in their paths towards religious freedom and tolerance in the early American colonial development through the 19th century. Attention is focused on history and theology through faithful community practices, confessions, mission, and ministry. 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 an understanding of the various local traditions and expressions encountered today within contemporary Lutheranism.

COUNSELING

COU 505: COUNSELING THEORIES.
This course is a critical overview of 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. Three credits.

COU 510: INTRODUCTION & FOUNDATION OF SCHOOL COUNSELING.
The course serves as the introductory course for individuals seeking credentials and/or a degree in public school counseling. COU 510 introduces students to the theoretical and research base required for developing comprehensive school counseling programs. Students must demonstrate their ability to analyze, synthesize and integrate knowledge gleaned from current research, documents from the North Carolina Department of Public Instruction, the National Standards for School Counseling (2000) and course texts. An overview of the principles and practices of counseling services in public schools, multiple roles and functions, applicable technology, an understanding of exceptionalities, and program organization will be explored. Attention will also be given to the current 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: Practice of School Counseling. Three credits.

COU 515: ADVANCED SCHOOL COUNSELING.
The course is a continuation of COU 510: Introduction & Foundation of School Counseling. 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. Twenty-five to forty practicum hours are required. Practicum hours must be done within a public school setting and under the direct supervision of a licensed school counselor are required. Three credits.
COU 520: CLINICAL MENTAL HEALTH COUNSELING.
This course is typically the first course taken in the counseling program 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.
A study of basic psychometric and non-testing assessment methods. Practical application of measurement concepts will be provided through the administration, interpretation, and evaluation of tests and non-testing appraisal techniques commonly used in counseling. Students will demonstrate their ability to develop test interpretations and to consult with parents, teachers, and other mental health professionals through written reports and interview sessions. The course will include the quantitative aspects of testing and an examination of the legal/ethical problems involved in testing and other issues of concern when testing diverse populations. Three credits.

COU 525: ORIENTATION AND ETHICAL PRACTICES OF PROFESSIONAL COUNSELING.
An introduction to the profession of counseling including a study of the principles, professional organizations, laws, ethics, and diversity issues involved in the delivery of counseling, assessment, evaluation/research, consulting and referral services. Students will demonstrate the ability to identify the basic services, to formulate a Professional Disclosure Statement, to identify the roles and functions of the counselor, and to analyze case studies relative to legal and ethical issues. Three credits.

COU 530: COUNSELING TECHNIQUES.
The Counseling Techniques 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. These exercises will consist of practice sessions in which students take turns playing the role of client and counselor. 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. Ethical guidelines, historical development of the field, research findings and trends, as well as the developmental stages of counseling dynamics and client growth will also be explored. Three credits.

COU 535: DIVERSITY ISSUES FOR HELPING PROFESSIONALS.
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. Three credits.

**COU 540: GROUP COUNSELING.**
The Group Counseling 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 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. As helping professionals you can expect to be called upon to lead groups in some or all of the specialization categories. To the degree that you can grasp the concepts that guide working with groups and learn the skills for balancing process and content issues, you will enhance your effectiveness as a group leader in a wide range of settings. Students will have an opportunity to experience the roles of group member, co-leader, and observer. Students will gain an integration of group work concepts through the use of multiple learning modalities. Analysis, synthesis, and appropriate application of group counseling methods will be emphasized. Students will demonstrate their ability to apply these methods through participation as a group member and group leader and/or co-leader. Through these experiences students are provided with opportunities for personal growth as well as the development of sound group counseling techniques and methods. 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. Three credits.

**COU 545: CAREER COUNSELING.**
This course provides an in-depth exploration of the theories and techniques of prominent approaches to career counseling. Emphasis is placed not only on understanding theories and techniques of career counseling, but also on personal application. The course includes a survey of prominent career theories, as well as extensive self assessments of interests, personality, values, and personal lifestyle preferences. The basic mission of the course is to provide an opportunity for students to learn and develop the necessary knowledge and skills in order to assist other persons and themselves in all areas of career development. Three credits.

**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. Three credits.

**COU 550: PSYCHOPATHOLOGY, DIAGNOSIS, & TREATMENT PLANNING.**
Students will gain understanding of the strengths, limitations, and appropriate uses of leading assessment tools in the diagnosis of mental disorders. The major diagnostic groups included in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM IV) will be reviewed with attention to differential diagnosis and multicultural considerations. Opportunities to analyze, synthesis and apply knowledge and skills will be provided as students
gain experience in assessing, diagnosing, and developing treatment plans for clients. Three credits.

**COU 555: CONSULTATION PROCESSES AND CRISIS INTERVENTION.**
This course will include a review of consultation models and theories useful to school counselors and agency counselors 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 community will be explored. Students will participate in role-play activities that reflect actual consulting situations. Three credits.

**COU 560: FOUNDATIONS OF MARRIAGE AND FAMILY COUNSELING.**
This course provides an overview of leading theories, models, and techniques of marriage and family counseling, with an emphasis on a systems approach. Opportunities are provided to explore inter- and intra-dynamics of family systems from both theoretical and personal perspectives. The complex nature of relationships will be studied, as well as “families of origin” influences on the individuals within these relationships. Three credits.

**COU 566: ADVANCED COUNSELING TECHNIQUES.**
Advanced Counseling Techniques is a didactic and experiential course with an emphasis on the enactment of advanced counseling skills, use of a consistent theoretical orientation with a specific focus on the use of motivational interviewing. Class content may include a combination of didactic instruction, live demonstration, media, review of research, and experiential techniques. Students will be able to demonstrate basic and advanced counseling skills, techniques, and professional ethics. This course builds on the students’ knowledge of counseling theories learned in COU 505, and introductory counseling skills learned in COU 530. This course is a prerequisite for COU 585. Students will demonstrate their ability to apply these techniques through the use of role-plays, some of which will be videotaped. These exercises will consist of practice sessions in which students take turns playing the role of client and counselor. 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. Ethical guidelines, historical development of the field, research findings and trends, as well as the developmental stages of counseling dynamics and client growth will also be explored. 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: ORIENTATION TO PROFESSIONAL EXPERIENCES IN SCHOOL COUNSELING (PRACTICUM).**
*Prerequisites for COU 580 include: COU 505, COU 510, COU 515, COU 524, COU 525, COU 530, COU 535 COU 540, COU 545, COU 550, COU 555, EDU 505, EDU 506* 
*During the practicum the student will complete the CPCE (Core Comprehensive Examination). The student must successfully pass this exam to be eligible for internship experiences.*
This course is designed to offer students in the school counseling track an opportunity to participate in a field experience within a K-12 school. Students will observe professional school counselors and provide limited counseling services, under supervision, for a minimum of 100 clock hours. Of the 100 hours required in the practicum, at least 40 must be in direct client or student contact and a minimum of 60 indirect hours. (Of the 40, at least 10 should include
work with groups). Four credits.

**COU 585: ORIENTATION TO PROFESSIONAL EXPERIENCES IN CLINICAL MENTAL HEALTH COUNSELING (PRACTICUM).**

*Prerequisites for COU 580 include: COU 505, COU 520, COU 524, COU 525, COU 530, COU 535, COU 540, COU 545, COU 549, COU 550, COU 555, COU 565, EDU 505, EDU 506.*

*During the practicum the student will complete the CPCE (Core Comprehensive Examination). The student must successfully pass this exam to be eligible for internship experiences.*

This course is designed to offer students in the mental health counseling track an opportunity to participate in a field experience within a mental health agency. Students will observe professional counselors and provide limited counseling services, under supervision, for a minimum of 100 clock hours. Of the 100 hours required in the practicum, at least 40 must be in direct client or student contact and a minimum of 60 indirect hours. (Of the 40, at least 10 should include work with groups). Four credits.

**COU 590: Internship in School Counseling I (300 hours) and COU 591: Internship in School Counseling II (300 hours).**

Students in the school counseling track will complete, over a two semester period, a total of 600 clock hours working in a school K-12 setting. The internship will be the culminating experience of the student’s masters program. Of the 600 hours to be completed, at least 300 hours must be spent in direct student/family contact. Students are encouraged to devote 60 hours of the 600 hours to group experiences (classroom guidance etc.). During the first internship experience COU 590, the student will submit a specialty capstone project (written and oral component). The final internship experience COU 591 the student will complete an oral component of the capstone project. Three credits each.

**COU 592: Internship in Clinical Mental Health Counseling I (300 hours) and COU 593: Internship in Clinical Mental Health Counseling II (300 hours).**

Students in the mental health counseling track will complete, over a two semester period, a total of 600 clock hours working in a mental health counseling setting. The internship will be the culminating experience of the student’s masters program. Of the 600 hours to be completed, at least 300 hours must be spent in direct individual, group, or family counseling with clients. Students are encouraged to devote 60 hours of the 600 hours to group and/or family counseling. During the first internship experience COU 592, the student will submit a specialty capstone project (written and oral component). The final internship experience COU 593 the student will complete an oral component of the capstone project. Three credits each.

**Specialty Course Descriptions:** *The following is a list of courses that have been offered in the program as an elective specialty topic course. These courses are not offered on a continuous basis and not part of the CORE Counseling Degree Requirements.*

**COU 547: FOUNDATIONS AND ETHICS PRACTICE OF CHRISTIAN COUNSELING.**

Three credits.

**COU 561: SPIRITUAL DIMENSIONS OF COUNSELING.**

*Pre-requisites: Undergraduate Psychology major, graduate standing, or approval of the instructor.* This course, which is offered in a one week intensive format, 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 couple’s 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 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 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 579: CLINICAL COLLOQUIUM AND APPLIED LAB IN CHRISTIAN COUNSELING.**
Three credits.

**COMMUNICATION**

**COM 520. BUSINESS AND PROFESSIONAL COMMUNICATION.**
Graduate-level lecture, performance, and research-based course designed to increase students’ skills in vital communication areas, such as the ability to establish, maintain, and increase trust and credibility with key stakeholders, including employees, regulatory agencies, citizens groups, the public, and the media. 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 METHODOLOGY AND PRACTICUM.**
This course includes discussion of contemporary views of the nature of scientific inquiry and their relation to the general problem of knowledge. Students will acquire skills in statistics and research design and will implement a research study consistent with their degree program. Three credits.

**EDU 506. CHILD, INDIVIDUAL, AND FAMILY DEVELOPMENT.**
A family systems approach to development. Interdisciplinary coverage of development issues including physiological, emotional, intellectual, and social development. Emphasis will be placed on child and adolescent development within the context of the family. This course integrates the field of human development and
family studies by recognizing that family functioning is dependent upon the interactions of its individual members, and that the family experience affects each individual's development across the life span. Three 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.**

**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 586. PROMOTING SECOND LANGUAGE AND LITERACY.
Study of typical and atypical speech, language development and implications to emerging literacy. First and second language learners are considered. Collaborative strategies for intervention in reading and writing for the communicatively challenged learner are introduced. 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 600. IMPACTING STUDENT LEARNING SUMMER SYMPOSIUM.
This course is an integrated introduction to the foundation of educational practice and pedagogical strategies. Students will examine developmental theories of learning, pedagogy, and 21st century knowledge bases and apply this knowledge to practical applications of data-driven instructional strategies. A primary focus will be formative and summative assessment techniques for the diagnosis of student differences in ability, performance, socio-cultural backgrounds, and learning styles. Students will learn how to design and use effective assessment strategies to gather student data and use it for the differentiation of classroom instruction. Using case-studies and lesson delivery to peers, students will develop the skills necessary to plan and provide effective classroom instruction. Three credits.

EDU 601. EDUCATIONAL POLICY AND SCHOOL LAW.
This course will provide a thorough overview of public school law, including the laws that apply to special education programming and students. Case studies will help students gain an
understanding of how to interpret law in specific situations, including school discipline and personnel decisions. It will also cover state statues as well as administrative policies. Three credits. (Summer)

**EDU 602. LEADERSHIP IN TEACHING AND LEARNING.**
Today’s school leaders need to be well versed in instructional strategies. The course will provide students with the opportunity to study the teaching of individuals, facilities, and school districts. Framed as professional learning communities, students will explore three main areas of Professional Learning Communities: focus on learning, a culture of collaboration, and a focus on results. Students will benefit as they learn from each other and their colleagues back in their respective schools. Each student will be able to analyze current teaching models and make a staff development action plan. This course will include a school-based project. The electronic evidences produced during the project will determine proficiency of the candidate on one of the seven standards. Three credits.

**EDU 603. LEADING CULTURE AND CHANGE IN THE 21ST CENTURY SCHOOLS.**
This course is designed to help educators understand the complexities involved in creating and maintaining effective schools. School leaders need to be able to recognize that every school has its own unique culture. The need to involve and work effectively with the entire educational community has never been greater. Leaders of today’s schools must work collaboratively to identify needs and make positive changes to the school and community in order to strengthen the bond between home, school, and community. Issues covered will include: roles of certified and non-certified personnel, obstacles to effective change, diversity, and community relations. This course will include a school-based project. The electronic evidences produced during the project will determine proficiency of the candidate on one of the seven standards. Three credits.

**EDU 605. LEADING THE SCHOOL THROUGH EMPOWERING THE TEACHERS.**
*Prerequisite: EDU 518.*
Today’s school leaders are required to interact and engage with many different publics in the course of their job. This course will focus on the ability of the school executive to empower others. Theories, case studies, and observations will connect the theories to the actual practice that is needed to effectively lead a school. This course will include a school-based project. The electronic evidences produced during the project will determine proficiency of the candidate on one of the seven standards. Three credits.

**EDU 607. TECHNOLOGY IN TEACHING AND LEARNING.**
Technology skills of the 21st Century schools will be increasingly important. This course will introduce students to digital technologies such as the use of computers, PDAs, and other electronic media. The digital media will be applied to instructional practices as well as the management of instruction. It will also include communication/networking tools and social networks so educators can learn how to manage and evaluate information in order to benefit the students. Three credits.

**EDU 608. LEADING AND ORGANIZING THE 21ST CENTURY SCHOOL.**
Today’s school leader must effectively and efficiently manage a wide array of resources including time, money, and personnel. Student growth should be a top priority when making any decisions surrounding these resources. This course emphasizes the principles of public school financing and the roles of federal, state and local governments in financing public education. It will also explore theories and practices related to recruitment, development, and appraisal of personnel. Assignments will include collaborating with a practicing school leader while budgetary and personnel decisions are being made at the school level. This course will include a school-based project. The electronic evidences produced during the project will determine proficiency of the candidate on one of the seven standards. Three credits.
EDU 609. TODAY’S PRINCIPALSHIP – USING DATA FOR SCHOOL IMPROVEMENT.
This course explores the many roles and functions of school leaders within the context of the School Executive Standards adopted by North Carolina. One very important area is for today’s leaders to be able to interpret and disaggregate data for instructional improvement. Students will align what is being taught to the Core Standards and develop goals to improve all areas of student performance. It will introduce participants to theories as well as how to apply these theories o the school setting in all demographic areas and all programs. This course will include a school-based project. The electronic evidences produced during the project will determine proficiency of the candidate on one of the seven standards. Three credits

EDU 615. SCHOOL LEADER INTERNSHIP I.
This course is designed as an orientation to the internship experience and should be taken in the fall semester. Activities will include seminars addressing topics such as the new state standards and required electronic evidences, introduction to a candidate self assessment as it relates to the internship process. Successful completion of required evidences as determined by a faculty/public school review team which includes the candidate’s supervising principal will be required before progressing to School Leader Internship II. Two credits. (Fall)

EDU 616. SCHOOL LEADER INTERNSHIP II.
Prerequisite: EDU 615.
This course is offered for interns who have completed a minimum of 6 credit hours of specialty course work in School Leadership. The intern will continue to work with the university supervisor and supervising principal on site-experience. Submission of electronic evidences will be evaluated by a faculty/public school review team and will occur at the conclusion of Internship II. Candidates must successfully complete all requirements before progressing to School Leader Internship III. Two credits. (Spring)

EDU 617. SCHOOL LEADER INTERNSHIP III.
This course is the culmination of the internship experience and she be taken concurrently with the candidate’s final specialty course in School Leadership Internship III will included a review of the internship experience by the intern, the University supervisor, and the supervising principal. Seminars with featured guest speakers and an opportunity for candidates to do post-self assessment, disposition and program evaluation will be provided. During Internship III the candidate’s final portfolio of evidences will be formally evaluated by the faculty/public school review team and must be deemed at the proficiency level in order to successfully exit the program and meet state standards for licensure. Two credits. (Summer)

EDU 625. SCHOOL LEADER INTERNSHIP CONTINUATION.
A continuation of internship if work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team. Zero credit.

EDU 626. RESIDENCY I.
Pre-requisite: Grade of B or better in EDU 600. Co-requisite: EDU 636.
This course is a full-time clinical experience in a public school classroom. Residents will be placed in classrooms with master teachers to observe, provide individual tutoring, lead small group instruction, and begin to develop lessons and units to deliver in collaboration with the classroom teacher. Throughout the semester, residents and master teachers will use a cognitive coaching model to identify targeted pedagogical skills for development, assessment strategies for evaluating this development, and reflection on the growth achieved. Residents will create a Teacher Work Sample during the semester and deliver the instructional unit developed. This product must be evaluated as “proficient” in order to be eligible for teacher licensure. Six credits.

EDU 628. CONTENT METHODOLOGY.
Co-requisite: EDU 626.
Three credits.

EDU 636. RESIDENCY II.
Pre-requisites: Grades of B or better in EDU 626 and 628. Co-requisite: EDU 638.
This course is a full-time clinical experience and a continuation of the public school placement for EDU 626. During the semester, residents will begin to take on increasing responsibility in the classroom, picking up full responsibility for planning, instruction, and assessment of the master teacher’s classes for at least 5 weeks during the semester. Throughout the semester, residents and mast teachers will continue to use a cognitive coaching model to identify targeted pedagogical skills for development, assessment strategies for evaluating this development, and reflection on the growth achieved. Residents must show evidence of positively impacting student learning and meet all performance-based criteria required in the NC Certification of Teaching Capacity. Six credits.

EDU 638. ADVANCED CONTENT AREA METHODOLOGY.
Co-requisite: EDU 636.
Three credits.

EDU 640. PREPARATIONS FOR TEACHER LEADERSHIP SYMPOSIUM.
Pre-requisites: Grades of B or better in EDU 636 and 638 and scores of proficient or better on all licensure portfolio evidences.
This course provides students with an opportunity to reflect on lessons learned during their residency and begin preparing for their first teaching job. Students will work with master teachers and university faculty to examine the Standard Course of Study and Common Core curricula for their discipline area, create long range plans aligned with curriculum and pacing guides, create potential unit plans, explore alternative assessment strategies and diagnostic tools, examine classroom management strategies and develop a classroom management plan, search for and gather online resources to enhance instruction, review School Improvement Plans, and begin to develop professional relationships in the field. Six credits.

ENTERPRISE RISK MANAGEMENT

ERM 510. INTRODUCTION TO ENTERPRISE RISK MANAGEMENT.
(Must be taken within the first 15 hours of beginning the Enterprise Risk Management program.)
The success of any enterprise depends on its ability to create and preserve value. Organizations are invariably exposed to risks that can easily jeopardize their created value. Examples of these risks include a product demand decrease, production cost increase, technological failure, information degradation or security breach, and liability suit. The underlying premise of enterprise risk management is that risks need to be identified and quantified in the context of the organization’s overall strategy and objectives. Risk management is increasingly important in the global economy and organizations are devoting more resources to identifying risks and preserving value. The goal is to gain a general understanding of the identification and quantification of risks as well as the strategies for mitigating risks. Such strategies may include contingent financing, bond dedication, insurance, hedging, and organizational design changes that can effectuate a more robust and agile organization. Three credits.

ERM 517. FINANCIAL RISK THEORY AND APPLICATION.
This course provides an in-depth study of financial theory, analysis and application. Emphasis is given to valuation techniques, risk and return, capital structure theory and policy, dividend policy, capital budgeting, real options, mergers and acquisitions, working capital management, and effective communications. Three credits.
ERM 525. CONSULTING AND ADVISING.
Pre-requisites: BUS 525 and CSC 591.
Developing trusted relationships and delivering products and services on budget and on time are critical to a successful consulting practice. The goal is to provide the knowledge and skills to effectively execute the consulting process and ultimately developing fact based solutions. Emphasis is given to entry, contracting, data gathering, preliminary diagnosis, modeling, planning, implementation, closing and evaluation. This background would position students for a career in management consulting. Three credits.

ERM 560. PROFESSIONAL SERVICE EXPERIENCE I.
Pre-requisites: COM 520, ECO 515, ERM 517 and 525, MAT 532 and 551.
Professional service is a critical element for attaining career success. Students will integrate knowledge and skills gained from prior courses of study and apply them in a professional service project. Through the project experience, students should acquire leadership skills and begin to develop their professional network. This project course also emphasizes the importance of community involvement and social responsibility in helping to shape organizations and society and to the career development process. Three credits.

ERM 561. PROFESSIONAL SERVICE EXPERIENCE II.
Co-requisite or pre-requisite: ERM 560.
Continuation of ERM 560 Professional Service Experience I. May be taken simultaneously with Professional Service Experience I or in a separate semester. Three credits.

HEALTH, EXERCISE, AND SPORT SCIENCE

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 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 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 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 and 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 630. PATIENT CARE III (Cross Listed with OCC 424).
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 thorax, abdomen, eyes, ears, nose, throat, and general medical conditions. Cross-listed with OCC 594. Four credits.

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. Three 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.

**LIBERAL STUDIES**

**LBS 501. COMMUNITY ENGAGEMENT.**
This course encourages students in liberal studies to intentionally engage in a meaningful community-based/service learning experience (outside of their professional background) which is reflected in a web portfolio. Three credits.

**LBS 502. SELF AND COMMUNITY SEMINARS.**
Designed to focus specifically upon this learning goal of care and responsibility. Through a focused seminar, liberal studies students will demonstrate a sense of personal integrity and an awareness of their responsibilities as stewards and citizens of the world. Furthermore, they will exhibit a commitment to morality and to lives of service. Topical courses will emphasize care and concern for personal wellbeing, others, and learning; awareness of the world beyond the self in an open and intercultural way; rigorous ethical understanding, dedication to vocation, and the realization of these in action and service. Three credits.

**LBS 503. THE ENDURING QUESTIONS SEMINARS.**
Designed to focus upon the learning goal of knowledge and understanding. Through focused seminars, liberal studies students will interpret the world, using appropriate tools drawn from relevant bodies of knowledge both to grapple with and to attempt answers to enduring questions. These topical seminars will explore the knowledge, modes of inquiry, and enduring questions of the Liberal Arts and Sciences, engage the unknown and creative problem solving, understand the ways in which various bodies of knowledge connect and overlap, and understand the limits of these bodies of knowledge. Three credits.

**LBS 504. COMMUNICATION AND RHETORIC SEMINARS.**
Designed to focus upon the learning goal of communication and rhetoric. Through focused seminars, liberal studies students will learn to be discerning readers and listeners as well as persuasive writers and speakers. These topical seminars will require students to read and listen to information, understanding and argument beyond memorization to discernment, write and speak informatively and persuasively to different audiences, use writing and speaking as tools for understanding and solving problems, and effectively locate, critically assess, and use information. Three credits.

**LBS 599. LIBERAL STUDIES CAPSTONE SEMINAR.**
This capstone seminar provides an opportunity for integrating learning through the development of an approved culminating project and web portfolio. Three credits.
MATHEMATICS

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

MIN 500. FIELD EDUCATION I
Junior First semester parish field work. One Credit.

MIN 501. FIELD EDUCATION II.
Junior Second semester parish field work. One Credit.

MIN 502. CROSS CULTURAL.
Multiple Choices. One credit.

MIN 505. FOUNDATIONS IN PASTORAL CARE.
This course enables students to develop a model for pastoral care that integrates insights from scripture, theology, context, and personal experience. Utilizing the construct of transition as a core experience for both individuals and groups, students will explore the significance of identity, discernment, and mission in the formation of Christian witness. Weekly small group workshops will shape basic skills in case analysis, pastoral conversation, and self awareness. Three credits.
MIN 510. FOUNDATIONS OF CHRISTIAN WORSHIP.
This course explores Biblical texts and patterns which have contributed centrally to the Church’s understanding of itself as a worshipping faith community throughout history. These central texts and patterns of doing/being, sometimes described as “marks of the Church,” have provided unity and common purpose even when traditions have been formed and developed differently due to cultural, historical, and political forces. The course seeks to provide resources for common, ecumenical conversation about Christian worship in the midst of liturgical diversity, thus assisting the student to develop a working theology of worship. Three credits.

MIN 520. FOUNDATIONS IN CHRISTIAN MISSION.
This course is an introduction to mission and world Christianity which seeks to contribute to a new missiology for our churches. Students will survey Biblical, historical, cultural and theological resources for the theory and practice of mission, with particular emphasis on current concerns and perspectives. Among the issues to be treated are: the interaction between global and local mission, evangelism and witness; gospel and cultures; religious pluralism and inter-religious dialogue; mission and ecumenicity; justices, peace and liberation; and the spirituality of mission. The course will emphasize the critical interaction between theology and practice in mission. Three credits.

MIN 560. MARRIAGE AND FAMILY COUNSELING.
This course is designed to provide an introduction to working with couples and families. Basics of each specialty area will be explored with attention to the concept of use of self. Attention will focus on marriage and family assessment and interventions from multiple theoretical orientations, as well as an in-depth look at three couples counseling therapies: Imago, Cognitive-Behavioral and Emotionally-Focused. Three credits.

MIN 583. LOSS AND GRIEF COUNSELING.
This course will provide in-depth and specific knowledge of loss and grief issues. It will serve to expand upon the curriculum in the area of specialization already undertaken by the graduate student and prepare the student to intervene and advocate for individuals, groups and societies in the areas of loss, grief, and mourning. Three credits.

MIN 600. FIELD EDUCATION III
Prerequisite: MIN 500.
Second year parish field work. One Credit.

MIN 601. FIELD EDUCATION IV.
Prerequisite: MIN 600.
Middler second semester parish field work. One Credit.

MIN 610. FOUNDATIONS IN PREACHING.
Prerequisits: BIB 510.
This course is designed to introduce students in the necessary elements of biblical preaching. Students will learn and appropriate a particular biblical exegetical method for preaching in order to prepare, preach and reflect upon three sermons throughout the course. Particular attention will be paid to the effect context has on the preaching task. Through seminar discussion, lectures, preparation and preaching of sermons, oral and written sermon response, and various writing assignments students will begin to develop and 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. Students will preach four sermons focusing on issues ranging from the ethics of food to economic justice to responding to natural disaster. Given that this is a presidential election year, one sermon will focus on issues affecting congregations that arise from the political debates. 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 616. PREACHING ON THE PSALMS.**
*Prerequisites: MIN 610.*
This course will explore the homiletical possibilities of Christian preaching based on Psalms. In addition to biblical exegesis, a contemplative approach to sermon preparation (e.g., lectio divina) will be explored. Students will consider occasions for preaching based on the Psalms and craft sermons for a variety of occasions (e.g., the Christian funeral). Three credits.

**MIN 650. CALLED TO PRESIDE.**
*Prerequisite: Senior Status.*
This course affords upper level divinity candidates the opportunity to reflect on how the vows and promises of ordination and consecration give form to their role in the worshipping assembly. Particular focus will be given to the specific liturgical responsibilities of those called to such ministry, especially the cycle of adult and infant initiatory rites, weddings, ordinations, and funerals. The worship books and patterns of the student’s tradition will serve as the primary texts for the class. ½ elective. Three credits.

**MIN 660. LUTHERAN POLITY AND ADMINISTRATION, 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 665. MARRIAGE AND FAMILY COUNSELING**
This course is geared towards graduate students or persons who want to get credit toward “Certification in Counseling from a Christian Perspective”. Following an evaluation of the family in American society, this course focuses on clinical and pastoral assessment and treatment of dysfunctional relationships in marriage and family systems. The history, goals, resources, processes and techniques of marriage and family counseling are examined. Three credits.

**MIN 751. CONFLICT IN THE CHURCH.**
*Prerequisites: Senior 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 770. INCARNATING THE SERMON**
*Prerequisite: MIN 610.*
The relationship between preaching and speech performance will be explored in this course’s workshop setting. Particular attention will be given to the movement of the sermon, preaching from a sermon map, visual and vocal engagement, body movement, confidence, and
authenticity in the role of the preacher. Students will work with sermons they have already preached. [Note: This course does not fulfill the required preaching elective.]

**DIETETICS INTERNSHIP**

**NTR 525. PRINCIPLES OF DIETETIC PRACTICE.**
For Dietetics Internship students only.
Preparation for supervised practice experiences in administrative, community, and clinical dietetics. Three credits.

**NTR 551. PRACTICUM I.**
For Dietetics Internship students only.
Practical experience in the professional areas of dietetics: administrative, community, and clinical. Six credits.

**NTR 552. PRACTICUM II.**
For Dietetics Internship students only.
Practical experience in the professional areas of dietetics: administrative, community, and clinical. Six credits.

**NTR 570. DIETETICS CAPSTONE.**
For Dietetic Internship students only.
This capstone course includes professional development, clinical problem-solving, assessing medical record data, evaluating food intake, planning modified diets, and reviewing medical and research literature. Critical thinking, teamwork and communication skills which are needed by the dietetic intern and dietitian are developed. Three credits.

**NURSING**

**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 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 would be 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, obtaining diagnostic data for clients. In addition, students will recognize epidemiological implications related to the assessment of individuals, populations and communities. 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. 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 are addressed. 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. Three credits.

NUR: 509 THEORETICAL BASIS OF PATIENT EDUCATION AND STAFF DEVELOPMENT
Prerequisites: NUR 501, NUR 502, 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. 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 Evaluating. Three credits.

NUR 511 CURRICULUM DEVELOPMENT AND EVALUATION
Prerequisite NUR 501, NUR 502, 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, prerequisites and graduation requirements. This course will also introduce evaluation methods in theory and clinical aspects of education. Three credits.

NUR 512 ADVANCED NURSING PRACTICE FOR NURSING EDUCATORS
The capstone experience will allow the student to integrate previously learned concepts in an immersion experience. This immersion experience will be in the clinical area of their choosing. Each area of focus will have a separate final project to be completed by the student. Students
must have completed all of the MSN core and nursing education functional area courses prior to taking NUR 512. NUR513 may be taken at the same time as this course. Three credits.

**NUR 513 ADVANCED PROJECT OR THESIS FOR NURSING**
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 NUR 512 prior to taking this course. NUR 512 maybe taken at the same time as this course. Three credits.

**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. 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. Three credits.

**NUR 517 ADVANCED NURSING PRACTICUM FOR NURSING ADMINISTRATION**
The capstone experience will allow the student to integrate previously learned skills and knowledge and apply them to a specific management setting. Students work with faculty and a preceptor to identify objectives to meet student-identified learning outcomes. Students must have completed all of the MSN core, nursing administration functional core, and elective classes prior to taking this course. NUR 513 maybe taken at the same time. Three credits.

**OCCUPATIONAL THERAPY**

**OCC 502. EVIDENCE BASED PRACTICE**
Prerequisite: Successful completion of first year fall courses.
Lecture and seminar course covering scholarship, quality of research evidence, and an understanding of types of research and research methodologies. Students will locate, analyze and critique research articles and synthesize information for a final presentation showing current evidence on a clinical issue. Two credits. (Spring)

**OCC 503. OCCUPATIONAL THERAPY PRACTICE**
Prerequisites: Successful completion of summer foundational courses.
Introduces the philosophy and core assumptions of occupation. Students critically analyze the bio-psycho-social and cultural aspects of occupations, the use of activities, and the influence of disability on occupation. Course surveys current occupational therapy practice and introduces students to the OT scope of practice. Two credits. (Fall)

**OCC 503L. OCCUPATIONAL THERAPY PRACTICE LAB.**
Concurrent registration with OCC 503.
One credit.

**OCC 504. PHYSICAL DISABILITIES AND REHABILITATION**
Prerequisites: Successful completion of summer foundational courses.
Occupational therapy theory, evaluation, and treatment of adults with disabilities related to neurological, orthopedic or medical problems. Lectures cover current conditions and theory and
lab experiences focus on treatment and evaluation of selected disabilities. Requires 40 hours of level I fieldwork experience. Three credits. (Fall)

**OCC 504L. PHYSICAL DISABILITIES AND REHABILITATION LAB.**
*Concurrent registration with OCC 504.*
One credit.

**OCC 505. HEALTH SYSTEMS**
*Prerequisite: Successful completion of summer foundational courses.*
Introduces students to the historical, legal, political, economic, cultural, and organizational contexts of health care and rehabilitative services in the United States. Examines legislation that has shaped health care and disability policy, accreditation of health care organizations, and advocacy. In-depth review of the public and private payment systems that support access to quality healthcare and rehabilitative services. One credit. (Fall)

**OCC 512. MODALITIES**
*Prerequisite: Successful completion of first year fall courses.*
A survey of the physiological effects, indications, and contraindications of a wide range of contemporary therapeutic modalities for the treatment of soft tissue injuries. Two credits. (Spring)

**OCC 514. MENTAL HEALTH**
*Prerequisite: Successful completion of summer foundational courses.*
Occupational therapy evaluation and intervention for individuals with mental health problems covering hospital and community-based mental health settings, client/family adjustment and adults with developmental disabilities. Lab experiences focus on group treatment and evaluations appropriate for mental health issues. Requires 40 hours of level I fieldwork experience. Three credits. (Fall)

**OCC 514. MENTAL HEALTH LAB.**
*Concurrent registration with OCC 514.*
One credit.

**OCC 524. PEDIATRICS**
*Prerequisite: Successful completion of first year fall courses.*
Occupational therapy evaluation and intervention with infants, children, and adolescents in major settings (medical, educational, and community) requiring application and synthesis addressing occupational performance areas of self-care, play, school-related, and transition to community living and vocational participation in adolescents. Requires 40 hours of level I fieldwork experience. Three credits. (Spring)

**OCC 524L. PEDIATRICS LAB.**
*Concurrent registration with OCC 524.*
One credit.

**OCC 534. GERONTOLOGY**
*Prerequisite: Successful completion of first year fall courses.*
Course focuses on the scope of occupational therapy evaluation and intervention with the geriatric population. Formal and informal evaluation treatment approaches used to address
Occupational performance deficits across the continuum of care. Students also become more accustomed with the impact of Medicare policy and reimbursement on healthcare of the elderly. Requires 40 hours of level I fieldwork experience. Three credits. (Spring)

**OCC 534L. GERONTOLOGY LAB.**
*Concurrent registration with OCC 534.*
One credit.

**OCC 571. FIELDWORK IIA**
*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 574L. 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 594. MEDICAL CONDITIONS AND TERMINOLOGY**
*Prerequisite: PSY 320 and admission to the OT graduate program or permission of the instructor.*
Course familiarizes students with client factors, terminology, and definitions commonly encountered in healthcare and rehabilitation. Explores the continuum of wellness-to-disease and the influence on occupational performance of major pediatric and adult illnesses and types of injury commonly seen in rehabilitation services. Includes an overview of drug classifications and diagnostic tests as they relate to various conditions. Four credits. (Summer) The grade of B- or better is required for progression to the occupational therapy graduate program.

**OCC 601. EMERGING PRACTICE IN MENTAL HEALTH**
*Prerequisite: Satisfactory completion of all first year courses.*
Course addresses current and emerging issues in mental health practice. Course is open to area clinicians for continuing education and graduate school credit. One credit hour. (Fall or spring)

**OCC 602. GRAND ROUNDS I**

*Prerequisite: Satisfactory completion of all first year courses.*

First of two courses where students research and present theory, treatment, and evaluation of 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: Satisfactory completion of all first year courses.*

First of two treatment and assessment courses where students systematically evaluate and treat clients using research methodology. Emphasis is placed on locating relevant literature, selecting suitable assessment tools, designing and implementing treatment, and documenting treatment effectiveness. Three credits. (Fall)

**OCC 611. EMERGING PRACTICE ISSUES IN REHABILITATION**

*Prerequisite: Satisfactory completion of all first year courses.*

Course addresses current and emerging issues in physical rehabilitation practice. Course is open to area clinicians for continuing education and graduate school credit. One credit hour. (Fall or spring)

**OCC 612. GRAND ROUNDS II**

*Prerequisite: Satisfactory completion of all first year courses and second year fall courses.*

Second of two courses where students research and present theory, treatment, and evaluation of 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: Satisfactory completion of all first year courses and second year fall courses.*

Second of two treatment and assessment courses where students systematically evaluate and treat clients using research methodology. 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 621. EMERGING PRACTICE ISSUES IN PEDIATRICS**

*Prerequisite: Satisfactory completion of all first year courses.*

Course addresses current and emerging issues in pediatric practice. Course is open to area clinicians for continuing education and graduate school credit. One credit hour. (Fall or spring)

**OCC 623. ASSISTIVE TECHNOLOGY**

*Prerequisite: Satisfactory completion of all first year courses and second year fall courses.*

Course designed to introduce students to high and low technology for the enhancement of independence. Processes covered include evaluation, fabrication methods, interdisciplinary approaches to assistive technology and augmentative communication, and access to Assistive Technology. External speakers and Assistive Technology fieldtrips are part of the design to acquaint students with current assistive technology. Three credits. (Spring)

**OCC 631. EMERGING PRACTICE ISSUES IN GERIATRICS**

*Prerequisite: Satisfactory completion of all first year courses.*
Course addresses current and emerging issues in geriatric practice. Course is open to area clinicians for continuing education and graduate school credit. One credit hour. (Fall or spring)

**OCC 633. PRINCIPLES OF LEADERSHIP AND ADMINISTRATION**
Prerequisite: Satisfactory completion of all first year courses.
Course focusing on the basic administrative and management aspects of rehabilitative service delivery, including but not limited to strategies of/for: program planning; developing a budget; marketing strategies; supervision of personnel; teambuilding; grantsmanship; case management; obtaining and maintaining of third-party reimbursement; human resources; legal & ethical issues; and requirements of healthcare institutional accreditation. Three credits. (Fall)

**OCC 641. ADVANCED CLINICAL PRACTICE**
Prerequisite: Satisfactory completion of all first year courses.
Course addresses current and emerging issues in occupational therapy practice. Course is open to area clinicians for continuing education and graduate school credit. Content of this course will vary based on current best practices. Students must take OCC 641 or OCC 681. One credit hour. (Spring)

**OCC 651. ADVANCED CLINICAL PRACTICE IN VISION AND COGNITION**
Prerequisite: Satisfactory completion of all first year courses.
Course addresses current and emerging issues in vision and cognition. Course is open to area clinicians for continuing education and graduate school credit. Students must take OCC 651 or OCC 681. One credit hour. (Fall or 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. One – four credits. (Fall or spring)

**OCC 672. FIELDWORK IIB**
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. Module is open to area clinicians for continuing education and graduate school credit. Contents of OCC 681 will vary based on current best practices. Students may take OCC 681 or OCC 641. One credit hour. (Fall or spring)

**OCC 691. OT CLINICAL REASONING**
Prerequisite: Satisfactory completion of all first year 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. One credit hour. (Spring)

**OCC 692. PROFESSIONALISM**
Prerequisite: Satisfactory completion of all first year courses.
Course addresses current professionalism issues. One credit hour. (Summer, Fall or 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. One hour. (Fall or spring)

PUBLIC HEALTH

MPH 505: PUBLIC HEALTH BIOLOGY.
Course offers an integrative molecular and biological perspective on public health problems,
including the nature and transmission of infectious diseases and the host response to infection.
Course is designed to help students understand the biology of infectious diseases, inherited
diseases, and cancer—as well as understand how these diseases affect populations in terms of
public health. The course will also emphasize current control strategies including treatment and
prevention measures and current issues in public health biology. Three credits.

MPH 515. BIOSTATISTICS.
Concepts covered include: review of descriptive statistics and inferential statistics, probability,
estimation, hypothesis testing through multiple linear and multiple logistic regression analysis.
Use of a statistical software package in solving public health problems is emphasized. Three
credits.

MPH 521: EPIDEMIOLOGY.
Course designed to examine the factors, which influence the emergence and distribution of
diseases and health problems in populations. Topics include: principles of transmissible
disease, epidemiological methods and the application of findings for public health policy. Three
credits.

MPH 535: PROGRAM PLANNING FOR HEALTH CARE BEHAVIOR.
Provides an overview of the breadth of programs and diversity of settings in the field of health
education in health promotion and an opportunity to develop skills in program planning. Explains
the importance of health behavior as a contributor to current public health problems and the role
of health education and health promotion programs in addressing them. Three credits.

MPH 542: HEALTH ECONOMICS AND POLICY.
Course designed as an in-depth analysis of the effects of economic principles on health care
and the effect of health policy and economic forces on the health care delivery system. Students
will be taught to use these concepts to analyze health policy and improve the delivery of health
care services. The effect of changes in market forces, manpower needs, formation of integrated
delivery systems, health promotion initiatives and the impact of technology will be studied.
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. Three credits.

MPH 601-606: APPLIED RESEARCH AND FIELD EXPERIENCE.
This course is designed to allow students to meet with a faculty advisor/research mentor to
expand on the research begun in EDU 505. Students will complete an applied research project
that involves program development, implementation, and assessment. Students will also
complete field experience hours appropriate for the program development. Students may also choose a thesis option rather than program development while completing the field experience hours. One-six credits.

RELIGION

REL 505. 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 for modern Christians. Three credits.

REL 507. THEMES IN CHRISTIAN THOUGHT.
Examination of the major teachings and beliefs of Christianity with attention to their origin, relevance, and connections to contemporary life and society. Three credits.

REL 583. SPECIAL TOPICS.
Selected topics in religion not covered in other courses. May be repeated for credit with different topics. Three credits.

SACRED THEOLOGY

STM 700. RESEARCH SEMINAR.
A seminar in academic research and writing. Required for students in the Master of Sacred Theology program. Three credits.

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 560. SUSTAINABILITY CAPSTONE.**
Internship and field research experience, taken in the final semester of the program, that enables students to blend theory and practice by putting their knowledge of sustainability to work. It provides classroom instruction with experiential learning and research opportunities. As individuals or in teams, students create and implement practical means to foster social, ecological, and economic sustainability. Includes the development of a research project and public presentation. 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 550. LUTHERAN CONFESSIONS.**
This course focuses on the content and history of the Lutheran Confessions. 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 and for themselves personally. Three credits.

**THL 600. INTRODUCTION TO THEOLOGY I.**
*Prerequisite: Denominational Theology*
This course introduces the principal theological claims of the church as expressed in the creeds and the doctrinal tradition in the context of the church leader's call to lead the church in ministry and mission in the contemporary world. Three credits.

**THL 601. INTRODUCTION TO THEOLOGY II**
*Prerequisite: THL 600.*
This course is an introduction to the practice of Christian theology as an ecumenical mode of reflection and inquiry within and for the sake of the communion and mission of the Church of Jesus Christ. This course focuses on creation, fall, church, salvation, and sacraments. Three credits.

**THL 602. SEMINAR IN EARLY CHRISTIANITY**
*Prerequisite: BIB 510 or BIB 150.*
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 650. INTRODUCTION IN CHRISTIAN ETHICS.**
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 675. THE CHURCH AND THE WORLD POOR.**
*(GLOBAL CHURCH ELECTIVE – INCLUDES HAITI TRIP)*
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 the Winter term, the class will travel to an impoverished community to live, work, and learn. Note: This course is either 1 credit for cross cultural or 3 credits for global elective or general elective.

WRITING

WRI 501. RHETORICAL THEORY AND RESEARCH IN WRITING.
In this course, 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 professional literature to support arguments. Three credits.

WRI 505. PRINCIPLES OF EDITING AND PUBLISHING.
In this course, students will understand and apply techniques of significant revision, editing for publication, and formatting for professional publication. Three credits.

WRI 510. EXPLORING THE EVOLUTION OF FICTION AS A GENRE.
This course provides an overview of the evolution of fictional forms. Students analyze samples of feature works of fiction (novel, short story, experimental writing, screenplay, playwriting, online fiction, novella, etc.). Three credits.

WRI 511. EXPLORING THE EVOLUTION OF CREATIVE NONFICTION AS A GENRE.
This course provides an overview of the evolution of nonfiction forms. Students analyze samples of feature articles, essays, reviews, columns/blogs, memoir, humor, science-medical writing, or other forms. Three credits.

WRI 512. EXPLORING THE EVOLUTION OF POETRY AS A GENRE.
This course provides an overview of the evolution of poetic forms. Students analyze samples of feature poetry (free verse, short verse, collections, special forms, poetics, prose poetry, etc.). Three credits.

WRI 513. EXPLORING THE EVOLUTION OF PROFESSIONAL WRITING.
This course provides an overview of the evolution of professional writing. Students analyze samples of writing within a profession (business, technology, health, science, medicine, environment, grants, academic, etc.). Three credits.

WRI 520. WORKSHOP IN WRITING FICTION.
Fiction workshops concentrate on intensive writing and revision, with some required reading. As members of a general workshop, students submit short stories or novel chapters to their instructor and to their peers for regular critiques. Typically, two or three stories or chapters are submitted during a semester; revisions are required. Workshop participants also must submit detailed critiques of their fellow students' writing. Three credits.

WRI 521. WORKSHOP IN WRITING CREATIVE NONFICTION.
Creative non-fiction workshops concentrate on intensive writing and revision, with some required reading. As members of a general workshop, students submit sample work to their instructor and to their peers for regular critiques. Multiple revisions are required. Workshop participants also must submit detailed critiques of their fellow students' writing. Three credits.

WRI 522. WORKSHOP IN WRITING POETRY.
Poetry writing workshops concentrate on intensive writing and revision, with some required reading. As members of a general workshop, students submit sample work to their instructor and to their peers for regular critiques. Multiple revisions are required. Workshop participants also must submit detailed critiques of their fellow students' writing. Three credits.

**WRI 523. WORKSHOP IN PROFESSIONAL WRITING.**
Professional writing workshops concentrate on intensive writing and revision, with some required reading. As members of a general workshop, students submit sample work to their instructor and to their peers for regular critiques. Multiple revisions are required. Workshop participants also must submit detailed critiques of their fellow students' writing. Three credits.

Listed below are the Advanced Writing Workshops. These courses will provide an intensive writing experience in a small directed format in a specialized area of interest. Students will submit written work to their instructor and to their peers for regular critiques. Multiple revisions are required. Workshop participants will submit detailed critiques of the writings of their peers. Topics will be offered according to expertise of faculty, but will attempt to respond to the interest of students. These courses may require pre-requisites, which will be provided at the time they are offered. Each workshop is three credits.

**WRI 530. WORKSHOP IN THE TEACHING OF WRITING.**
**WRI 531. WORKSHOP IN WRITING FOR CHILDREN.**
**WRI 532. WORKSHOP IN WRITING FOR YOUNG ADULTS.**
**WRI 533. WORKSHOP IN APPALACHIAN MOUNTAIN FOLKLORE.**
**WRI 534. WORKSHOP IN WRITING FANTASY, HORROR, AND SCIENCE-FICTION.**
**WRI 535. WORKSHOP IN WRITING FOR SCREEN AND FILM.**
**WRI 536. WORKSHOP IN TRANSFORMATIVE WRITING: THE PERSONAL NARRATIVE.**
**WRI 537. WORKSHOP IN WRITING FOR WILDERNESS & ADVENTURE EXPLORATION.**
**WRI 538. WORKSHOP IN NATURE AND TRAVEL WRITING.**
**WRI 539. WORKSHOP IN WRITING PROFILES AND BIOGRAPHIES.**
**WRI 540. WORKSHOP IN WRITING FOR ACADEMIC PUBLICATIONS.**
**WRI 541. ADVANCED POETRY FORM AND METER.**
**WRI 542. WRITING FOR SCIENCE AND MEDICINE.**
**WRI 543. WRITING BUSINESS ABSTRACTS AND GRANT PROPOSALS.**
**WRI 583. SPECIAL TOPICS IN WRITING WORKSHOPS.**

**WRI 550. Developing the Creative Community & Internship Experience.**
Students will submit proposals for an engaged learning experience or internships 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.

**WRI 555. Guided Portfolio.**
Students will design and assemble a professional-caliber portfolio of original and exceptional work completed while in the graduate program. A portfolio is a compilation of a student's best work that includes self-assessment and reflection that is gathered according to some plan or argument for use by an identified reader or readers for specific needs or purposes. A portfolio may be used to demonstrate a student's writing competence or versatility. Specific guidelines and scoring rubrics will be available. Three credits.
GRADUATE PROGRAM CURRICULUM

SCHOOL OF ARTS & LETTERS

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 (MAW) is designed to prepare students for careers in creative writing, professional and technical writing, and the teaching of writing.

At the heart of the program is a series of highly individualized writing workshops. In addition, MAW students participate in a journey of discovery, exploring the evolution of literary genres and engaging in coursework in rhetorical theory, editing, and publishing.

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

36 CREDITS

Fundamental Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRI 501 Rhetorical Theory and Research in Writing</td>
<td>3</td>
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<tr>
<td>WRI 505 Principles of Editing and Publishing</td>
<td>3</td>
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Evolution of Literary Genre (choose from six credits):

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRI 510 Exploring the Evolution of Fiction as a Genre</td>
<td>3</td>
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<tr>
<td>WRI 511 Exploring the Evolution of Creative Nonfiction as a Genre</td>
<td>3</td>
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<tr>
<td>WRI 512 Exploring the Evolution of Poetry as a Genre</td>
<td>3</td>
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<td>WRI 513 Exploring the Evolution of Professional Writing</td>
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Writing in the Genre Workshops (choose from six credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRI 520 Workshop in Writing Fiction</td>
<td>3</td>
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<tr>
<td>WRI 521 Workshop in Writing Creative Nonfiction</td>
<td>3</td>
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<tr>
<td>WRI 522 Workshop in Writing Poetry</td>
<td>3</td>
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<td>WRI 523 Workshop in Professional Writing</td>
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Additional Requirements:

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<th>Course</th>
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<tr>
<td>WRI 550 Developing the Creative Community and Internship Experience</td>
<td>3</td>
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<tr>
<td>WRI 555 Guided Portfolio</td>
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### Advanced Writing Workshops (choose from 12 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRI 530</td>
<td>Workshop in the Teaching of Writing</td>
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<tr>
<td>WRI 531</td>
<td>Workshop in Writing for Children</td>
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<td>WRI 532</td>
<td>Workshop in Writing for Young Adults</td>
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<td>WRI 533</td>
<td>Workshop in Appalachian Mountain Folklore</td>
<td>3</td>
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<tr>
<td>WRI 534</td>
<td>Workshop in Writing Fantasy, Horror, and Science-Fiction</td>
<td>3</td>
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<tr>
<td>WRI 535</td>
<td>Workshop in Writing for Screen and Film</td>
<td>3</td>
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<tr>
<td>WRI 536</td>
<td>Workshop in Transformative Writing: The Personal Narrative</td>
<td>3</td>
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<tr>
<td>WRI 537</td>
<td>Workshop in Writing for Wilderness &amp; Adventure Exploration</td>
<td>3</td>
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<tr>
<td>WRI 538</td>
<td>Workshop in Nature and Travel Writing</td>
<td>3</td>
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<td>WRI 539</td>
<td>Workshop in Writing Profiles and Biographies</td>
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<td>WRI 540</td>
<td>Workshop in Writing for Academic Publication</td>
<td>3</td>
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<tr>
<td>WRI 541</td>
<td>Advanced Poetry Form and Meter</td>
<td>3</td>
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<tr>
<td>WRI 542</td>
<td>Writing for Science and Medicine</td>
<td>3</td>
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<tr>
<td>WRI 543</td>
<td>Writing Business Abstracts &amp; Grant Proposals</td>
<td>3</td>
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<tr>
<td>WRI 583</td>
<td>Special Topics in Writing Workshops</td>
<td>3</td>
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</table>
GRADUATE PROGRAM CURRICULUM

THE CHARLES M. SNIPES SCHOOL OF BUSINESS

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 is accredited by The Association of Collegiate Business Schools and Programs.

MASTER OF BUSINESS ADMINISTRATION
36 CREDITS

Accounting: ACC 501 Managerial Accounting 3
Business: BUS 511 Managerial Finance 3
BUS 513 Marketing Strategy 3
BUS 519 Operations Management and Decision-Making 3
BUS 521 Ethical and Legal Issues in Business 3
BUS 530 Global Environment of Business 3
BUS 534 Business Policy 3
Economics: ECO 502 Managerial Economics 3
Electives: Choose four courses from:
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 in Business
BUS 514 Organizational Behavior
BUS 520 Negotiation in Business
BUS 531 Entrepreneurship and Intrapreneurship
BUS 532 Business Information System
BUS 583 Special Topics

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. These include:

- **ACCOUNTING** - MBA core curriculum and the choice of four ACC electives.
- **ENTREPRENEURSHIP** - MBA core curriculum in addition to BUS 504 Creativity in Business, BUS 531 Entrepreneurship/Intrapreneurship, and the choice of two BUS 583 Specialty Topics Courses (topics to be approved by MBA Program Coordinator).
- **GLOBAL LEADERSHIP** - MBA core curriculum in addition to BUS 583 Global Business Study Tour and the choice of three additional BUS 583 Specialty Topics Courses (topics to be approved by the MBA Program Coordinator).
- **HEALTHCARE ADMINISTRATION** - MBA core curriculum in addition to ACC 505 Accounting and Finance for Healthcare Administration, BUS 515 Human Resource Management for Healthcare Administration, BUS 518 Operations Management for
Healthcare Administration, and BUS 522 Ethical and Legal Issues for Healthcare Administration substituting for ACC 501, BUS 519, and BUS 521.

- **LEADERSHIP DEVELOPMENT** - MBA core curriculum in addition to BUS 531 Entrepreneurship/Intrapreneurship, BUS 583 Leadership, and two electives (approved by MBA Program Coordinator)

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. (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.

**MASTER OF BUSINESS ADMINISTRATION CONCENTRATIONS- ASHEVILLE**
Graduate students in Business must choose to focus at least twelve (12) hours of elective courses in a concentration. These include:

- **ARTS ENTREPRENEURSHIP**- MBA core curriculum in addition to BUS 510 Business Consulting and Advising, BUS 551 Practicum I in Arts Entrepreneurship, BUS 552 Practicum II in Arts Entrepreneurship and the choice of 3 hours from either BUS 553 Practicum III in Arts Entrepreneurship, BUS 504 Creativity in Business, or BUS 531 Entrepreneurship and Intrapreneurship.
- **BUSINESS AND SUSTAINABILITY**- MBA core curriculum in addition to BUS 510 Business Consulting and Advising, BUS 561 Practicum I in Business and Sustainability, BUS 562 Practicum II in Business and Sustainability and the choice of 3 hours from either BUS 563 Practicum III in Business and Sustainability or BUS 540 Sustainability, Management and Decision Making.
- **HEALTHCARE OPERATIONS ADMINISTRATION**- MBA core curriculum in addition to BUS 510 Business Consulting and Advising, BUS 541 Practicum I in Healthcare Operations Administration, BUS 542 Practicum II in Healthcare Operations Administration, and the choice of 3 hours from either BUS 543 Practicum III in Healthcare Operations Administration or BUS 515 Human Resource Management for Healthcare Administration.
- **INNOVATION, ENTREPRENEURSHIP AND TECHNOLOGY COMMERCIALIZATION**- MBA core curriculum in addition to BUS 510 Business Consulting and Advising, BUS 591 Practicum I in Innovation, Entrepreneurship, and Technology Commercialization (IETC), BUS 592 Practicum II in IETC, and the choice of 3 hours in either BUS 593 Practicum III in IETC or one course from the following: BUS 504, Creativity in Business, BUS 531 Entrepreneurship and Intrapreneurship or BUS 532 Business Information Systems.
- **TOURISM AND HOSPITALITY**- MBA core courses and BUS 510 Business Consulting and Advising, and choose 9 hours from: BUS 571 Practicum I Tourism and Hospitality, BUS 572 Practicum II in Tourism and Hospitality, or BUS 573 Practicum III Tourism and Hospitality.
GRADUATE PROGRAM CURRICULUM
SCHOOL OF COUNSELING AND HUMAN SERVICES

MASTER OF ARTS IN COUNSELING
OFFERED IN HICKORY AND ASHEVILLE
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. 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. A practicum fee is required for COU 524, 530, 545 and 565. 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.

ADMISSION AND CANDIDACY FOR DEGREE 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 with recommendation to accept as candidate for the degree dismiss.

- **10-36 hours completed**: Ongoing review for academic (student must maintain a cumulative B average. If a student receives a grade of ‘C’ or lower in any course they could be asked to repeat the course. A grade of ‘F’ could result in an 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 and/or dismissal from the program could be applied.

- **36-60 hours completed**: Review prior to 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, or 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: 52 CREDITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COU 505</td>
<td>Counseling Theories (Co-requisite for COU 530)</td>
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<tr>
<td>COU 510</td>
<td>Introduction &amp; Foundation of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COU 515</td>
<td>Advanced School Counseling</td>
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<tr>
<td>COU 524</td>
<td>Psychological &amp; Educational Testing and Appraisal</td>
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<tr>
<td>COU 525</td>
<td>Orientation and Ethical Practices of Professional Counseling</td>
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<tr>
<td>COU 530</td>
<td>Counseling Techniques (Co-requisite for COU 505)</td>
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<tr>
<td>COU 535</td>
<td>Diversity Issues for the Helping Professionals</td>
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<td>COU 540</td>
<td>Group Counseling</td>
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<tr>
<td>COU 545</td>
<td>Career Counseling</td>
<td>3</td>
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<tr>
<td>COU 550</td>
<td>Psychopathology, Diagnosis &amp; Treatment Planning</td>
<td>3</td>
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<tr>
<td>COU 555</td>
<td>Consultation Processes &amp; Crisis Intervention</td>
<td>3</td>
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<tr>
<td>COU 580</td>
<td>Orientation to Professional Experiences in School Counseling (Practicum)</td>
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<tr>
<td>COU 590</td>
<td>Internship in School Counseling I</td>
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<tr>
<td>COU 591</td>
<td>Internship in School Counseling II</td>
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<tr>
<td>EDU 505</td>
<td>Research and Statistical Methods</td>
<td>3</td>
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<tr>
<td>EDU 506</td>
<td>Child, Individual, and Family Development</td>
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<tr>
<td>ELECTIVE</td>
<td>(selected under advisement)</td>
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</table>
CERTIFICATE IN COUNSELING FROM A CHRISTIAN PERSPECTIVE
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 LIBERAL STUDIES
OFFERED IN HICKORY
The Master of Liberal Studies degree program at Lenoir-Rhyne University provides a unique opportunity for adults who want to challenge themselves intellectually through interdisciplinary study. The program is unique to Lenoir-Rhyne in that the student will complete a series of core seminars intentionally related to the University's common learning goals (e.g. care and responsibility, knowledge and understanding, communication and rhetoric). In addition, the program allows students, with the guidance of a select committee, to create their own programs of study that goes beyond scope of a single discipline. Foundational to liberal studies is the notion that liberal learning is central to the development of a whole person, the liberation of the mind and spirit, clarification of personal faith, physical wellbeing, the sense of self in the community, and leadership for service in a global context.

In concert with the College of Arts and Sciences and the Office of General
Education, the Master of Arts degree in Liberal Studies is administered by the Office of Graduate Studies and Lifelong Learning. Individual programs are guided by an advisor and the liberal studies faculty committee.

**MASTER OF ARTS IN LIBERAL STUDIES**

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LBS 501 Community Engagement</td>
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<tr>
<td>LBS 502 Self and Community Seminar</td>
<td>3</td>
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<tr>
<td>LBS 503 The Enduring Questions Seminar</td>
<td>3</td>
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<tr>
<td>LBS 504 Communication and Rhetoric Seminar</td>
<td>3</td>
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<tr>
<td>LBS 599 Liberal Studies Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Individually Developed Program of Study</td>
<td>15</td>
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</tbody>
</table>

The individually developed program of study provides graduate students of the liberal studies to explore intellectual issues from an interdisciplinary perspective. Students must take five graduate-level courses that collectively represent an intentionally designed, interdisciplinary approach to learning. These courses must be approved by the liberal studies committee.

**MASTER OF SCIENCE IN ENTERPRISE RISK MANAGEMENT**

**(Beginning Fall 2013)**

**OFFERED IN HICKORY AND ASHEVILLE**

The Master of Science in Enterprise Risk Management (MERM) program is designed to prepare students to take the first two exams (P and FM) in curriculum of the Society of Actuaries (SOA), and to frame that mathematical knowledge in the context of multiple dimensions within enterprise risk management. Our graduates pursue careers either as actuaries, Chartered Enterprise Risk Analysts (CERA, another credential offered by the SOA), or as enterprise risk management consultants. Our curriculum contains a strong foundation of risk management, business and finance, as well as training in the skills needed to translate the results of complex mathematical models into clear business decisions and communicate these decisions effectively in the boardroom. In their final semester practicum, students will get the opportunity to apply these skills, working on a real business problem and acquiring valuable hands-on experience. The MERM program has been developed in close cooperation with local business and community stakeholders, ensuring that the program will build a sense of community and promote responsible leadership for service in the world.

**FACULTY**

The Master of Science in Enterprise Risk Management program builds on the strengths of Lenoir-Rhyne’s current faculty in mathematics, business, and communication, as they relate to the field of risk management. Additional faculty members teach in, and coordinate, the interdisciplinary program. The faculty’s commitment to and capacity for teaching excellence, student mentorship, and scholarly engagement are hallmarks of the program.

**PROGRAM STRUCTURE AND REQUIREMENTS**

The Master of Science in Enterprise Risk Management is 42 credit hours. Whether entering directly from an undergraduate program, considering a career change, or a seasoned professional, this program is flexible enough to fit a variety of scheduling needs. Completion time for this program varies based on class load and the scheduling of classes. The program can be completed in two years on average or can be taken at a pace conducive to the student’s schedule.

**CURRICULUM OVERVIEW**

Some course requirements may be waived by the Program Coordinator for students with strong prior experience. In particular, mathematics requirements may be waived for students who have passed the corresponding exams of the Society of Actuaries.
Summer “Boot Camp.” Prior to the start of the fall term, students are offered three weeks of intensive refresher courses during the summer in two tracks:

- Calculus (single and multivariable)
- Business, Economics, and Finance

Both tracks can be taken concurrently; incoming students are advised as to which tracks (if any) are recommended for them. In a given year, the specific topics in each track are developed to best fit the needs of participating students.

**MASTER OF SCIENCE IN ENTERPRISE RISK MANAGEMENT**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 501</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUS 514</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUS 525</td>
<td>Business Strategy and Planning</td>
<td>3</td>
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<tr>
<td>CSC 591</td>
<td>Project Management for Management and Consulting</td>
<td>3</td>
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<tr>
<td>COM 501</td>
<td>Business and Professional Communication</td>
<td>3</td>
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<tr>
<td>ECO 515</td>
<td>Macroeconomic Forecasting</td>
<td>3</td>
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<tr>
<td>ERM 510</td>
<td>Introduction to Enterprise Risk Management</td>
<td>3</td>
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<tr>
<td>ERM 517</td>
<td>Financial Mathematics</td>
<td>3</td>
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<tr>
<td>ERM 525</td>
<td>Consulting and Advising</td>
<td>3</td>
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<tr>
<td>MAT 551</td>
<td>Financial Mathematics</td>
<td>3</td>
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<tr>
<td>MAT 530</td>
<td>Probability I: Discrete Distributions</td>
<td>3</td>
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<tr>
<td>MAT 531</td>
<td>Probability II: Continuous Distributions</td>
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<td>ERM 560</td>
<td>Professional Service Experience I</td>
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<tr>
<td>ERM 565</td>
<td>Professional Service Experience II</td>
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MASTER OF ARTS IN COMMUNITY COLLEGE ADMINISTRATION
OFFERED IN ASHEVILLE
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.

Curriculum Overview
Community College Foundations (9 credits)
EDU 604 Introductory Seminar: Community College and American Education (3 credits)
EDU 630 The Adult Learner (3 credits)
EDU 650 Internship in Community College Administration (3 credits)

Administration, Organization and Leadership (9 credits)
EDU 610 Organization and Administration of the Community College (3 credits)
EDU 612 Community College Budgeting, Finance and Management (3 credits)
EDU 620 Higher Educational Leadership (3 credits)

Professionalism Component (choose 15 credits)
EDU 505 Research Methodology and Practicum (3 credits)
EDU 606  Technical Skills for 21st Century Community College Administration (3 credits)
EDU 621  Design and Development of Curricular Programs (3 credits)
EDU 631  Design and Development for Student Support and Development Programs (3 credits)
EDU 635  Planning and Assessing Two-Year Programs (3 credits)
EDU 637  Current Trends in Community College Administration (3 credits)

Total Credit Hours: 33 Credit Hours

MASTER OF ARTS IN LANGUAGE DEVELOPMENT AND LEARNING
OFFERED IN HICKORY
The Master of Arts degree in Language Development and Learning in a teaching area is designed for individuals wish to pursue a license in one of three specialty areas Deaf and Hard of Hearing Education (DHH) and English as a Second Language Education (ESL). These licenses are initial (A-level) to the specialty area, but not initial teaching licenses. The rationale for this delivery model is to ensure that teachers are prepared in the general education curriculum prior to specializing for adaptations and accommodations to that general education model. This opens up more options for employment and prepares teachers to be readily certified as “Highly Qualified” by legislative definitions. Students wishing to earn licensure in one of these specialty areas will need to have already completed core (foundational) education study in an undergraduate program. Students with undergraduate degrees who did not include educational foundation courses and licensure may apply to an alternate licensure program or may pursue the degree without seeking the licensure option.

The full program of study is 36 hours. The program includes a common core of 18 credits and an additional 18 credits and two tracks (DHH, or ESL) of 18 credits in the specialty area leading to licensure. For students seeking only licensure and not the Masters Degree, successful completion of the Tier I courses will lead to recommendation by the School of Education for adding the area license. For students seeking the Masters of Arts in Language Development and Learning, Tier II and Tier III are standard across license areas, and constitute the core framework for the Masters level study.

MISSION STATEMENT
The mission of the School of Education is to provide an environment wherein teachers who complete a program at Lenoir-Rhyne learn the content relevant to their educational field, understand how to teach in their chosen area, implement strategies that are successful with diverse populations, act as constructive and effective leaders in their field, and continue to develop in a reflective and respectful manner.

CONCEPTUAL FRAMEWORK
The School of Education adheres to a reflective model of practice that is informed, ethical, and caring. Courses and experiences are geared toward developing critical thinkers who consider the multitude of factors affecting individuals in learning and counseling situations. Reflective practitioners actively consider the impact of their actions. Students at Lenoir-Rhyne learn to consider the technical nature of their practice as well as the ethical and moral implications of their teaching. Graduates of Lenoir-Rhyne University’s advanced degree programs are expected to demonstrate critical thinking and reflection on their practice through the compilation of a work sample during their course of study. This learning product serves as a tool for facilitated reflection, and supports the synthesis of these reflections into a professional identity. It is the intent of the graduate programs within the School of Education to enable students to analyze, reflect, think critically, and act from a strong theoretical base. We hope to nurture leaders in the field to improve the lives and outcomes for children and young adults in our educational institutions.
OBJECTIVES
Consistent with the general mission and purpose of Lenoir-Rhyne University, the graduate program of the School of Education will:

1. Provide opportunity for study in selected areas of education and counseling.
2. Increase the instructional resources available to the Institution, thereby enriching educational opportunity for undergraduates as well as post-baccalaureate students.
3. Meet a growing societal need for qualified and competent counselors and teachers.
4. Include field experiences and internships of high quality and appropriate duration and diversity to assure translation of theory and reflection to practice;
5. Reflect the needs of the area, state, and region for highly skilled professionals in teaching and counseling;
6. Demonstrate an awareness of the multicultural nature of American society through student recruitment practices, learning activities, and field experiences;
7. Demonstrate commitment to Christian principles by inquiry, reflection, tolerance, honesty, justice, faithfulness, and caring.

Procedural considerations: Courses that carry area standard content are included in the first tier of courses, but there is not a recommended sequence for Tier I or Tier II coursework except for prerequisite coursework. The culminating sequence of Tier III should be taken at the end of the course of study.

DHH PROGRAM OBJECTIVES:
1. To develop leadership skills in educators of children or adolescents with deafness.
2. To provide access to the knowledge base that supports children with deafness to access the curriculum in a variety of service delivery settings.
3. To increase understanding of the spectrum of circumstances that result from deafness and prepare teachers to accommodate and adapt the curriculum to meet the individual needs of children with deafness.
4. To support an appreciation of diversity and the ability to collaborate constructively towards optimal outcomes for children with deafness.
5. To develop research skills in support of ongoing professionalism.

ESL PROGRAM OBJECTIVES:
1. To develop leadership skills in educators of English Language Learners.
2. To enable educators from Pre-Kindergarten through high school to provide access to the curriculum for English Language Learners with a wide range of English competencies.
3. To appreciate and support the diversity of cultures and languages in the population through effective partnerships among home, school and community.
4. To build consultation and collaboration skills between professional educators and administrators in the schools.
5. To develop research skills in support of ongoing professionalism.

MASTER OF ARTS IN LANGUAGE DEVELOPMENT AND LEARNING 36 CREDITS
Tier I-Licensure Area Content: Choose from D/HH, or ESL

Deaf and Hard of Hearing area licensure: 18 credits
- COU 516 Principles and Theories of Language Acquisition 3
- EDU 519 Linguistics 3
- EDU 521 Perception and Learning 3
- EDU 522 Deaf and Hard of Hearing Education 3
- EDU 545 Methods for English Language Learners 3
- EDU 548 Promoting Aural and Verbal Development or EDU Second language Acquisition 3

English as a Second Language area licensure: 18 credits
COU 535  Diversity Issues for the Helping Professions  3
EDU 515  Family, School and Community  3
EDU 516  Principles and Theories of Language  3
EDU 519  Linguistics  3
EDU 545  Methods for English Language Learners  3
EDU 589  Promoting Emerging Language and Literacy or
EDU 586  Promoting Second Language  3

COMMON CORE CURRICULUM:  18 Credits
Tier II-Core courses are designed to build background knowledge and skills
EDU 506  Child, Individual & Family Development  3
EDU 514  Current Trends & Issues for Leaders in Today’s Schools  3
EDU 518  Leadership and Collaboration  3
Tier III-Culminating work sample and research core
EDU 505  Research Methodology and Practicum  3
EDU 587  Authentic Assessment & Planning for Eng Lang Learners  3
EDU 595  Internship  3

MASTER OF ARTS IN SCHOOL LEADERSHIP
OFFERED IN HICKORY
The Master of Arts degree in School Leadership reflects Lenoir-Rhyne University’s philosophy of collaborative and inclusive education in schools. It is designed as both a master’s level program and an add-on principal’s license to enhance each student’s current experience and skill set. The program has been developed in response to the need of surrounding school districts for leadership, and is based on preparing principals for the changing world around us. Students will collaborate with area school systems, and have practical learning experiences enabling each student to interact with school administration.

Current trends and issues in education, leadership in teaching, educational theory, assessment, and other pertinent issues will be discussed by expert faculty with experience in a variety of areas including public schools, residential schools, and early intervention programs. All faculty in the School of Education are appropriately licensed with the Department of Public Instruction.

MASTER OF ARTS IN SCHOOL LEADERSHIP 36 CREDITS
Education Core Requirements:  12 credits
EDU 505  Research Methodology and Practicum  3
EDU 514  Current Trends & Issues for Leaders in Today’s Schools  3
EDU 518  Distributing, Facilitating & Collaborating—Leadership for the 21st Century Schools  3
EDU 607  Technology in Teaching and Learning  3

Content Courses:  24 credits
EDU 601  Educational Policy & State Law  3
EDU 602  Leadership in Teaching and Learning  3
EDU 603  Leadership Culture & Change in the 21st Century Schools  3
EDU 605  Leading the School through Empowering Teachers  3
EDU 608  Leading & Organizing the 21st Century School  3
EDU 609  Today’s Principalship—Using Data for School Improvement  3
EDU 615  School Leader Internship I  2
EDU 616  School Leader Internship II  2
EDU 617  School Leader Internship III  2

MASTER OF ARTS IN TEACHING (Beginning Summer 2013)
OFFERED IN HICKORY AND ASHEVILLE
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 at the Middle Grades or Secondary level. The program is an intensive 14 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. Given successful performance during the residency semesters, candidates will spend the final summer working with master teachers in their discipline to prepare for the first year of teaching. Students receiving a grade lower than B in any course will not be allowed to continue in the program.

Candidates may pursue teacher licensure in one of the following Middle Grades disciplines: Language Arts, Mathematics, Science, Social Studies; or in one of the following Secondary disciplines: Biology, English, Mathematics, Social Studies.

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. Praxis II requirements are listed in the table below:

<table>
<thead>
<tr>
<th>LICENSURE AREA</th>
<th>CODE</th>
<th>TEST NAME</th>
<th>REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 9-12</td>
<td>0235</td>
<td>Biology: Content Knowledge</td>
<td>Combined score of 302</td>
</tr>
<tr>
<td></td>
<td>0234</td>
<td>Biology: Pedagogy</td>
<td></td>
</tr>
<tr>
<td>English 9-12</td>
<td>0041</td>
<td>English: Content Knowledge</td>
<td>Combined score of 321</td>
</tr>
<tr>
<td></td>
<td>0043</td>
<td>English: Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Mathematics 9-12</td>
<td>0061</td>
<td>Mathematics: Content Know.</td>
<td>Combined score of 281</td>
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<tr>
<td></td>
<td>0065</td>
<td>Mathematics: Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Comp. Social Studies 9-12</td>
<td>0081</td>
<td>Social Studies: Content Know.</td>
<td>Combined score of 320</td>
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<tr>
<td></td>
<td>0084</td>
<td>Social Studies: Pedagogy</td>
<td></td>
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<tr>
<td>Middle Grades Language Arts</td>
<td>0049</td>
<td>Middle School English Language Arts</td>
<td>145</td>
</tr>
<tr>
<td>Middle Grades Mathematics</td>
<td>0069</td>
<td>Middle School Mathematics</td>
<td>141</td>
</tr>
<tr>
<td>Middle Grades Science</td>
<td>0439</td>
<td>Middle School Science</td>
<td>134</td>
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<tr>
<td>Middle Grades Social Studies</td>
<td>0089</td>
<td>Middle School Social Studies</td>
<td>149</td>
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**MASTER OF ARTS IN TEACHING**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>EDU 600 Impacting Student Learning Summer Symposium</td>
<td>12</td>
</tr>
<tr>
<td>EDU 626 Residency I</td>
<td>6</td>
</tr>
<tr>
<td>EDU 628 Content Area Methodology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 636 Residency 2</td>
<td>6</td>
</tr>
<tr>
<td>EDU 638 Advanced Content Area Methodology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 640 Preparations for Teacher Leadership Symposium</td>
<td>6</td>
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</tbody>
</table>
# GRADUATE PROGRAM CURRICULUM

## SCHOOL OF

**HEALTH, EXERCISE, AND SPORT SCIENCE**

## 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

<table>
<thead>
<tr>
<th>52 CREDITS</th>
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<tbody>
<tr>
<td><strong>PREREQUISITE REQUIREMENTS</strong> (may be built into curriculum):</td>
</tr>
<tr>
<td>BIO 281 Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BIO 282 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>HES 211 Prevention and Care of Athletic Injuries</td>
</tr>
<tr>
<td>HES 288 Nutrition</td>
</tr>
<tr>
<td>HES 300 Exercise Physiology</td>
</tr>
<tr>
<td>HES 303 Biomechanics/Kinesiology</td>
</tr>
<tr>
<td>HES 320 Exercise Evaluation &amp; Prescription</td>
</tr>
<tr>
<td>HES 330 Psychology of Sport &amp; Physical Activity</td>
</tr>
<tr>
<td>PSY 100 General Psychology</td>
</tr>
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</table>

## GRADUATE PHASE:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU 505 Research Methodology and Practicum</td>
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<tr>
<td>HES 510 Foundations of Athletic Training</td>
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<tr>
<td>HES 515 Sport and Exercise Performance</td>
</tr>
<tr>
<td>HES 520 Modalities</td>
</tr>
<tr>
<td>HES 520L Modalities lab</td>
</tr>
<tr>
<td>HES 525 Seminar: Psycho-Social Aspects of Athletic Training</td>
</tr>
<tr>
<td>HES 530 Assess/Management Lower Extremity</td>
</tr>
<tr>
<td>HES 530L Assessment &amp; Mngt of Lower Extremity and Lumbar Spine Lab</td>
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<tr>
<td>HES 535 Assess/Management Upper Extremity</td>
</tr>
<tr>
<td>HES 535L Assessment &amp; Mngt of Upper Extremity &amp; Cervical Spine</td>
</tr>
<tr>
<td>HES 550 Clinical Education I</td>
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<tr>
<td>HES 555 Clinical Education II</td>
</tr>
<tr>
<td>HES 645 Seminar: Current Issues &amp; Management</td>
</tr>
<tr>
<td>HES 650 Clinical Education III</td>
</tr>
<tr>
<td>HES 655 Clinical Education IV</td>
</tr>
</tbody>
</table>
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
D. Operations management for health care

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

1. Students who have completed Anatomy & physiology I & II and Microbiology with a B- or better grade during their undergraduate program may be exempt from taking MPH 505.
2. Lenoir-Rhyne University students who successfully complete the course work for the Dietetic Internship will receive 12 credit hours for the following courses: MPH 505, COU 535, MPH 383, and 3 credits toward the Applied Research & Field Experience requirement.

PROGRAM REQUIREMENTS

The MPH will require 45 credit hours for graduation and align with the accreditation standards set forth by the Council on Education for Public Health (CEPH). The CEPH requires 42 semester hours for programs in public health that must 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
45 CREDITS
Core: 21 credits
BUS 515 Human Resource Mgmt for Healthcare Administration 3
COU 535 Diversity Issues for Helping Professionals 3
MPH 515 Biostatistics 3
MPH 521 Epidemiology 3
MPH 560 Environmental Health 3
MPH 535 Program Planning for Health Behavior Change 3
MPH 505 Public Health Biology 3
Health Policy & Management Concentration Courses: 12 credits
ACC 505 Accounting and Finance for Healthcare Administration 3
BUS 518 Operations Management for Healthcare Administration 3
BUS 522 Ethical and Legal Issues in Healthcare Administration 3
MPH 542 Health Economics and Policy 3
Practicum & Capstone Experience: 6 credits
MPH 601-606 Applied Research and Field Experience
Electives: 6 credits
COU 573 Substance Abuse Counseling
ECO 502 Managerial Economics
EDU 506 Child, Individual, and Family Development
BUS 514 Organizational Behavior
MPH Special Topic courses
DIETETIC INTERNSHIP
OFFERED IN HICKORY AND ASHEVILLE
The Dietetic Internship program requires 18 hours of course work (12 from internships) which prepares the dietetics internship student to sit for the RD examination. Graduates will be prepared for entry-level positions in dietetics.

DIETETIC INTERNSHIP COURSES: 18 CREDITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 525 Principles of Dietetics Practice</td>
<td>3</td>
</tr>
<tr>
<td>NTR 551 Practicum I</td>
<td>6</td>
</tr>
<tr>
<td>NTR 552 Practicum II</td>
<td>6</td>
</tr>
<tr>
<td>NRT 570 Dietetics Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>
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 and public policy within the sustainability field. The program focuses on the intersections of an interdisciplinary core that combines business, science, and policy while allowing students to specialize in their primary interests to develop leading practitioners in the emerging field of sustainability. It also includes an experiential/service learning component in which the graduate student participates in an approved internship activity.

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. Faculty and students will engage in research, dialogue, and community projects to help restore and sustain the global ecosystem, foster healthy living, and reduce society’s impact on the environment.

Building on this vision, the MSSS program has been developed and will be 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.

CURRICULUM

MASTER OF SCIENCE IN SUSTAINABILITY STUDIES 33 Credits

Required Courses:
- SUS 501 Visions of Sustainable Communities 3 credits
- SUS 560 Sustainability Capstone (must be taken in final semester) 3 credits
- Choose from one of the following Research & Applied Statistics Courses: 3 credits
  - EDU 505 Research Methodology & Practicum
  - MAT 540 Statistical Modeling for Sustainability
  - POL 512 Methods of Policy Research

Business Sustainability:
- BUS 535 Sustainability Management & Decision Making 3 credits
- ECO 530 Economics of Sustainability 3 credits

Sustainability Science:
- SUS 520 Science for Sustainability 3 credits
- SUS 523 Sustainable Energy and Material Use 3 credits

Public Policy:
- POL 519 Public Policy Processes 3 credits
- POL 525 Environmental Policy 3 credits

Electives (choose two):
- BUS 514 Organizational Behavior 3 credits
- SUS 526 Natural Resources, Processes and Management 3 credits
- SUS 529 Industrial Ecology and Design for Sustainability 3 credits
- POL 530 Politics of Organizations 3 credits
GRADUATE PROGRAM CURRICULUM

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING
OFFERED IN HICKORY AND ASHEVILLE
The Master of Science in Nursing is designed to prepare professional nurses for advanced practice as nurse educators and nurse administrators. The program will be seeking accreditation through the American Association of Colleges of Nursing (AACN). It is expected that the Commission on Collegiate Nursing Education (CCNE) will review the graduate program during the 2013-2014 academic year. Accreditation of the graduate program is anticipated in 2014.

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

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 in a variety of emerging roles.
The faculty in the graduate program of the School of Nursing fully ascribes 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. The faculty ascribe to the belief that “Master’s education prepares nurses for flexible leadership and critical action within complex, changing systems, including health educational and organizational systems.” (AACN, 2011, p.3)¹

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.

Graduate Nursing Program Goals
1. Provide MSN programs that are grounded in the Christian faith, liberal arts, and the related sciences.
2. Promote the integration of knowledge from nursing and related sciences into frameworks necessary to develop leaders in nursing education and nursing administration.
3. Facilitate advanced development of communication skills, verbal and written, necessary to function as a nurse educator or nurse administrator.
4. Develop an understanding of information technology in order to design and use information systems to improve the quality of nursing care.
5. Develop competencies necessary for nurse educators and nurse administrators.
6. Promote the advanced understanding of global health, health policy, and health care ethics necessary for nurse educators and administrators.

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 501 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
NUR510 Advanced Nurse Educator—Nurse as Faculty 3
NUR511 Curriculum Development and Evaluation 3

Practicum & Capstone Experience 6 credits
NUR 512 Advanced Nursing Practice for Nurse Educators 3
NUR 513 Advanced Project or Thesis in Nursing 3

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

Administrative Concentration 21 credits

Functional Core 9 credits
NUR 514 Nursing Informatics 3
BUS 514 Organizational Behavior 3
BUS 515 Human Resource Management for Healthcare Administration 3

Electives (students must choose two from the list) 6 credits
NUR 515 Bioethics in Nursing 3
NUR 516 Global Health in Nursing 3
BUS 518 Operations Management for Health Care Administration 3
MPH 542 Health Economics and Policy 3

Practicum & Capstone Experience 6 credits
NUR 517 Advanced Nursing Practicum for Nursing Administrators 3
NUR 513 Advanced Project or Thesis in Nursing 3

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

SCHOOL OF OCCUPATIONAL THERAPY

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) of the American Occupational Therapy Association located at 4720 Montgomery Lane, Bethesda, MD 20824-1220; (301) 652-2682 or www.aota.org. The National Board for Certification in Occupational Therapy (NBCOT) is located at 800 S. Frederick Avenue, Suite 2000, Gaithersburg, MD 20877; (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 December 2, 2012 for a period of seven years for academic year 2011-2012 to 2018-2019.

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 54 additional graduate course credit hours.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>OCC 502 Evidence Based Practice</td>
<td>2</td>
</tr>
<tr>
<td>OCC 503 Occupational Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td>OCC 504 Physical Disabilities and Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>OCC 505 Health Systems</td>
<td>1</td>
</tr>
<tr>
<td>OCC 512 Modalities</td>
<td>2</td>
</tr>
<tr>
<td>OCC 514 Mental Health</td>
<td>4</td>
</tr>
<tr>
<td>OCC 524 Pediatrics</td>
<td>4</td>
</tr>
<tr>
<td>OCC 534 Gerontology</td>
<td>4</td>
</tr>
<tr>
<td>OCC 571 Fieldwork IIA</td>
<td>3</td>
</tr>
<tr>
<td>OCC 601 Emerging Practice Issues in Mental Health</td>
<td>1</td>
</tr>
<tr>
<td>OCC 574 Musculo-Skeletal Anatomy And Movement Analysis</td>
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<tr>
<td>OCC 584 Applied Neuroscience For Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>OCC 594 Medical Conditions And Terminology</td>
<td>4</td>
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<tr>
<td>OCC 602 Grand Rounds I</td>
<td>2</td>
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<tr>
<td>OCC 603 Treatment and Assessment I</td>
<td>3</td>
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<tr>
<td>OCC 611 Emerging Practice Issues in Rehabilitation</td>
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<td>OCC 612 Grand Rounds II</td>
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<td>OCC 613</td>
<td>Treatment and Assessment II</td>
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<td>OCC 621</td>
<td>Advanced Clinical Practice: Pediatrics</td>
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<td>OCC 623</td>
<td>Assistive Technology</td>
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<td>OCC 631</td>
<td>Emerging Practice Issues in Geriatrics</td>
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<td>OCC 633</td>
<td>Principles Of Leadership And Administration</td>
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<td>OCC 641</td>
<td>Advanced Clinical Practice</td>
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<td>OCC 651</td>
<td>Advanced Clinical Practice In Vision &amp; Cognition</td>
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<td>OCC 661</td>
<td>OT Clinical Reasoning</td>
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<td>OCC 671</td>
<td>Professionalism</td>
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<td>OCC 670</td>
<td>Independent Study (not required)</td>
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<td>OCC 672</td>
<td>Fieldwork IIB</td>
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<tr>
<td>OCC 681</td>
<td>Occupational Therapy Special Topics</td>
</tr>
<tr>
<td>OCC 699</td>
<td>Thesis (not required)</td>
</tr>
</tbody>
</table>
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 Arts in Religion, Master of Sacred Theology. The Commission contact information is: 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, Website: www.ats.edu

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 5 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 all 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, with students coming 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 also are represented on campus including, African Methodist Episcopal, Episcopal, and many other traditions. As an ecumenical seminary, students 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, North Carolina. The seminary is now a part of the university's School of Theology, and operates one of its three campuses (Hickory, Asheville, and Columbia).

CLASSIFICATION OF STUDENTS
In addition to the classification of degree and non-degree students, MDiv and MAR students at Lutheran Theological Southern Seminary (LTSS) are also categorized by the number of earned credit hours.

<table>
<thead>
<tr>
<th></th>
<th>MDiv: Juniors</th>
<th>0-29 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Middlers</td>
<td>30-64 credit hours</td>
</tr>
<tr>
<td></td>
<td>Seniors</td>
<td>65-92 credit hours</td>
</tr>
<tr>
<td>MAR:</td>
<td>Juniors</td>
<td>0-27 credit hours</td>
</tr>
<tr>
<td></td>
<td>Seniors</td>
<td>28-55.</td>
</tr>
</tbody>
</table>

OPTIONS FOR FULFILLING REQUIRED COURSES
Some students enter the seminary with extensive academic background in a particular area or theological discipline. Others have considerable experience in ministry which may be relevant to certain courses. It is possible to fulfill requirements for specific courses in alternative ways:

1. Test out, with a passing grade earning full credit for the course. Faculty approval is necessary to fulfill more than three required courses in this way.
2. Waive the course and take an equivalent number of hours in course work as designated by the instructor.

The above options are implemented through the Office of the Provost. After carefully examining the course syllabus (available from the instructor or in the Provost's office), students should:

1. Confer with advisor and instructor for course alternatives.
2. Submit appropriate materials to instructor before the course begins, but not later than the end of the first week of the course.
3. Confer with the instructor who confirns or declines the options (the instructor’s decision is final.)
4. Contract with the instructor for an appropriate option and send appropriate documentation, signed by the instructor, to the Provost’s Office.

MASTER OF ARTS IN RELIGION
OFFERED IN COLUMBIA, SC
The Master of Arts in Religion (MAR) degree is a two-year program (55 credit hours) that provides instruction in the broad range of theological disciplines. MAR students choose between one of two possible tracks. In the Christian Ministry Track, students follow a structured curriculum that prepares them for entry into various forms of professional ministry. In the Theological Studies Track, students craft a curriculum to fit their personal goals.

- **Christian Ministry Track:**
  Students in the Christian Ministry track follow a structured curriculum that primarily prepares them for entry into various forms of professional ministry. The track includes supervised contextual education and is open to students from all denominations. ELCA students should choose this track if they seek rostering as Diaconal Ministers, Deaconesses, or Associates in Ministry. This track provides three electives for possible concentration in a particular discipline.
- **Theological Studies Track**
  Students in the Theological Studies track craft a curriculum to fit their personal goals. After completing the core requirements students may use nine remaining electives to concentrate in one or more areas, depending on available course offerings. They may also craft a more broad-ranging curriculum without a particular concentration. This track is open to students from all denominations.

**PROGRAM REQUIREMENTS:**
All students in the MAR program complete a common group of required courses. They may also use elective courses to gain a concentration in a particular discipline(s). 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.

**SENIOR THESIS:**
The Senior Thesis is an opportunity for in-depth study in a particular area of interest. MAR students select a general topic by the beginning of the second year. The thesis is recognized as an elective in the MAR program. In the Fall Semester of the senior year, the student registers for Thesis Seminar (3 credit hours) in the content area in which the student’s advisor teaches. In this seminar the student submits a specific statement of the research project, develops a bibliography, explores research methodology, and conducts research on the thesis under the advisor’s supervision. The specific topic statement, the name of a suggested reader, and the name of the advisor should be submitted for approval to the Provost (or designee) by October 15. In the Spring Semester the student registers for Senior Thesis (3 credit hours) under the same advisor and submits the first draft of the thesis to the advisor by February 1. The final draft of the thesis must be approved by the advisor and the reader, and two copies are placed in the library by May 1.

**THE MASTER OF ARTS IN RELIGION  55 CREDITS**

<table>
<thead>
<tr>
<th>Core</th>
<th>55 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIB 510 Survey of the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>BIB 511 Old Testament Survey</td>
<td>3</td>
</tr>
<tr>
<td>CHS 501 Church History 101</td>
<td>3</td>
</tr>
<tr>
<td>CHS 502 Church History 102</td>
<td>3</td>
</tr>
<tr>
<td>Global Course Elective</td>
<td>3</td>
</tr>
<tr>
<td>MIN 502 Cross Cultural</td>
<td>1</td>
</tr>
<tr>
<td>THL 500 Introduction to Theological Thinking</td>
<td>3</td>
</tr>
<tr>
<td>THL 600 Introduction to Theology I</td>
<td>3</td>
</tr>
<tr>
<td>THL 601 Introduction to Theology II</td>
<td>3</td>
</tr>
<tr>
<td>THL 650 Introduction in Christian Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Christian Ministry Track:**
- Denominational History (See Program Curriculum)
- Denominational Theology (See Program Curriculum)
- MIN 510 Foundations in Christian Worship
- MIN 505 Foundation in Pastoral Care
- Gospels or Paul
- MIN 501-502, 600 Field Education

**Theological Studies Track:**
- Additional Electives

**Electives:**

Full-time MAR students would take courses in the following sequence:
Christian Ministry  | Fall       | January Term | Spring | Total
---|---|---|---|---
Includes Field Education for three semesters
YR1 (credit hours)   | 13       | 1            | 13     | 27
YR2 (credit hours)   | 13       | 3            | 12     | 28

Theological Studies  | Fall       | January Term | Spring | Total
---|---|---|---|---
Does not include Field Education, but does include cross-cultural
YR1 (credit hours)   | 12       | 3            | 12     | 27
YR2 (credit hours)   | 12       | 3            | 12     | 27
Cross Cultural       |           |              | 1      | 55

Students in the Theological Studies Track will arrange to complete a cross-cultural experience at a suitable time, normally during the summer between first and second year.

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. Open to students of all denominations, the curriculum seeks to shape the entire person for faithful service to the church and the world. The major components of the curriculum are:

- Religious heritage: Students gain a comprehensive and discriminating understanding of the Christian heritage through the study of scripture, theology, and church history.
- Cultural context: Students develop an understanding of the various cultural contexts of Christian ministry through particular courses and ministry experiences.
- Personal and spiritual formation: Students grow in personal faith, emotional maturity, moral integrity, and public witness as members of an academic community in which members they study, worship, and serve together.
- Ministerial and public leadership: Students practice and reflect upon various kinds of ministries in supervised contexts.

PROGRAM 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 professional ministry and the discipleship of others.

SENIOR THESIS:
The Senior Thesis is an opportunity for in-depth study in a particular area of interest. MDiv students select a general topic by the beginning of the third academic year. The thesis is recognized as an elective in the MDiv program. In the Fall Semester of the senior year, the student registers for Thesis Seminar (3 credit hours) in the content area in which the student’s advisor teaches. In this seminar the student submits a specific statement of the research project, develops a bibliography, explores research methodology, and conducts research on the thesis under the advisor’s supervision. The specific topic statement, the name of a suggested reader, and the name of the advisor should be submitted for approval to the Provost (or designee) by October 15. In the Spring Semester the student registers for Senior Thesis (3 credit hours) under the same advisor and submits the first draft of the thesis to the advisor by
February 1. The final draft of the thesis must be approved by the advisor and the reader, and two copies are placed in the library by May 1.

## THE MASTER OF DIVINITY

### Tier I:
- BIB 501 Greek I 3
- BIB 502 Greek II 3
- BIB 503 Hebrew 3
- BIB 511 Old Testament Survey 3
- BIB 510 Survey of New Testament 3
- CHS 501 Church History I 3
- CHS 502 Church History II 3
- Denominational Polity* 3
- Denominational Theology* 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
- CED 500 Foundations in Christian Education 3

### Tier II:
- Old Testament Elective 3
- BIB 620 Interpreting the New Testament Gospels 3
- BIB 630 Paul's Letters and Theology 3
- Denominational History* 3
- General Electives 9
- Global Church Elective 3
- MIN 610 Foundations in Preaching 3
- THL 600 Introduction to Christian Theology I 3
- THL 601 Introduction to Christian Theology II 3
- THL 650 Introduction to Christian Ethics 3

*Lutheran students take 3 courses specific to their denominational theology, polity, and history. All other students take 2 courses and an additional elective.

### Tier III:
- Preaching Electives 3

### Contextual Ed Courses:
- MIN 500 Field Education I 1
- MIN 501 Field Education II 1
- MIN 502 Cross Cultural I 1
- MIN 503 Clinical Pastoral Education 6
- MIN 600 Field Education III 1
- MIN 601 Field Education IV 1

*Note: An ELCA student on academic probation at the end of the Fall semester is not included in the placement process for internship for the following year. If probation is removed at the end of the next semester, the student is eligible for a late internship placement, but any placement at this time cannot be guaranteed. In this situation, any student not placed in an internship may return for the next academic year.

## MASTER OF SACRED THEOLOGY

**OFFERED IN COLUMBIA, SC**

The 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 disciplined reflection on a specialized function of ministry. Applicants for the STM program must hold a Masters degree in religion or theological studies (e.g., MDiv, MAR, MTS, MA, etc.) from an accredited institution.
PROGRAM 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.
- The ability to use research methods and resources in the discipline of concentration.
- The ability to formulate productive and creative theological questions and to develop imaginative frameworks for applying knowledge gained.

PROGRAM REQUIREMENTS:

- First semester: 12 hours - required STM seminar (3 hours) plus 3 additional courses (9 hours)
- January term: optional - to allow students time for more research and writing
- Second semester: 12 hours - 3 courses (9 hours) plus “Thesis Preparation” (3 hours)

COURSE REQUIREMENTS FOR STM STUDENTS

- An initial STM seminar in critical thinking and thesis writing.
- A thesis, which may take different forms, depending on the field of concentration.
- No more than four 600 level courses may be credited towards the STM degree. All other courses must be at the 700 level. No 500 level courses are counted towards the STM.
- Of the six elective courses, four must come from the area of concentration.

THESIS AND EXAMINATION

STM students will ordinarily complete a thesis (50-75 pages) demonstrating satisfactory scholarly competence within the chosen field of concentration and a satisfactory oral defense of the thesis. The thesis proposal is due to the faculty advisor by December 1 of the fall semester.

The STM student may petition the Director of the STM Program, in consultation with the faculty advisor, to complete a non-thesis option requiring intensive reading and analysis of scholarship in the field of concentration. The petition will be assessed on the vocational goals and/or ministerial setting of the individual student and whether or not a thesis is the most instrumental for reaching the intended outcomes of the student. The non-thesis option will take the form of a comprehensive “review essay” of major works in the field of concentration, identifying the theses of those works and putting them in dialogue with each other. A final colloquy will focus on the review essay and will serve as the final examination for the degree. Students must satisfactorily complete both the essay and the colloquy in order to receive credit.

Transfer of courses:
A student may transfer in up to 9 credit hours from an advanced level post-MDiv or post-MAR program at an accredited institution if the courses have been completed within 10 years of admission to the STM program. The School of Theology Provost 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.
THE GRADUATE SCHOOL

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. 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.

TUITION AND FEES
Tuition for the 2012-2013 school year is $450 per semester credit for all graduate programs except Occupational Therapy, Dietetic Internship, Religion, Sacred Theology, and Divinity.
Tuition for Occupational Therapy and Dietetic Internship is $650 for 500 and 600-level courses. Full time tuition for Religion and Divinity for the 2012-2013 year is $13,550 for ELCA, $14,900 for non-ELCA students, and $620 per credit hour for all part time students. Tuition for the Sacred Theology program is $620 per credit hour. Students may expect to pay additional fees (e.g., Lab fees, insurance, books, professional association memberships) as required by an individual campus and/or program.