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 Religion, Master of Arts in Christian Ministry, 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.

In addition, Lenoir-Rhyne University and its School of Theology are accredited by the Commission on Accrediting of the Southern Association of Colleges and Schools to award bachelor’s and master’s degrees. The Commission contact information is The Southern Association of Colleges and Schools, 1886 Southern Lane, Decatur, GA 30033-4097 (404-679-4500). Website: http://sacscoc.org

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

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

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

LTSS continues to serve as a seminary of the Evangelical Lutheran Church in America. Students come from not only the South but from across the country and globe. The seminary also serves ecumenical partners, including formal partnerships with The United Methodist Church (since 1979) and the Cooperative Baptist Fellowship (since 2004). Other Christian traditions also are represented on campus including African Methodist Episcopal, Episcopal, Presbyterian, and other traditions. As an ecumenical seminary, students and faculty with different theological perspectives study, discuss, and deepen their own faith through interactions with each other.

In the summer of 2012, the seminary merged with Lenoir-Rhyne University, a Lutheran institution located in Hickory, North Carolina. The seminary is now a part of the university's School of Theology and operates degree programs in Columbia through the seminary and in Asheville through the Center for Graduate Studies.

ACADEMIC POLICIES AND PROCEDURES

TRANSFER CREDIT

In accordance with The Association of Theological School’s standards (ES.7.2 and ES.7.3), students may transfer credits from other accredited graduate institutions toward the degrees granted by the seminary. The Associate Dean will determine if the courses that have been earned at an accredited graduate institution contribute to the student’s degree program, are relevant to the curriculum, and are 10 years old or less. A minimum grade of B will be considered for transfer credit.

A one-year residency (two full semesters of work) is required for graduation in any degree program in order to graduate from LTSS. Therefore, in a two-year degree program (MACM, MAR), only one-half of the credits towards the degrees may be transferred from another institution. In the MDiv degree, two-thirds of the credits required by the Board-approved degree may be granted. If a student has earned a degree (been granted a graduate degree at an accredited graduate institution), only one-half of the credit hours earned as part of that degree may be transferred toward any degree at LTSS.
ADVANCED STANDING
In accordance with The Association of Theological Schools standards (ES.7.4.1 and ES.7.4.2),
students applying to LTSS may petition for advanced standing on the basis of prior academic
work. Advanced standing is not granted for prior life or ministerial experiences. Two options are
available for advanced standing.

Option One:
The student must present an official transcript to the Associate Dean for review with a letter
requesting consideration for advanced standing and indicating the courses proposed for advanced
standing.

The Associate Dean will assess both the course(s) and the student's performance for concordance
both with the degree program outcomes and with the student’s prescribed curriculum. Courses
considered as the basis for advanced standing must be 10 years old or less at the time of
admission to the degree program. The student's performance must have been at least an "A" (4.0
on 4 point scale) for each course being considered.

Option Two:
The student may test out of a course for credit. This requires a letter to the Associate Dean
identifying the courses for which they seek this option.

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

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

There is a limit on how many advanced standing credits can be issued—one-fourth of the total
degree requirements. Thus, MDiv students may receive no more than 23 credits in this way.
MAR and MACM students can receive no more than 14 hours of advanced standing.

ARTICULATION TO SEMINARY THROUGH THE BRIDGES PROGRAM

- Students from any undergraduate major are invited to apply to the LTSS articulation
  program. The pre-enrollment group must be limited to 15 percent of the total seminary
  students in any degree program per ATS standards on non-baccalaureate students in
  seminary classes.
- Lutheran students will be “reported” to their synods so they can begin the year-long
discernment process that most candidacy committees are requesting now. The students
  would then be ready for full enrollment with candidacy requirements met upon
  graduation from LRU.

Students may take up to two seminary courses each semester of the senior year for a total of 12
credit hours of articulation to the seminary (equivalent to one semester of courses). The
articulated courses will count as undergraduate credit units based on the determination of the undergraduate department.

The seminary will teach two courses each fall and two each spring from the following list. The delivery model will be either online, hybrid, or in Hickory. Four courses will be taught each academic year from among the list of these six:

- BIB 511 Survey of Old Testament
- CED 500 Faith Formation in the Parish
- THL 500 Introduction to Theological Thinking
- MIN 510 Foundations in Christian Mission
- MIN 505 Foundations in Pastoral Care
- MIN 510 Foundations in Christian Worship

In addition to the 12 hours of articulation credits, students also can take advantage of the seminary’s Advanced Standing Policy. Religion majors (and others who elect religion courses as electives) may apply corollary courses from the religion major (in which they make an A) as Tier 1 advanced standing credit to LTSS upon admission. Religion majors will particularly benefit from the combination of Articulation and Advanced Standing Policies and may accumulate as much as 85 percent of the first year of seminary (MDiv) through the combination of the two. The total number of credit hours available through articulation and advanced standing is limited by ATS standards to 25 percent of the total degree requirements (for the MDiv degree, 23 hours, and for the MAR or MACM degree, 14 hours).

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

MDiv:
- Juniors: 0-29 credit hours
- Middlers: 30-64 credit hours
- Seniors: 65-92 credit hours

MAR and MACM:
- Juniors: 0-27 credit hours
- Seniors: 28-55

ACADEMIC PROBATION AND DISMISSAL
Probation: Once admitted to a degree program, a student will be placed on probation for:
1. earning a grade lower than a C in two graduate courses since enrollment or
2. earning a cumulative grade point average that falls below a 2.3 or
3. earning a grade of F in a graduate course.
Probation will be lifted when the student completes a semester (1) having earned a C or above in every course for that semester and (2) having attained a cumulative GPA of 2.3 or higher.
Dismissal: If a student earns an F in a course while on probation, that student will be dismissed from the seminary. The student may apply for re-admission after one semester.

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

**PROGRESS TOWARD DEGREE**
A student must be enrolled in one course per year in order to maintain satisfactory academic progress. Otherwise, the student must request a Leave of Absence. Failure to request and receive a Leave of Absence will result in the student’s dismissal. Students are responsible to check enrollment requirements related to financial aid and scholarships.

**COURSE OVERLOADS**
A full-time student will normally carry between nine and 13 hours in a semester. A student who wishes to carry a course overload beyond 13 hours in a semester may petition the Associate Dean and must hold a GPA of 3.25 or higher. There are additional tuition costs for credits beyond 14 hours in a semester.
The Master of Divinity (MDiv) degree is a three-year program (92 credit hours) that prepares persons for ordained ministry in most theological traditions. It is also available to students who do not plan vocational careers in traditional congregations but who wish to merge “ministerial values” in many other professions. The MDiv is open to students of all denominations. This curriculum seeks to shape the entire person for faithful service to the church and to the world. The major components of the curriculum are fourfold:

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

PROGRAM REQUIREMENTS
The MDiv degree requires 92 credit hours. Courses are divided into tiers. The major distinction between Tier One and Tier Two courses is that Tier One courses have no prerequisites. All Tier Two courses have at least one prerequisite. Tier One course may be taken in any order and any combination. Tier Two courses may be taken in any order and combination as long as the prerequisite for each Tier Two course has been met. An additional course grouping in required courses is the Contextual Education courses.

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<thead>
<tr>
<th>Tier One</th>
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<tbody>
<tr>
<td>BIB 501</td>
<td>Greek 1</td>
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<td>BIB 502</td>
<td>Greek 2</td>
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<td>BIB 503</td>
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<td>BIB 510</td>
<td>New Testament Survey</td>
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<td>BIB 511</td>
<td>Old Testament Survey</td>
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<td>CHS 501</td>
<td>Church History 1</td>
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<td>*Denominational Polity</td>
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<td>MIN 505</td>
<td>Foundations in Pastoral Care</td>
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<td>MIN 510</td>
<td>Foundations in Christian Worship</td>
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<td>MIN 520</td>
<td>Foundations in Christian Mission</td>
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<td>THL 500</td>
<td>Introduction to Theological Thinking</td>
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<td>CED 500</td>
<td>Foundations in Faith Formation</td>
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<th>Tier Two</th>
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<tr>
<td>*Denominational Polity</td>
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<tr>
<td>Old Testament Elective</td>
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BIB 620  Interpreting the NT Gospels
BIB 630  Paul’s Letters and Theology
--------  Denominational History
MIN 610  Foundations in Preaching
THL 600  Christian Theology 1
THL 601  Christian Theology 2
THL 650  Christian Ethics
----------  Church in Context elective
----------  General electives (3 courses or 9 hours)
----------  Preaching elective

Contextual Education:
(The following are all one credit hour courses)
MIN 500  Teaching Parish 1
MIN 501  Teaching Parish 2
MIN 502  Cross Cultural
MIN 600  Teaching Parish 3
MIN 601  Teaching Parish 4

Clinical Pastoral Education  (6 credit hours)

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

DEGREE OUTCOMES
The faculty will teach, form, and nurture MDiv students so that graduates exhibit the following competencies:
- A comprehensive and discriminating understanding of the Christian heritage (scripture, theology, and church history).
- An ability to interpret scripture as a witness to God’s faithfulness in Jesus Christ and to communicate the message of scripture clearly in various forms of ministry.
- An ability to interpret and communicate the Gospel with theological integrity, being shaped by both the Christian heritage and the contemporary multicultural world.
- A level of emotional and spiritual maturity and faithful living that is appropriate to professional ministry and the discipleship of others.

APPLICATION PROCEDURE
Applications are accepted year-round and students may enter the program on a rolling basis at the beginning of each semester. To apply online, see http://ltss.lr.edu/prospective-students/application.

To be considered for admission, students should submit the following:
- Seminary application
- Official transcripts from all colleges/universities attended
- Completed supplemental application including essays
- Three recommendations

Ecclesiastical endorsement is required for admission when required by your denomination.

MASTER OF ARTS RELIGION
OFFERED IN COLUMBIA, SC

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

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

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

PROGRAM REQUIREMENTS:

Core: (28 hours)
BIB 510 Survey of the New Testament
BIB 511 Old Testament Survey
CHS 501 Church History 101
CHS 502 Church History 102
Church in Context Elective
MIN 502 Cross Cultural
THL 500 Introduction to Theological Thinking
THL 600 Introduction to Theology I
THL 601 Introduction to Theology II
THL 650 Introduction in Christian Ethics

Select any nine additional three-hour courses as open electives.

Language requirements for the MAR degree: Students who concentrate in biblical studies must take Greek and/or Hebrew as appropriate for their area of specialization.
**Summative evaluation:** In accordance with the Association of Theological School’s standard (D.2.2), completion of the MAR degree requires a concluding exercise that allows for summative evaluation of the student’s work. This exercise may be a thesis in the area of concentration, a comprehensive evaluation (oral or written), or another summative process of evaluation.

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

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

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

**Degree Outcomes**
The faculty will teach, form, and nurture MAR students so that graduates exhibit the following competencies:
- A sound understanding of the Christian heritage (scripture, theology, and church history)
- Critical thinking skills in a specific discipline or in an interdisciplinary course of study

**APPLICATION PROCEDURE**
Applications are accepted year-round and students may enter the program on a rolling basis at the beginning of each semester. To apply online, see [http://ltss.lr.edu/prospective-students/application](http://ltss.lr.edu/prospective-students/application).

To be considered for admission, students should submit the following:
- Seminary application
- Official transcripts from all colleges/universities attended
- Completed supplemental application including essays
- Three recommendations

**MASTER OF ARTS IN CHRISTIAN MINISTRY**
**OFFERED IN COLUMBIA, SC**
**with limited courses offered in ASHEVILLE, NC**

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

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

Core: (28 hours)
BIB 510 Survey of the New Testament
BIB 511 Old Testament Survey
CHS 501 Church History 101
CHS 502 Church History 102
Church in Context Elective
MIN 502 Cross Cultural
THL 500 Introduction to Theological Thinking
THL 600 Introduction to Theology I
THL 601 Introduction to Theology II
THL 650 Introduction in Christian Ethics

Additional courses: (27 hours)
Denominational History
Denominational Theology
MIN 510 Foundations in Christian Worship
MIN 505 Foundations in Pastoral Care
BIB 620 Interpreting the NT Gospels or BIB 630 Paul’s Letters and Theology
MIN 501, 502, 600 Teaching Parish
Three elective courses in area of specialization

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

- A solid understanding of the Christian heritage (scripture, theology, and church history).
- 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 that is appropriate to a Christian vocation.
- An understanding of, and practical skills in, the student’s area of specialized ministry, including the capacity to design and assess effective practices and programs in that specialization.

APPLICATION PROCEDURE
Applications are accepted year-round and students may enter the program on a rolling basis at the beginning of each semester. To apply online, see [http://ltss.lr.edu/prospective-students/application](http://ltss.lr.edu/prospective-students/application).

To be considered for admission, students should submit the following:
- Seminary application
- Official transcripts from all colleges/universities attended
- Completed supplemental application including essays
- Three recommendations

Ecclesiastical endorsement is required for admission when required by your denomination.

**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.

Additional information may be found in the STM Handbook

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

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

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

Students may enroll in a 799 Special Topics course in order to pursue advanced graduate work appropriate to the STM degree. Students are allowed to take multiple Special Topics courses to meet their STM course requirements, as long as each Special Topics syllabus outlines a discrete research area. Faculty members use a common syllabus template to teach these courses. This
template can found on the seminary website at: http://www.ltss.lr.edu/prospective-students/catalog.

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

STM students may, but are not required to, take January-term courses. Because the disruption of a long break can compromise the flow of research and project preparation, STM students are expected to maintain an appropriate level of work between semesters.

A student may transfer in up to three courses (nine 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 Associate Dean will assess both the course(s) and the student’s performance for concordance both with the degree program outcomes and with the student’s prescribed curriculum.

STM DEGREE OUTCOMES
The faculty will teach, form, and nurture STM students so that graduates exhibit the following competencies:
- An advanced understanding of a focused area of theological study and the ability to articulate this in both written and oral form.
- The ability to use research methods and resources in the discipline of concentration.
- The ability to analyze and evaluate scholarly literature and to integrate various scholarly perspectives into one’s own argument.

STM APPLICATION REQUIREMENTS
Applicants to the STM program must:
- Hold a master’s degree in religious studies or theological studies from an accredited institution;
- Have a minimum of a 3.25 GPA (on a 4.0 scale) at the master’s level or exemplary evaluation from an institution not using a GPA system;
- Complete the Preliminary Research Proposal;
- Provide a sample of academic writing that demonstrates the capacity to pursue an advanced course of study (for example, an exemplary paper written for a previous degree program). The writing sample does not have to focus on the applicant’s proposed STM research area, but it should demonstrate writing skills appropriate to an advanced graduate degree, as well as the capacity to engage and integrate scholarly resources.
- Provide three academic recommendations from previous professors; and
- Demonstrate language proficiency appropriate to the chosen discipline
  o Language proficiency may be demonstrated through the completion of appropriate coursework in previous degree programs or through a test
administered by seminary faculty prior to admission. Language proficiency is evaluated by the STM program director in consultation with the Associate Dean, the applicant’s eventual advisor and, when necessary, other qualified faculty members.

APPLICATION PROCEDURE
Applications are accepted year-round and students may enter the program on a rolling basis at the beginning of each semester. To apply online, see http://ltss.lr.edu/prospective-students/application.

To be considered for admission, students should submit the following:
- Seminary application
- Official transcripts from all colleges/universities attended
- Completed supplemental application including essays
- Three recommendations

MASTER OF ARTS IN RELIGIOUS STUDIES
OFFERED IN ASHEVILLE, NC
SCHOOL OF THEOLOGY

The Master of Arts in Religious Studies is a 30-credit-hour liberal arts program designed to offer an investigation into a broad range of religious expressions. The program will equip students to recognize the pervasive influence of religious diversity in social and economic spheres and to develop cultural literacy and sensitivity. Students will acquire knowledge necessary for effective business in the global economy.

PROGRAM REQUIREMENTS
The MARS includes two options: 10 courses with a final colloquy or eight courses with a thesis. Students who plan to do further graduate work will be advised to write a thesis and follow option two.

The plan of study is organized with two required courses, and two courses in each of three categories: Sacred Texts, Religious Thought and Tradition, and The Practices of Religion. All students take Theory and Method in the Study of Religion and Introduction to Global Religions. Within the three specified categories, students take one required course and one elective in each area.

Sacred Texts:
Required: Sacred Texts of the Major World Religions
Choose one of the following:
- New Testament Survey
- Old Testament Survey
- Themes in Biblical Narrative
- Sacred Text of (featured religious tradition)
Religious Thought and Tradition:

Required: American Religious Diversity
Choose one of the following:
- Church History
- Religion in the South
- African American Religious Traditions
- Ecumenical Theology
- Themes in Christian Thought
- Evangelicals and Fundamentalists
- Folk Religion in the South
- Religious Thought and Tradition in (featured religious tradition)

The Practices of Religion:

Required: The Spiritual Practices of Global Religions
Choose one of the following:
- Spirituality in the Christian Tradition
- Ethics
- Spirituality and Writing
- Religion and the Arts
- Religion and Literature
- Religious Practices in (featured religious tradition)

The student may choose any two additional courses either from the Religious Studies program or from a masters-level program related to his/her career objectives with the approval of the program director.

Final Colloquy: A final colloquy must be passed prior to graduation. The colloquy is based on two substantive research papers, a reflection paper outlining the student’s development in the course of studies, and an interview before an examination committee.

Option Two: Eight Courses with Thesis

Required: Theory and Method in the Study of Religion
- Introduction to Global Religions

Sacred Texts:

Required: Sacred Texts of the Major World Religions
Choose one of the following:
- New Testament Survey
- Old Testament Survey
- Themes in Biblical Narrative
- Sacred Text of (featured religious tradition)

Religious Thought and Tradition:

Required: American Religious Diversity
Choose one of the following:
The Practices of Religion:

Required: The Spiritual Practices of Global Religions
Choose one of the following:
- Spirituality in the Christian Tradition
- Ethics
- Spirituality and Writing
- Religion and the Arts
- Religion and Literature
- Religious Practices in (featured religious tradition)

Research and Thesis: The research and thesis portion of the degree is equivalent to two courses (six credits). The student submits a six to 10 page proposal for the thesis to the advisor. The thesis is to be not less than 70 pages and not more than 100. The written thesis culminates in an oral examination by a committee and must be passed prior to graduation.

DEGREE OUTCOMES:
At the completion of the Master of Arts in Religious Studies, the graduate will be able to
- Employ standard methods and approaches to the scholarly study of religion
- Demonstrate research, analytic, and writing skills appropriate to a master’s-level program
- Engage in research in the various disciplines of religious study
- Synthesize the research of other scholars in written papers and differentiate between approaches
- Engage the breadth of the discipline of religious studies by negotiating texts, thought and traditions, and practices.

APPLICATION PROCEDURE
Applications are accepted year-round and students may enter the program on a rolling basis at the beginning of each semester. To apply online, see http://www.lr.edu/graduate/programs/applications.

- Official transcripts from all undergraduate and graduate institutions you have attended.
- An official copy of GRE or MAT test scores (unless Career Admission Track applies).
- If in the Career Admission Track, one professional recommendation.
- Essay clearly articulating goals and life experiences that have impacted your decision to pursue a degree in religious studies.
- Resume or vitae.
COURSE LISTINGS

COURSE APPRECIATIONS
BIB    Bible
CED    Christian Education
CHS    Church History
MIN    Ministry
STM    Sacred Theology
THL    Theology

BIB 501    Greek I    Peterson
This is the first part of 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    Peterson
Prerequisite: BIB 501.
This is the second part of 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    Biblical Hebrew    Luker
Hebrew is taught, with the goal of the student reading the Hebrew Bible, using cutting-edge concepts from modern language theory. This is a prerequisite for the Tier Two required Old Testament elective (for MDiv students). Three credits.

BIB 511    Old Testament Survey    Luker
A survey of the Old Testament literature, focusing especially on the historical background and the interpretation of the Old Testament as Christian scripture. This is a prerequisite for the Tier Two required Old Testament elective. Three credits.

BIB 510    Survey of the New Testament    Driggers

BIB 601    Genesis    Luker
Prerequisites: BIB 511, BIB 503.
An in-depth study of the book of Genesis using Jewish and Christian commentaries to unpack its meaning for the church and world today. Three credits.

BIB 620    Interpreting the New Testament Gospels    Driggers
Prerequisites: BIB 510, and for MDiv students, BIB 501 and 502.

BIB 630  Paul's Letters and Theology  Peterson  
Prerequisites: BIB 510 and for MDIV students, BIB 501 and BIB 502.  
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 632  Death, After-Death, and Resurrection in the NT  Peterson  
Prerequisite: BIB 510.  
At the heart of the New Testament is the story of Jesus' resurrection and the claim that this resurrection is God's saving act for all. This course will focus on several New Testament texts which address Jesus' resurrection and what it means for life and hope beyond death. We will also look at the Old Testament roots of these ideas and at other Jewish and Greco-Roman texts which discuss death and expectations regarding what comes after death. The course will include a concern for how the New Testament texts shape our proclamation and ministry around issues of death, grief, and hope. Three credits.

BIB 702  Gospel According to Mark  Driggers  
Prerequisite: BIB 510.  
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. Three credits.

CED 500  Foundations in Faith Formation  McArver  
This course explores faith formation in the church in the context of congregational life and contemporary culture. The course studies a number of themes, including the theological goals of faith formation, characteristics of learners and faith development issues, the teaching/learning process, curriculum selection, confirmation ministry, overseeing a parish educational ministry program, and ministry to and with persons with special needs. To meet course goals, the class utilizes a number of techniques, including lecture, small group discussion, student-led presentation, video, internet resources, and field education. Three credits.

CED 515  Foundations in Ministry with Children  Adjunct  
This course explores the lives of children and families and their involvement in the larger life and ministry of the congregation. Course involves direct observation of children, as well as studies of such issues as age-level/faith developmental characteristics, children and worship, first communion instruction, ministry to children in crisis, and faith formation in the home.

CHS 501  Church History I  McArver  
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, field trips and analysis of primary source material to provide students an opportunity to connect their own life and ministry in the contemporary world with those who have gone before. Three credits.

CHS 502  Church History II  McArver
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, student presentation, and analysis of primary source material to provide students an opportunity to connect their own life and ministry in the contemporary world with those who have gone before them. Three credits.

CHS 530  History and Theology of African-American Traditions  Thomas
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 America, 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 555  Foundations of Wesleyan Mission, Practice, Belief  Carder
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 556  United Methodism: History, Mission, Practice, and Belief  Carder
Through lectures, readings, research, and class discussions the course provides an overview of the key events, persons, theological/doctrinal perspectives, and polity developments of American Methodism which inform an understanding of United Methodism in the twenty-first century. This course is the second of a two-semester sequence designed to satisfy the Disciplinary requirements of United Methodist ministerial candidates in the areas of United Methodist history, doctrine, and polity. Three credits.

CHS 560  Baptist History and Theology  Barfield
This course will cover the emergence of the Baptist movement in early England and Europe in the seventeenth and eighteenth centuries. Students follow the Baptist families in their paths toward religious freedom and tolerance in the early American colonial development through the early nineteenth century. Attention is focused on history and theology through faithful community practices, confessions, mission, and ministry. Three credits.
CHS 600  Lutheranism in North America  McArver

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, utilizing lectures, discussions, small group work, film, guest speakers, individual reading, and primary source research. Through the course, students gain an understanding of their own denominational heritage and also develop an understanding of the various local traditions and expressions encountered today within contemporary Lutheranism. Three credits.

MIN 500  Teaching Parish I  Holland
Junior first-semester parish field work. One Credit.

MIN 501  Teaching Parish II  Holland
Junior second-semester parish field work. One Credit.

MIN 502  Cross-Cultural  Various
Israel/Palestine The Land of the Bible  Luker
A 16-day, cross-cultural immersion that walks the land which was previously studied from textbooks and the Bible.

Church and the World Poor  Bell
Prerequisite: Permission of instructor.
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 one credit for cross-cultural or three credits for church-in-context or general elective.

Detroit Urban Plunge  Thomas
This course will introduce participants to some of the socio-cultural dynamics of metropolitan Detroit that shape life, inform theology, and challenge ministry in a time of profound crisis. The course will explore varied settings of ministry and creative engagement on the part of urban visionaries, responding to core issues of post-industrialization (such as food security, alternative media, place-based education, justice for returning citizens, single-parent households, lifestyles, "ruins" art, etc.), in the process of divining the prophetic energies already at work in the city.

MIN 505  Foundations in Pastoral Care  Dreier
Course Description: This course investigates the resources and practices of pastoral care based on theological understandings of God and human experience in the context of local faith communities. Students develop an approach to pastoral care that integrates insights from scripture, theology, and personal experience in relationship to the multiplicity of contexts in
which ministry occurs. Basic skills in case analysis, pastoral conversation, and self-awareness are developed to enhance the ability to offer care, to lead communities of care, and to be attentive to continuing self-care throughout one’s professional life. Three credits.

MIN 510 Foundations in Christian Worship Adjunct
This course considers the historical and theological foundation of the current practices of Christian worship and helps students develop theological principles for designing and leading worship. It engages students in exercises designed to teach excellence in worship leadership and planning. Issues considered are music and the arts in worship, the ecumenical shape of worship, and the similarities and differences of liturgical traditions.

MIN 520 Foundations in Christian Mission Dreier
This course is a study of the patterns and structures of Christian mission today in light of the biblical witness, Trinitarian theology, and confessional traditions in the context of local faith communities. Resources in the cultural and social sciences are explored for theologically interpreting persons, institutions, and locations for the sake of confessing, communicating, and living in the gospel for the sake of God’s mission in the world today. Attention is given to the use of these resources for Christian mission in twenty-first century North American contexts. Three credits.

MIN 581 Practices of Ministry for Chaplains Wester
This special-topics course in ministry is designed for the particularity of the practices of ministry in a chaplaincy setting with focus on the military context. Pastoral care, spiritual formation of soldiers, preaching, visitation, family care, and the dynamics of military life are the context for the theological and leadership formation of students.

MIN 600 Teaching Parish III Holland
Prerequisite: MIN 500.
Middler first-semester parish field work. One credit.

MIN 601 Teaching Parish IV Holland
Prerequisite: MIN 600.
Middler second-semester parish field work. One credit.

MIN 610 Foundations in Preaching Hannan
Pre-requisites: BIB 510, THL 500.
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 Hannan
Pre-requisites: 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 three to four sermons focusing on issues ranging from the ethics of food to economic justice to responding to natural disaster. During election years, 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 617 Transforming Congregations For Mission
Dreier
This course helps persons gain ability to engage an existing congregation, discern what God is doing, and lead the congregation in mission. Renewal and revitalization efforts are learned through critical theological reflection, Bible study, current literature, case studies of real congregations, and examination of current leadership practices. Participants develop a theological imagination for transforming congregations in diverse contexts and applicable within urban, suburban, small town, or rural settings. Three credits.

MIN 625 Introduction to Peace Studies
Thomas
This course is concerned with the deterrence, de-escalation, and resolution of violent conflicts as well as nonviolent behaviors with a view toward understanding those processes which lead to a more desirable human condition. Peace Studies is the methodical study of the origins of violent dispute and the conditions of peace with an emphasis on peace building and reconciliation. This course provides students with some of the theoretical and analytical tools needed to think critically about these questions and others. Three credits.

MIN 632 Starting New Missional Ministries
Dreier
This course prepares persons for planting a new congregation or innovating new missional initiatives in an existing congregation. Multiple resources are engaged, including Bible study, current literature, and presentations by local leaders. Attention is given to formulating theological foundations for the development of creative new missional ministries, along with designing a portfolio of effective resources, strategies, and practices to carry out this type of ministry. Three credits.

MIN 637 Preaching Occasional Services
Hannan
**Prerequisite: MIN 610**
Through readings, seminar discussion, preparation and preaching of sermons, oral and written sermon response, and class presentations, students will investigate and present the homiletical possibilities for and challenges of preaching for three occasional services. The course will be divided into three sections: 1) The Stewardship Sermon; 2) The Funeral Sermon, and 3) The Public Issue Sermon. Three credits.

MIN 660 Lutheran Polity and Leadership
Wallace
**Prerequisite: Senior Status.**
Particular attention is given to the day-to-day operation of the local congregation. Issues addressed include rostered leadership and church-wide relationships, contextual and theological assessment, vision and mission development, finances and risk management, council and
committee organization, staff and volunteer motivation, job descriptions and evaluations, record keeping and administration. Three credits.

MIN 661 Evangelism Dreier
Pastors seldom rate evangelism among their highest priorities. Yet lay people consider evangelism a pastor’s job. We need to re-think evangelism! This course provides biblical, theological, and pastoral foundations for reimagining evangelism for today’s contexts. Students will study corporate and individual, lay and clergy, theoretical and practical approaches to evangelism and will explore ways to integrate these into the full ministry of the local congregation. They will engage not only the “why” and “what” of evangelism, but will also practice the “how” of evangelism through readings, presentations, and course projects. Three credits.

THL 500 Introduction to Theological Thinking Barfield
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 Wallace
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 Theology I Bell
Prerequisite: THL 500
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 Theology II Bell
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 605 Theology and Film Hannan
Prerequisite: THL 500
Through viewing films, discussion (online and face-to-face), and student presentations, this course will identify various ways the art of filmmaking might play a more intentional role in ministry. The course will explore and engage the use of film for theological dialogue (among Christians, between Christians and those with other faith convictions, and in the public sphere), Christian education, Bible study, sermon crafting, and even pastoral care. Elements of the craft of filmmaking will be evaluated in order to seek parallels in the practices of ministry. Particular attention will be paid to films with global, cross-cultural, and interfaith themes. Three credits.
THL 640  Ecumenical Theology  Wallace
History and ethos of the ecumenical movement, major ecumenical dialogues, the nature and practice of ecumenical theological thinking, ecumenism and pastoral practice. The course includes readings, lecture, discussion, and papers. Three credits.

THL 650  Introduction to Christian Ethics  Bell
Prerequisite: Middler status or permission of instructor.
This course will explore how the moral life and mission of the Church is formed and nurtured by its theological convictions, ecclesial practices, and spiritual disciplines. Primary emphasis is given to the role and function of church leaders in teaching, forming, and nurturing the congregation in its moral mission. Three credits.

THL 675  Church and the World of the Poor  Bell
Prerequisite: Permission of instructor.
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 one credit for cross-cultural or three credits for church-in-context or general elective.

THL 720  Theology and the Marketplace  Bell
What has Jerusalem to do with Wall Street or Madison Avenue, theology with economics, Christianity with the production, distribution, and use of wealth? What is the theological end of material goods? What theological sense are we to make of shopping, consumerism, interest, profit, debt, the global economy, markets and marketing, stewardship, begging? This seminar is a theological study of Christian engagement with economics and economy. Three credits.

Church-in-Context electives
Courses qualify as Church-in-Context electives by developing a critical understanding of and creative engagement with the cultural realities and structures within which the church lives and carries out its mission. They may engage and analyze issues arising from the global character of the church and/or the multi-cultural and multi-faith context of the North American church.
FINANCIAL AID PROGRAMS

Lenoir-Rhyne University administers a wide array of federal, state and institutional resources to help students. With limited funds available to meet the needs of hundreds of students qualifying for assistance each year, the program must operate on the following assumptions: (1) students will rely on their own resources where possible; (2) student expenses will be held to the minimum that is reasonable under the circumstances; and, (3) parents will contribute in proportion to their means. Students who apply are considered for an aid package composed of scholarship, grant, loan, and part-time campus employment resources to help them meet the costs of their education.

The operation of the financial aid program depends upon each applicant, parent, and spouse providing all requested information as promptly and accurately as possible and notifying the financial aid office of the details of any significant changes in their financial circumstances during the year. Students who wish to receive federal, state, or Lenoir-Rhyne University institutional aid are required to file the Free Application for Federal Student Aid (FAFSA) each year.

Most awards are based on need, and because a student’s need may vary from year to year, an award for one year is no assurance that an equal amount of assistance will be provided in a succeeding year. There may be variations in the amount of assistance from year to year because of changes in student resources, family financial circumstances, cost of education, changes in aid policies, and/or changes in federal and state funding.

State and Federals funds are based on specific appropriations and may change based on state or federal budget legislation. Students will be notified as soon as possible should any of these funds change.

Total assistance to a student for one year is normally limited to the student’s tuition, fees, and if the student lives on campus, room and board charges. Books and supplies are an out-of-pocket expense. Students should be prepared to pay for their books and supplies when they arrive on campus.

APPLICATION PROCESS

The financial aid application process must be completed each year. The Priority Deadline for filing is March 1. Students who complete their Free Application for Federal Student Aid (FAFSA) after March 1 may receive less institutional aid and limit their eligibility for state aid (NC residents only). The Final Deadline for all financial aid paperwork is October 1.

1. Complete and submit the FAFSA. Previous applicants will complete a renewal form. The FAFSA is available online at [www.fafsa.gov](http://www.fafsa.gov). Although the FAFSA cannot be completed prior to January 1, we recommend completion of it as soon as possible. Be sure to enter the Lenoir-Rhyne school code 002941 in Step Six. It takes approximately one week to process this form.

2. Applicants should keep copies of the FAFSA and the resulting Student Aid Report (SAR) and all Federal Income Tax Return forms (including all pages, schedules, and W2 forms) readily available. If the student is selected for verification, the Office of Financial Aid is required to collect copies of these documents for the student’s financial aid file. If we request these and/or other forms, please submit them within a timely manner. Failure to respond to communication requesting additional information may jeopardize eligibility for aid.

3. Visit the local library, chamber of commerce, high school guidance office, and the Internet to explore outside scholarships. A reference librarian can provide books that list a host of possible resources beyond those awarded by Lenoir-Rhyne. We do not endorse using any scholarship search services that require a fee. Research for outside scholarships should begin in the fall as many have early deadlines.
4. Once a student is admitted and the results of the FAFSA, (your Student Aid Report / SAR) are received, the applicant will be considered for all types of federal, state, and university financial aid. Students will receive an award letter from the Office of Financial Aid detailing the awards and notifying them of any missing items needed to complete the student’s file.

5. Students can choose to accept all the aid resources or a portion of the aid and pay the Business Office the remainder. Students accepting loans must complete necessary promissory notes and other requirements. The offer of a PLUS loan is not a guarantee of eligibility; the parent must complete the application and promissory note to be considered.

LIFELONG LEARNERS

The Lifelong Learning (LLL) program at Lenoir-Rhyne University is designed to serve the needs of area adult and/or non-traditional students who, because of other life responsibilities, need to progress at a pace consistent with these obligations. LLL students at Lenoir-Rhyne are students who require evening or more conveniently scheduled courses, although they may select classes at any time during the day. Students who begin at Lenoir-Rhyne classified as traditional students and continue uninterrupted may not change their classification to Lifelong Learning. Lifelong Learning students are charged tuition at a discounted rate provided they remain registered for less than 13 credit hours. If the student enrolls in more than 12 credit hours, standard tuition charges will apply (see tuition rates for applicable charges). If a student wishes to be considered for institutional aid, they must complete a change of status form with the Enrollment Services Center.

REFUND AND WITHDRAWAL PROCESS

See Lenoir-Rhyne University refund policies in the previous section of this catalog.

SATISFACTORY ACADEMIC PROGRESS

Students must maintain Satisfactory Academic Progress (SAP) toward a degree to remain eligible for Federal, State, and some forms of Institutional financial aid. Please note that SAP standards for financial aid are different from the SAP standards reviewed by the Admissions and Academic Standing Committee; students are responsible for understanding and adhering to both policies.

In order to maintain aid eligibility, students must complete and pass 66.7% of courses for which they receive aid, keeping them on pace to complete their program within 150% of the minimum timeframe required. Additionally, students must maintain a cumulative GPA consistent with the below chart.

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<th>Terms Completed*</th>
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<th>2</th>
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*Terms completed include coursework completed at other institutions

Satisfactory Academic Progress is reviewed each session by the Office of Financial Aid and students who fail to meet the minimum standards are terminated for aid. These students have the option to appeal this decision by following the instructions given in their notification letter. Appealing this decision will result in:

- Denial; student must return to minimum SAP standards before receiving further aid
- Approval; student can receive aid for one semester while attempting to return to minimum SAP standards
- Academic Plan; student can receive aid contingent upon the successful drafting and completion of an academic plan, built in conjunction with their advisor and approved by
the Office of Financial Aid, that is designed to get the student back to minimum SAP standards in a reasonable timeframe.

STUDENTS’ RIGHTS AND RESPONSIBILITIES

Students have the right to:

- Obtain information about the available student aid programs and to apply and be considered for assistance;
- Request an explanation of any phase of the financial aid process;
- Request special consideration if family financial circumstances change significantly. (Students must provide a letter of explanation and supporting documentation to the Division of Enrollment Management);
- Request an appointment with a financial aid administrator;
- Appeal financial aid awards or denials based upon academic progress or enrollment requirements. (All appeals must be submitted in writing in a timely manner to the Director of Enrollment Services.)

In summary, the student has the right to seek and receive necessary information and counseling from the Division of Enrollment Management and other Lenoir-Rhyne sources.

Students have the responsibility to:

- Apply for admission;
- Inform the Division of Enrollment Management of the names of any other institution attended after high school and dates of attendance (this is a federal regulation);
- Maintain a Lenoir-Rhyne University financial aid folder and keep a copy of all paperwork sent to and received from the Division of Enrollment Management, in the event a document is lost in the mail or for the completion of next year’s application.
- Read the description of the financial aid program carefully;
- Read all correspondence from the Division of Enrollment Management and any other campus office;
- Complete all forms accurately and submit them according to the scheduled deadline dates;
- Provide any additional information as requested by the Division of Enrollment Management or any other campus office;
- Inform the Division of Enrollment Management of any personal changes (increase or decrease in your financial resources, change in name and/or withdrawal or transfer from Lenoir-Rhyne);
- Report any outside sources of assistance received, such as scholarships, etc;
- Request necessary information;
- Enroll in the necessary number of credit hours;
- Honor the policies and procedures set forth in the Lenoir-Rhyne University General Catalog and the Student Handbook (The Cub);
- Perform the work that is agreed upon in accepting Federal Work Study;
- Reapply for aid each academic year;
- Officially withdraw with the Office of Student Success and Retention to terminate program of study;
- Repay loans in accordance with repayment schedules.
- Frequently check campus mailbox (if they have one), email, and home mail for correspondence from the Division of Enrollment Management.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

In compliance with the Family Educational Rights and Privacy Act of 1974, Lenoir- Rhyne University regards student records as private. Personally identifiable information and educational records will be released according to FERPA guidelines. Unless a student requests
in writing to the contrary, the University is permitted to release the following types of information without consent: Name, address and telephone number of the student, name and address of the parent(s), date and place of birth, major and degree, participation in officially recognized activities and sports, dates of attendance, honors and awards, and previous educational institutions.

**TYPES OF AID**

The Division of Enrollment Management at Lenoir-Rhyne administers a variety of financial aid sources. These sources include institutional and state scholarships; federal, state, and institutional grants; federal student and parent loans; and, institutional and federal work opportunities. Students will automatically be considered for these sources upon acceptance to the University provided a valid and current FAFSA has been received by the University. Federal, state, and institutional grants and scholarships are awarded on a semester basis and may not be reallocated to previous or future semesters.

**UNIVERSITY GRANTS & SCHOLARSHIPS**

Lenoir-Rhyne University grants and scholarships are awarded to students pursuing their first Baccalaureate degree enrolling full time in the traditional day undergraduate program (fall and spring) in amounts varying with the student's financial need, academic achievement and program criteria. Lenoir-Rhyne grants and scholarships are applied only against tuition charges and cannot be combined to exceed tuition. These grants and scholarships are renewable for up to four years, inclusive of all transfer credits, for students who meet satisfactory academic progress.

Lenoir-Rhyne University grants and scholarships may not be used to pay for off-campus programs, including study abroad programs that are not student exchange based programs. Students who participate in Lenoir-Rhyne’s exchange based programs will be charged tuition as if they were studying on campus. These students may use their federal, state and institutional grants and scholarships towards payment of these tuition charges. Students who wish to study in Lenoir-Rhyne Partner Programs that are not based on student exchange will be charged Lenoir-Rhyne tuition, or the total cost of their chosen international program, whichever is greater. These students would be able to use all federal and state sources of financial aid towards payments of these charges, but would not be able to use institutional grants and scholarships.

**Athletic Scholarships** - awarded at the discretion of the head coach of each individual sport. The annual amount of the scholarship varies and may exceed the cost of tuition, but not the direct cost of attendance.

**Child of a Lutheran Minister Scholarship** - awarded to dependent children of ordained Lutheran ministers and ELCA rostered lay personnel, including Associates in Ministry, Deaconesses, and Diaconal Ministers.

**Diversity Leadership Grant** - awarded in amounts varying with students’ needs and contributions to school and community.

**Endowed & Gift Scholarships** - awarded in amounts varying with the student’s need. Preference is given to students who have achieved superior academic records in high school or at the University. More information follows.

**Friends In Faith Program** - Lenoir-Rhyne matches awards from Lutheran congregations up to $500 per academic year. This program has a July 1st deadline.

**Honors Scholarships** - Cromer (full tuition), Lineberger (three-quarter-tuition), Engaged Learning and Trustee (amounts vary) scholarships will be awarded from the recipients of the Lenoir-Rhyne Scholars Awards. These students will be chosen through a combination of academic achievement, school and community involvement, and an interview competition at Scholarship Day.

**Legacy Scholarship** - awarded to students whose parents or grandparents are Lenoir-Rhyne graduates. The annual amount of this award is $1,000.
Lenoir-Rhyne Grant In Aid - awarded in amounts varying with the student’s need and academic performance.

Lenoir-Rhyne Incentive Grant - awarded in amounts varying with the student’s need and contributions to school and community.

Lenoir-Rhyne Scholars Program - awarded to first-year students in recognition of academic achievement during the student’s high school career and based on the student’s high school grade point average and SAT or ACT scores at the time of admission into Lenoir-Rhyne. Awarded to transfers in recognition of academic achievement during the student’s attendance at a previous college(s) and based on the student’s grade point average at the time of admission into Lenoir-Rhyne.

Martin Luther Fellows Program - awarded to students who are members of Lutheran Churches within the North Carolina Synod of the ELCA and who are nominated by their congregation by the July 1st deadline. The annual amount of this award is $1,000.

Phi Theta Kappa Honors Scholarship - awarded to students who hold a 3.0 grade point average at a two-year college and hold membership in Phi Theta Kappa. The annual amount of this award is $1,500.

FEDERAL GRANTS

Federal Grants are available to undergraduates with significant financial need, as determined by the Free Application for Federal Student Aid, who meet satisfactory academic progress and are subject to federal funding levels.

Federal Pell Grant - awarded to students with significant financial need. The amount of this grant varies based on Expected Family Contribution (as determined by the FAFSA) and is determined by the federal government.

Federal Supplemental Educational Opportunity Grant (SEOG) - awarded to students with significant financial need in combination with the Federal Pell Grant. The annual amount of this award varies.

NORTH CAROLINA STATE GRANTS & SCHOLARSHIPS

North Carolina State Grants and Scholarships are funded by the State to provide financial assistance to legal residents of NC who meet program criteria and satisfactory academic progress, and are subject to state funding levels.

NC Need Based Scholarship - awarded to students by the state of North Carolina and certified by the institution. The annual award amount varies based on student’s Expected Family Contribution as determined by the FAFSA.

FEDERAL LOANS

Lenoir-Rhyne participates in the Federal Direct Loan Program. The benefits for borrowers include less paperwork, faster delivery of funds, more flexible repayment options, and possible loan cancellation through service.

Federal Direct Loan - there are two types of Direct Loans: 1) the subsidized loan (the government pays the interest while students are in school as a half-time to full-time student - with a fixed rate determined by Federal legislation) and 2) the unsubsidized loan (students are responsible for the interest costs during school - with a fixed rate determined by Federal legislation). Repayment begins six months after graduation or when attendance drops to less than half-time.

Federal Direct PLUS Loan - Parents can borrow up to the cost of education, less all student aid. Parent loans are not based on financial need, however; borrowers do have to go through a credit check.

Federal Direct Graduate PLUS Loan – Graduate students can borrow up to the cost of education, less all student aid. These loans are not based on financial need, however; borrowers do have to go through a credit check.

Federal Perkins Loan - a low interest loan for students with financial need. The loan is made with government funds with a share contributed by the University. The government pays the
interest while students are in school as a half-time to full-time student. Repayment of this loan to Lenoir-Rhyne begins nine months after graduation or when attendance drops to less than half-time.

Depending on time of application, level of need, and the funding level available, students may borrow up to $5,500 for each year of undergraduate study. The total amount a student can borrow as an undergraduate is $27,500.

WORK OPPORTUNITIES

Lenoir-Rhyne University views earning from campus employment as a vital part of the financial aid program that supplements the student’s resources for incidental expenses and are not a deferrable resource for the payment of direct charges. All students have the opportunity to work on campus as part of the Campus Employment Program. An employment fair is held at the beginning of each academic year and current job positions are posted on-line at http://cpdc.jobs.lr.edu/jobs/on-campus. There are three areas of funding for the Campus Employment Program.

Federal Work Study - awarded to students with financial need, this on-campus work program provides students the opportunity to work with one of the departments or offices at Lenoir-Rhyne University. Students typically work between five and 20 hours per week. The offer of Federal Work Study on a financial aid award letter is not a promise of work.

Federal Community Service - also a form of Federal Work Study and awarded to students with financial need, this off-campus program places students in under-represented populations of the community in a variety of service-oriented jobs such as tutoring in the No Child Left Behind Project. Students typically work between four and 10 hours per week.

Campus Employment Program - if a student is not awarded Federal Work Study, he or she may be eligible to work on-campus through this program with one of the departments or offices at Lenoir-Rhyne University. These funds are available on a first-come basis. Students typically work between five and 20 hours per week.

ENDOWED AND GIFT SCHOLARSHIPS

The University serves as custodian and administrator for endowed and gift scholarships which are awarded in amounts varying with the student’s need. These funds are limited to students enrolling in full-time, traditional day, undergraduate programs during fall and spring semesters. Preference is given to students who have achieved superior academic records in high school or at the University. Students do not need to write to request specific endowed or gift scholarships. Awarding of these scholarships is based upon the completion of the steps outlined in the Application Process. These sources underwrite a portion of the total tuition cost.
## FINANCIAL INFORMATION

### TUITION AND FEES – ALL CAMPUSES (Non-LTSS)

#### Tuition

1. **Undergraduate:**
   - Full Time (12-18 credits)  
     
     | Year | $30,922 |
   - Overload (more than 18 credits)  
     | Credit | 695 |
   - Part Time (less than 12 credits)  
     | Credit | 1,280 |
   - Summer School  
     | Credit | 500 |

2. **School of Lifelong Learning:**
   - Less than 13 credits  
     | Credit | 500 |
   - 13 or more credits  
     | Semester | 15,461 |

3. **Graduate – All except OT:**  
   - Credit  
     | 500 |

4. **Graduate – Occupational Therapy:**  
   - Credit  
     | 720 |

#### Other:

- Dietetics Internship  
  - Credit  
    | 720 |
- Certificate Programs  
  - Credit  
    | 500 |
- Course Audit  
  - Credit  
    | 220 |
- Senior Citizens (65+ years) Audit  
  - Credit  
    | 60 |
- University Christian High School  
  - Credit  
    | 130 |
- High School Enrichment Program  
  - Credit  
    | 90 |
- High School Scholars Program  
  - Semester  
    | 1,260 |

### Room and Board

#### Fall and Spring semesters Full Time Students:

- Year  
  | $10,740* |
- *Includes Board Plan #3 (see below for description)

<table>
<thead>
<tr>
<th>Board Plan</th>
<th>Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 premium</td>
<td>85</td>
<td>45</td>
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<tr>
<td>#2 premium</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>Private room rate premium</td>
<td>Year</td>
<td>2,794</td>
</tr>
</tbody>
</table>

#### Summer:

- Single (less than 8 credits)  
  - Week  
    | 155 |
- Double (less than 8 credits)  
  - Week  
    | 125 |
- 11 credits or more  
  - Week  
    | FREE |
- 8-10 credits  
  - Week  
    | 65 |

#### Full Time Undergraduate Commuter Students:

- Declining balance for Meal Card  
  - Semester  
    | 120 |

### Undergraduate Full Time on Campus

- Tuition  
  - Year  
    | $30,922 |
- Room & Board  
  - Year  
    | 10,740 |
- TOTAL Tuition, Room, and Board  
  - Year  
    | $41,662 |

### TUITION AND FEES – Lutheran Theological Southern Seminary

#### Tuition

1. **MDiv and MAR (Note 1):**
   - Fall Semester (including J-Term)  
     | Semester | $8,780 |
   - Spring Semester  
     | Semester | 7,025 |
   - Full Time per Year  
     | Year | 15,805 |

   - More than 14 credits in a semester  
     | Credit | 530 |
   - Less than 9 credits in a semester  
     | Credit | 660 |
J-Term (part time students only) Credit 660
Audit Credit 210
Summer Greek Credit 515

STM: Credit 545

**Fees**

Health Insurance Semester 1778*

*Additional options for family coverage and/or exemption may be available. Please contact the LTSS Business Office for additional information.

**Housing (Open to ALL Columbia Students)**

**Dormitory:**

- Single (Single Occupancy) Year 3,250
- Double (Single Occupancy) Year 4,880
- Triple (Double Occupancy) Year 3,780

**Apartments:**

- 2 Bedroom (Single or Family) Year 7,420
- 2 Bedroom (Double Occupancy) Per Student Year 3,710
- 3-4 Bedroom (Single or Family) Year 7,830
- 3-4 Bedroom (Double Occupancy) Per Student Year 3,920
- 3-4 Bedroom (Triple Occupancy) Per Student Year 2,610

**Summer Housing: (Prorated for partial months)**

- 2 Bedroom (Single or Family) June-Aug 2,470
- 2 Bedroom (Double Occupancy) Per Student June-Aug 1,235
- 3-4 Bedroom (Single or Family) June-Aug 2,610
- 3-4 Bedroom (Double Occupancy) Per Student June-Aug 1,305
- 3-4 Bedroom (Triple Occupancy) Per Student June-Aug 870

**Storage Fee**

- Month 260

**Full Time on Campus**

- **Tuition (full time Non–Lutherans)** Year $15,805
- **Room (Assumes 2 bedroom apartment single or family)** Year $7,420
- **TOTAL** Year $23,225

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

**HEALTH INSURANCE**

Domestic Student Health Insurance is not available through LR for the 2014-2015 academic year except for LTSS students (see pricing options above). International Student Health Insurance rates are as follows:

<table>
<thead>
<tr>
<th>Premium Type</th>
<th>Age</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Annual</td>
<td>24 &amp; under</td>
<td>$906</td>
</tr>
<tr>
<td>08/01 – 07/31</td>
<td>25-30 years</td>
<td>$1261</td>
</tr>
<tr>
<td>09/01 – 08/31</td>
<td>31-40 years</td>
<td>$2166</td>
</tr>
<tr>
<td>41+ years</td>
<td></td>
<td>$4614</td>
</tr>
<tr>
<td>Fall Only (5 months)</td>
<td>24 &amp; under</td>
<td>$400</td>
</tr>
<tr>
<td>08/01 – 12/31</td>
<td>25-30 years</td>
<td>$557</td>
</tr>
<tr>
<td>09/01 – 01/31</td>
<td>31-40 years</td>
<td>$957</td>
</tr>
<tr>
<td>41+ years</td>
<td></td>
<td>$2039</td>
</tr>
<tr>
<td>Spring/Summer (7 months)</td>
<td>24 &amp; under</td>
<td>$534</td>
</tr>
<tr>
<td>01/01 – 07/31</td>
<td>25-30 years</td>
<td>$743</td>
</tr>
</tbody>
</table>
More information, including specific insurance plan details, can be found online at http://www.eiiastudent.org/lenoir/. For additional questions please contact Ann Marie Blackmon at blackmona@lr.edu or 828-328-7018.

**OTHER FEES**

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

- **Application Fee:** A non-refundable fee of $35 is charged to all individuals making application for admission to a degree-seeking program.
- **Auditing Fee:** Students who audit a course must receive permission from their advisor and the instructor of the course. Students who audit courses do not take examinations or participate actively in class sessions. Audits are recorded on the student’s permanent record as a grade of AU. The fee for auditing a course is listed above. Students who audit a course and then elect to test out of that course must pay the full tuition for the academic credit earned. Normally, only lecture courses may be audited. Certain courses (lab classes, language classes, physical education activity classes, etc.) are not eligible for audit.
- **Credit by Examination Fee:** $200 per examination.
- **Summer School Charges:** See the Summer Session section of this catalog.
- **Special Course Fees:** Students registering for the courses indicated below will be charged an additional fee to help cover the additional cost of laboratory and other materials in these courses. The fees listed are approximate and subject to change at any time. Also, a number of healthful living courses include fees for equipment and services. Please see your instructor for updated information on these fees:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Computing Science</td>
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</tr>
<tr>
<td>All Computing Sciences</td>
<td>$50.00</td>
</tr>
<tr>
<td>(day students taking 9 hours or more are exempt)</td>
<td></td>
</tr>
<tr>
<td>CSC 050</td>
<td>$20.00</td>
</tr>
<tr>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td>COU 590-597</td>
<td>$125.00</td>
</tr>
<tr>
<td>Dietetic Interns</td>
<td></td>
</tr>
<tr>
<td>NTR 551</td>
<td>$502.00</td>
</tr>
<tr>
<td>NTR 552</td>
<td>$350.00</td>
</tr>
<tr>
<td>Education</td>
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<td>EDU 430, 431, 432</td>
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<td>EDU 440, 441, 442, 493</td>
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<tr>
<td>EDU 590</td>
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<tr>
<td>SED 480</td>
<td>$125.00</td>
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<tr>
<td>Health, Exercise and Sport Science</td>
<td></td>
</tr>
<tr>
<td>HES 113</td>
<td>$40.00</td>
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<tr>
<td>HES 117, 125, 136</td>
<td>$375.00</td>
</tr>
<tr>
<td>HES 130</td>
<td>$300.00</td>
</tr>
<tr>
<td>HES 133, 134</td>
<td>$90.00</td>
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<tr>
<td>HES 140</td>
<td>$250.00</td>
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<tr>
<td>LRU 100</td>
<td>$125.00</td>
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<tr>
<td>Music</td>
<td></td>
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<tr>
<td>MUS 104</td>
<td>$150.00</td>
</tr>
<tr>
<td>MUS 105/106</td>
<td>$150.00</td>
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<tr>
<td>MUS 121</td>
<td>$125.00</td>
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<tr>
<td>MUS 122</td>
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<tr>
<td>MUS 132</td>
<td>$150.00</td>
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<tr>
<td>MUS 133</td>
<td>$175.00</td>
</tr>
<tr>
<td>MUS 150</td>
<td>$150.00</td>
</tr>
<tr>
<td>MUS 202</td>
<td>$150.00</td>
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</tbody>
</table>
ROOM (HOUSING) – Hickory Campus

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

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

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

BOARD (FOOD SERVICE) – Hickory Campus

The University offers food service to students in four locations: the Cromer Center Dining Hall, the Bears’ Lair food court, the POD Express, and the Cub’s Pub in Fritz/Conrad residence hall. The Dining Hall offers all-you-care-to-eat dining at every meal. Meals are served in the Dining Hall only during times when the University is in session. The Bears’ Lair features made to order grill and deli items, Subway, grab and go sandwiches and salads, and assorted beverages. The POD Express offers convenience store items, frozen foods, assorted beverages, and grab and go sandwiches and salads. The Cub’s Pub offers Java City coffee and espresso drinks, freshly baked items, and grab and go sandwiches and salads.

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

Plan #1: Unlimited + 7
- Standard Room & Board Plan plus $85.00 per semester
- Unlimited meals per week in the Cromer Dining Hall
- 7 Meal Exchanges per week in the Bears’ Lair, Cubs’ Pub, and POD Express
- $200 Bear Bucks (declining balance) per semester

Plan #2: Unlimited +6
- Standard Room & Board Plan plus $45.00 per semester
- Unlimited meals per week in the Cromer Dining Hall
• 6 Meal Exchanges per week in the Bears' Lair, Cubs' Pub, and POD Express
• $150 Bear Bucks (declining balance) per semester

Plan #3: Unlimited +5
• Basic Plan – included with standard Room & Board rate
• Unlimited meals per week in the Cromer Dining Hall
• 5 Meal Exchanges per week in Bears’ Lair, Cubs’ Pub, and POD Express
• $100 Bear Bucks (declining balance) per semester

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

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

Option 1:
75 meals plus $75  $529.75

Option 2:
50 meals plus $50  $360.30

Option 3:
25 meals  $155.15

Option 4:
10 meals  $64.20

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

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

PAYMENTS AND REFUNDS

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

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

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

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

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

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

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 summer, J-term course and May-semester refund schedule, please refer to the University Website at: [http://businessoffice.lr.edu/tuition-refunds](http://businessoffice.lr.edu/tuition-refunds).

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

Refunds to Title IV Financial Aid Programs are distributed in the following order:
1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Other federal aid programs.

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

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

**OTHER EXPENSES**
Students should expect to incur other costs not listed above. These costs include books, supplies and other services not described above. The estimated cost for books and other instructional supplies is approximately $1160 per year. Students should be prepared to purchase books at the beginning of each semester. Charges for books are not included on the student’s billing.

**ADJUSTMENTS TO CHARGES**
Lenoir-Rhyne University reserves the right to adjust any and all charges at anytime and to modify refund policies in order to maintain compliance with federal, state, and other regulatory bodies. In general, the university adjusts tuition and fees on an annual basis.
## THE GRADUATE SCHOOL

Assistant Provost & Dean of Graduate and Adult Education
Amy B. Wood; PhD, NCC, LPC.

<table>
<thead>
<tr>
<th>COLLEGE OF ARTS &amp; SCIENCES</th>
<th>Dr. Daniel Kiser, Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Letters</td>
<td>Dr. Jennifer Heller, Chair</td>
</tr>
<tr>
<td>Master of Arts in Writing</td>
<td></td>
</tr>
<tr>
<td>School of Theology (Excluding Seminary Programs)</td>
<td>Dr. David Ratke, Chair</td>
</tr>
<tr>
<td>Master of Arts in Religious Studies</td>
<td></td>
</tr>
<tr>
<td>School of Natural Sciences</td>
<td>Dr. Marsha Fanning, Chair</td>
</tr>
<tr>
<td>Master of Science in Sustainability Studies</td>
<td></td>
</tr>
<tr>
<td>Lutheran Theological Southern Seminary</td>
<td>Dr. Clay Schmidt, Provost</td>
</tr>
<tr>
<td>Master of Arts: Religion</td>
<td></td>
</tr>
<tr>
<td>Master of Christian Ministry</td>
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<tr>
<td>Master of Divinity</td>
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<tr>
<td>Master of Sacred Theology</td>
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<tr>
<th>COLLEGE OF EDUCATION &amp; HUMAN SERVICES</th>
<th>Dr. Hank Weddington, Dean</th>
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</thead>
<tbody>
<tr>
<td>School of Education</td>
<td>Dr. Kim Matthews, Chair</td>
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<tr>
<td>Master of Arts in Community College Administration</td>
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<tr>
<td>Master of Arts in Language Development &amp; Learning</td>
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</tr>
<tr>
<td>Master of Arts in Teaching</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Online Teaching &amp; Instr. Design</td>
<td></td>
</tr>
<tr>
<td>School of Counseling &amp; Human Services</td>
<td>Dr. Neal Gray, Chair</td>
</tr>
<tr>
<td>Master of Arts in Clinical Mental Health Counseling</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in Human Services</td>
<td></td>
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<tr>
<td>Master of Arts in Leadership</td>
<td></td>
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<tr>
<td>Master of Arts in Liberal Studies</td>
<td></td>
</tr>
<tr>
<td>Master of Arts in School Counseling</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE OF HEALTH SCIENCES</th>
<th>Dr. Katherine Pasour, Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health, Exercise &amp; Sports Science</td>
<td>Dr. Michael McGee, Chair</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td></td>
</tr>
<tr>
<td>Dietetic Internship</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Athletic Training</td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Dr. Kerry Thompson, Chair</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td></td>
</tr>
<tr>
<td>School of Occupational Therapy</td>
<td>Dr. Toni Oakes, Chair</td>
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<tr>
<td>Master of Science in Occupational Therapy</td>
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<tr>
<th>COLLEGE OF PROFESSIONAL &amp; MATHEMATICAL STUDIES</th>
<th>Dr. Mary Lesser, Dean</th>
</tr>
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<tbody>
<tr>
<td>Charles M. Snipes School of Business</td>
<td>Dr. Mary Lesser, Chair</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td></td>
</tr>
</tbody>
</table>
PROGRAMS OFFERED AT LENOIR-RHYNE UNIVERSITY- HICKORY

*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.

MASTER DEGREE PROGRAMS
MA in Clinical Mental Health Counseling
MA in Language Development and Learning
MA in Liberal Studies
MA in School Counseling
MA in Teaching
MBA
MBA with Accounting Concentration
MBA with Business Analytics and Information Technology
MBA with Entrepreneurship Concentration
MBA with Global Business Concentration
MBA with Healthcare Administration Concentration
MBA with Innovation and Change Management Concentration
MBA with Leadership Development Concentration
MPH
MS in Athletic Training
MS in Nursing with Education Concentration
MS in Nursing with Administration Concentration
MS in Occupational Therapy
MS in Online Teaching and Instructional Design

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 College Administration
MA in Religious Studies
MA in School Counseling
MA in Teaching
MA in Writing
MBA
MPH
MS in Nursing with Education Concentration
MS in Nursing with Administration Concentration
MS in Sustainability Studies
POST BACCALAUREATE PROGRAMS
Dietetic Internship

PROGRAMS OFFERED AT THE CENTER FOR GRADUATE STUDIES
OF COLUMBIA

MASTER DEGREE PROGRAMS
Master of Arts in Clinical Mental Health Counseling
Master of Arts in Human Services
Master of Arts in School Counseling

PROGRAMS OFFERED AT LUTHERAN THEOLOGICAL SOUTHERN
SEMINARY - COLUMBIA

MASTER DEGREE PROGRAMS
Master of Arts in Religion
Master of Christian Ministries
Master of Divinity
Master of Sacred Theology
THE GRADUATE SCHOOL
GENERAL INFORMATION AND POLICIES

The particular nature and goals of Lenoir-Rhyne University presuppose that everything done has some religious dimension. Standards of moral and ethical value form the University’s value-based education. The University holds as sources for value the Scriptures and the traditions of the Christian Church, as well as the insights of the arts and culture. It affirms and cherishes its relationship to the Lutheran Church, yet takes a broad and sympathetic approach to religious diversity. Religious activities designed to engage Christian principles and culture include regular worship services, student group programs, forums, convocations, and regular interaction with the larger religious communities in which the University resides.

OBJECTIVES OF THE GRADUATE SCHOOL
Consistent with and complementary to the general mission and purpose of Lenoir-Rhyne University, the graduate school will:

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

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

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

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

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

**Note:** Admission as a non-degree student does not guarantee future admission into a specific degree program, nor into a public school licensure program. A non-degree student may take either undergraduate or graduate courses. A non-degree student may enroll in no more than 6 hours under this classification and is not eligible for financial aid. Exceptions to this limit may be made only with the approval of the Graduate Studies Council.

**TUITION AND FEES**
See Financial Section of Catalog.

**FINANCIAL AID**
See Financial Aid section of Catalog.

**LENOIR-RHYNE CAMPUS COMPUTING POLICIES**

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

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

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

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

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

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

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

**PERMITTED USE BY EMPLOYEES**
University information systems are to be used predominantly for University-related business. Limited personal use by employees is permitted as long as:
- It conforms to this policy.
- It does not interfere with University operations or performance of one’s duties as an employee.
- It does not result in additional costs to the University.
- It does not require an inordinate amount of information systems resources.

**OBSCENE MATERIAL**
University information systems may not be used to access, download, print, store, forward, transmit or distribute obscene material.
UNAUTHORIZED ACCESS
Unauthorized access to information systems is prohibited. This includes, but is not limited to:

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

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

- Attempting to modify or remove computer equipment, software, or peripherals without proper authorization.
- Accessing without proper authorization computers, software, information or networks to which the University belongs, regardless of whether the resource accessed is owned by the University or the abuse takes place from a non-University site.
- Taking actions, without authorization, which interfere with the access of others to information systems.
- Circumventing, or attempting to circumvent, logon or other security measures.
- Using information systems for any illegal or unauthorized purpose.
- Personal use of information systems or electronic communications for non-University consulting, business or employment. Any exception must be approved by the appropriate division Vice President or Dean and notification sent to the Chief Information Officer.
- Sending any fraudulent, harassing, threatening, or obscene electronic communication.
- Violating any software license or copyright, including copying or redistributing copyrighted software, without the written authorization of the copyright owner.
- Using electronic communications to violate the property rights of authors and copyright owners. Users should be especially aware of potential copyright infringement through the use of email.
- Using electronic communications to disclose proprietary information without the explicit permission of the owner.
- Using electronic communications to send chain letters or to initiate or perpetuate Phishing.
- Reading or accessing other users' information or files without permission.
- Academic dishonesty, including but not limited to plagiarism (see Student Handbook).
- Forging, fraudulently altering or falsifying, or otherwise misusing University or non-University records (including computerized records, permits, identification cards, or other documents or property).
• Using electronic communications to hoard, damage, or otherwise interfere with academic resources available electronically.

• Launching a computer worm, computer virus, or other rogue program.

• Downloading or posting illegal, obscene, proprietary or damaging material to a University computer or network.

• Transporting illegal, obscene, proprietary or damaging material across a University network.

• Use of any University information system to access, download, print, store, forward, transmit, or distribute obscene material.

• Violating any local, state or federal law or regulation in connection with use of any information system.

• Installing software not approved for use by the University on any University computer, network, or server.

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

SUPPORT POLICIES
There are multitudes of hardware and software choices on the market, and people naturally prefer to use those that suit their individual preferences. Many computer users rely on the Office of Information Technology (OIT) staff for support and it is impossible for the available staff to become experts on all hardware and software products. Therefore, hardware and software campus standards are necessary to make support activities as efficient as possible. Standards allow staff expertise and effort to concentrate on a limited set of essential applications and hardware systems that are widely used on campus. Concentration on standards allows support staff to build expertise in a manageable number of areas. It also focuses support services such as the Help Desk to benefit the greatest number of clients.

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

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

Definitions:

• Campus Standard Hardware - Brands and models of hardware that have been tested and found to be reliable and compatible with existing standards. All other hardware is
General Information and Policies

non-standard. Examples of hardware include CPUs, external drives, input devices, network cards, modems, printers, etc. Please see the University OIT website for the list of current hardware standards for more information. Network connectivity is assured for systems where both hardware and software meet University standards.

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

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

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

Support Levels:

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

  OIT provides support (including Help Desk, troubleshooting, and when appropriate, training and documentation) for standard software and guarantees to the extent possible that the various standards will operate correctly together. OIT will make every effort to get standard hardware or software working and bring in expertise as needed until the problem is solved or is found to be unsolvable. In such a case, OIT will work to provide an alternate solution. However, if a software or hardware problem appears to be related to a conflict with non-standard or unapproved component(s), support will drop to Level 3 (see below). Please see the list of Campus Standard hardware and software that receives Level 1 support. Some combinations of standard hardware and software will not be supported because these combinations do not operate well together.

- **Level 2 – Partial Support for University Owned Equipment**

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

- **Level 3 – No Support** (applies to software and hardware that is not standard or has not been approved for use on the campus network or is not University owned)
When time permits, a best-guess effort will be made to troubleshoot and correct problems that involve non-standard hardware or non-standard software. "Best guess" means that the OIT Help Desk will suggest solutions or steps toward resolution of problems based on their expertise and experience. In such a case, there will be no research on the problem, office visits or referral of the problem beyond the Help Desk for work by other OIT staff. Clients who purchase non-standard hardware and unsupported software assume an obligation for self-support. They should learn what support and assistance the vendor or manufacturer provides before making a decision to purchase.

**USE OF COMPUTER LABS/FACILITIES**

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

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

**PRIVACY**

When University information systems are functioning properly, a user can expect the files and data he/she generates to be private information, unless the creator of the file or data takes action to reveal it to others. However, users should be aware that no information system is 100% secure. Persons within and outside of the University may find ways to access files. ACCORDINGLY, THE UNIVERSITY CANNOT AND DOES NOT GUARANTEE USER PRIVACY, and users should be continuously aware of this fact.

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

**EMAIL**

All policies stated herein are applicable to email. Users should never assume that no one other than the addressee would read the message(s). Users should also be cautious about attachments and broad publication of messages. Copyright laws and license agreements also apply to email.
WEB PAGES
All University web pages shall be designed in accordance with established regulations and guidelines as maintained by the Marketing Department. Creators of all web pages using University information systems shall comply with University policies and are responsible for complying with all local, state and federal laws and regulations, including but not limited to, copyright, obscenity, libel, slander and defamation laws.

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

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

DEFINITIONS:
Archival/Storage: The act of physically or electronically moving inactive or other records to a storage location until the record retention requirements are met or until the records are needed again.

Institutional Data: Information that supports the mission of Lenoir Rhyne University.

Personally Identifiable Information (PII) or Sensitive Data: Data requiring the highest level of protection including, but not limited to, data protected by law, data protected by legal contracts, or security related data. It also includes data that is not open to public examination because it contains information which, if disclosed, could cause severe reputation, monetary or legal damage to individuals or the college or compromise public activities. Examples include: passwords, intellectual property, ongoing legal investigations, medical or grades information protected by FERPA or HIPAA, social security numbers, people code ID’s, birth dates, professional research, graduate student work, bank or credit card account numbers, income and credit history.

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

ARCHIVAL/STORAGE PROCEDURES:
Enterprise Resource Programs (ERP): The system(s) that maintain enterprise-wide institutional data that is considered PII and requires the greatest security. At all times, personnel should use internal identifiers in lieu of social security numbers. These systems include but are not limited to: PowerCAMPUS, PowerFAIDS, and Dynamics.

The ERP is backed up nightly to a back-up server that is also backed up nightly. The data is being backed up but not the entire database structure. OIT will be able to restore the data after the replacement and build of a new database server.

Electronic Mail (E-Mail): The E-mail system is a delivery system for electronic communication and is treated as Institutional Information.
E-Mail is backed up nightly and moved to a Storage Area Network that is backed up weekly to a server in a secondary data center. The mailbox stores are being backed up but not the entire Exchange environment. OIT will be able to restore the data after the replacement and building of a new Exchange server.

**File Servers:** The servers used to store all non-ERP related information that is vital to the mission of the University.

The File Server is backed up nightly to a server in a secondary data center.

**Learning Asset Management Project (LAMP)** – The portal that functions as the university’s learning management system.

LAMP is hosted by the Appalachian College Association, a consortium of 36 small, private liberal arts colleges and universities in the Southern Appalachian Mountains across five states (Kentucky, Tennessee, North Carolina, Virginia, and West Virginia).

LAMP is hosted off-site; therefore, no back-ups are maintained by Lenoir Rhyne University.

**ACCESS CONTROLS**

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

**DATA TRANSFER OF PERSONALLY IDENTIFIABLE INFORMATION (PII)**

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

- Physical protection must be employed for all devices storing PII. This shall include physical controls that limit physical access and viewing, if open to public view. When not directly in use, office, lab, and suite doors must be locked and any easily transportable devices should be secured in locked cabinets or drawers.

- Users of laptop and other mobile computing devices need to be particularly vigilant and take appropriate steps to ensure the physical security of mobile devices at all times, but particularly when traveling or working away from the University.

- It is strongly recommended that institutional data not be stored on PCs or other systems in offices or laboratories. Institutional data (including word documents, spreadsheets and Access databases) that is created on a PC or similar system should be stored on a networked server managed by OIT.

- Individual desktop machines are not being backed up by OIT.

DATA RETENTION AND DISPOSAL

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

MODIFICATION AND NOTIFICATION

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

APPLICATION AND ENFORCEMENT

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

JUDICIAL PROCESS FOR CASES OF ALLEGED MISUSE OF COMPUTING RESOURCES

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

- Take action to protect the systems and data from damage.

- Refer the matter for processing through the appropriate University judicial system.

- Suspend or restrict the alleged abuser’s computing privileges during the investigation and judicial processing. A user may appeal.

- Inspect the alleged abuser’s files.

- Disciplinary sanctions may include suspension, expulsion, or termination.
ACADEMIC HONESTY
Faculty and students are reminded that computer-assisted plagiarism is still plagiarism. Unless specifically authorized by a class instructor, all the following uses of a computer are violations of the University’s guidelines for integrity code and are punishable as acts of plagiarism:

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

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

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

ALCOHOL: (N STATUTE 18B–302)
1. It shall be unlawful for a person less than 21-years-old to purchase, attempt to purchase, or possess malt beverages, wine, liquor or mixed beverages.
2. It shall be unlawful to sell or give malt beverages, wine, liquor, or mixed beverages to anyone less than 21-years-old.
3. It shall be unlawful for anyone to obtain or attempt to obtain alcoholic beverages by using a fraudulent or altered driver’s license or other ID; also by using driver’s license or other ID issued to another person.

CONTROLLED SUBSTANCES: (N STATUTE 90-95)
1. It is unlawful for any person to manufacture, sell or deliver, or possess with intent to manufacture to sell or deliver, or possess a controlled substance or counterfeit controlled substance.
2. It is unlawful for any person to knowingly use, possess, manufacture, or deliver drug paraphernalia (N Statute 90-113.22, 90-113.23) as defined in N Statute 90-113.21

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. They are:
1. The right to inspect and review the student’s educational records within 45 days of the day Lenoir-Rhyne University receives a written request for access. Students should submit to the Registrar, Provost, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The rights to request an amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Lenoir-Rhyne decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of their right to a hearing regarding the request of the amendment. Additional information regarding the hearing procedures will be provided to the student when they are notified of their right to a hearing.

3. The right to consent and to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA at the following address: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington DC 20202-4605.

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

PHYSICAL ACCESSIBILITY FOR PERSONS WITH DISABILITIES
It is the policy of Lenoir-Rhyne University to provide physical accessibility for people with disabilities whenever it is feasible to do so. In instances where events or services are not accessible because of physical barriers, every reasonable effort will be made to relocate the event or service to an accessible location. Examples of how access may be provided when an event or service is physically inaccessible are:
1. Reassigning a course to an accessible classroom if the original classroom is in an inaccessible location.
2. Providing a first floor residence hall room for a student who is unable to use stairs when stairs are the only means of accessing upper level floors.
3. Scheduling meetings with staff or faculty members whose offices are not physically accessible in a meeting area that is accessible.

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

SEXUAL HARASSMENT

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

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

Actions that can constitute sexual harassment may include the following:

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

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

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

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

PROCEDURE FOR REDRESS OR HARASSMENT GRIEVANCE

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

Lenoir-Rhyne University is committed to providing equal employment and educational opportunities without regard to race, color, national origin, religion, gender, age, sexual orientation, disability or veteran status, unless permitted by law. The University complies with all applicable federal, state and local laws governing nondiscrimination in employment and education. This policy of equal opportunity extends to all aspects of employment, including, but not limited to, recruitment, hiring, training, promotion, transfer, reassignment, demotion, discipline, discharge, performance evaluation, compensation and benefits. In addition, the University adheres to this philosophy in its admissions policies and in the administration of its educational programs and activities.
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-specific program coordinator and the Graduate Studies Council, or with the Faculty Admissions Committee at the Lutheran Theological Southern Seminary for Seminary candidates. Cohort-based programs, including Athletic Training, Occupational Therapy, and Teaching (Hickory), are reviewed after the application deadline.

All graduate applications, forms, and requirements per program are available at [www.lr.edu/graduate](http://www.lr.edu/graduate) and should be submitted by the appropriate deadlines.

**PROGRAM-SPECIFIC ADMISSIONS DEADLINE INFORMATION**

**ATHLETIC TRAINING**
Applications are accepted year round for the MS in Athletic Training. The entry term is summer of each year.

**OCCUPATIONAL THERAPY**
The deadline for applications for the MS in Occupational Therapy is January 31 of the same year of entrance. The entry term is summer of each year.

**TEACHING-Hickory Campus**
Applications are accepted year round for the MA in Teaching, with a January 15th Priority Deadline. The entry term is summer of each year.

**ALL OTHER PROGRAMS**
For all other programs, applications are accepted year round.

**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 for the desired program along with the required application fee;
4. If Career Admission Track, submit one letter of reference (on form provided) from a professional attesting to the ability of the applicant for graduate study. Programs not accepting Career Admission Track are Occupational Therapy and Teaching.
5. If Traditional Admission Track, submit GRE, MAT, PRAXIS, or GMAT as requested by the specific program;
6. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue the specific graduate degree;
7. Submit a resume describing education, work, and volunteer experience;
8. Submit all additional documentation as required by the specific graduate program;
9. Be available for an interview upon request.

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 or IELTS scores. It is expected that applicants have a score of at least 550 paper based, 213 computer based, or 79 web based or 6.5 IELTS;
   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 by the stated deadline.

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 have been absent for three semesters or less (including the summer semester) do not have to reapply for admission. Inquiries should be addressed to the Enrollment Services Center.

Reentering students in good standing who are absent from the University for more than three semesters must reapply and meet the requirements as outlined under Admissions Requirements by Program. All transcripts of work completed at other institutions must be submitted with the application.
Students desiring to continue study following a period of academic dismissal of no more than one semester from Lenoir-Rhyne University must contact the 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 waitlist generally occurs when a vacancy is created by a withdrawal from an incoming student to a program that has limited space available. Should a student meet minimal criteria but 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 waitlist based on ranking. Once classes begin, the status of students on the waitlist reverts to a denial of admission.

PROVISIONAL ADMISSION
A baccalaureate graduate who meets one of the graduate admissions criteria (GPA requirement or test scores) but not both, or other criteria determined by the 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, have limited professional work experience, or any applicant who prefers traditional admission procedures. Traditional admission procedures, including standardized test scores, are required for some of our graduate programs.

CAREER TRACK ADMISSION
The Career Admission Track is designed for applicants who have distinguished themselves in the workplace or community and have at least six years’ experience in the field. Career applicants must demonstrate that they are capable of graduate studies through documentation of professional work, letters of recommendation, and written expression. Candidates for admission to the Graduate School as a degree-seeking student through the Career Admission Track must:
1. Possess an earned baccalaureate degree from a regionally accredited college or university in an appropriate discipline having met the GPA requirement for the program of study desired;
2. Request official copies for all college transcripts be forwarded directly to the Division of Enrollment Management;
3. Submit a completed application for the desired program along with the required application fee;
4. Submit proof of eligibility to be considered for the Career Admission Track. Candidates must have at least six years’ experience in the workplace or the community AND submit the following documentation:
   a. Submit a detailed resume that highlights specific career and/or volunteer accomplishments;
   b. Provide a letter of endorsement from an employer or professional within the chosen field which attests to the applicant’s qualifications for graduate level work;
   c. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue this specific graduate degree;
5. Be available for an interview upon request.

Be advised that not all graduate programs may consider Career Admission Track. Programs accepting Career Admission Track are: 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 Leadership, MA in Human Services, MS in Online Teaching & Instructional Design, MA in Religious Studies, Master of Divinity, Master of Arts Religion, Master of Arts in Christian Ministry, and Master of Sacred Theology.

ADMISSION REQUIREMENTS BY PROGRAM

MASTER OF SCIENCE IN ATHLETIC TRAINING
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS
Candidates for admission to the Master of Science in Athletic Training program must meet the following criteria:
1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Athletic Training;
5. Have a current medical form on file which provides evidence of satisfactory physical and emotional health;
6. Documentation of a minimum of 75 observation hours with a certified Athletic Trainer;
7. Complete all prerequisite courses with a grade of a “C” or better and provided documentation on the prerequisite completion form;
8. Submit a signed copy of the program Technical Standards;
9. Be available for an interview with program faculty as requested.
PREREQUISITE REQUIREMENTS
Competency in the basic areas of Athletic Training is required or recommended (depending on course) to begin courses in the AT program. Required prerequisites are Anatomy and Physiology I and II, General Psychology, Nutrition, Exercise Physiology, and Biomechanics. Recommended courses are Sport and Exercise Psychology, Prevention and Care of Athletic Injuries, and Exercise Evaluation and Prescription. The areas of competency are covered in the following courses or their equivalents: BIO 281/282 Anatomy & Physiology I and II, HES 211 Prevention and Care of Athletic Injuries, HES 288 Nutrition, HES 300 Exercise Physiology, HES 303 Biomechanics/Kinesiology, HES 320 Exercise Evaluation & Prescription, HES 330 Psychology of Sport & Physical Activity, and PSY 100 General Psychology.

MASTER OF BUSINESS ADMINISTRATION
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS
Candidates for admission to the Master of Business Administration (MBA) program must meet the following criteria:
1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of the GMAT or GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided recommendation forms;
4. Submit a CV or resume;
5. Submit an essay clearly articulating goals and life experiences that have impacted your decision to pursue an MBA;
6. Be available for an interview upon request.

PREREQUISITE COURSE REQUIREMENTS
Competency in the basic areas of business is required to begin some courses in the MBA program. Fulfillment of competency in Accounting, Finance, Microeconomics, and Statistics may be completed through a variety of ways. Competency may be demonstrated by completion of coursework through an accredited institution, foundation seminar attendance, CLEP examination, or through Ivy Software correspondence courses. Prerequisite courses are approved by the Program Coordinator. Students who lack foundation coursework may enroll in graduate classes only with the permission of the instructor and Program Coordinator.

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

MASTER OF ARTS IN COMMUNITY COLLEGE ADMINISTRATION
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS
Candidates for admission to the Master of Arts in Community College Administration program must meet the following criteria:
1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Community College Administration;
5. Submit a CV or Resume;
6. Be available for an interview upon request.

MASTER OF ARTS IN COUNSELING
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS
Candidates for admission to the Master of Arts in Counseling program must meet the following criteria:
1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Counseling;
5. Submit a CV or Resume;
6. Be available for an interview upon request.

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

**DIETETIC INTERNSHIP**

**TRADITIONAL ADMISSION TRACK**

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

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.

**MASTER OF DIVINITY**

**CAREER ADMISSION TRACK OPTION**

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

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

**MASTER OF ARTS IN HUMAN SERVICES**

**TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS**

Candidates for admission to the Master of Arts in Human Services program must meet the following criteria:
1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Human Services;
5. Submit a CV or Resume;
6. Be available for an interview upon request.

**MASTER OF ARTS IN LEADERSHIP
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS**
Candidates for admission to the Master of Arts in Leadership program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Leadership;
5. Submit a CV or Resume;
6. Be available for an interview upon request.

**MASTER OF ARTS IN LIBERAL STUDIES
TRADITIONAL AND CAREER ADMISSION 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 Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. 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;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
MASTER OF ARTS RELIGION
CAREER ADMISSION TRACK OPTION
In addition to the Lutheran Theological Southern Seminary Admissions Application, candidates for admission to the Master of Arts 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. Submit official transcripts from all colleges/universities attended;
3. Complete an autobiographical essay setting forth in 600-800 words: (a) your reasons for applying to seminary, (b) an assessment of your strengths and weaknesses as an applicant for theological studies and (c) the significant events of your life, your Christian experience, and your relationship to the church;
4. Submit three references from: (a) your Pastor, (b) a faculty member, an advisor in an academic setting, or a supervisor who is acquainted with your work ethic, (c) a non-relative lay person who has known you in a leadership role or professional setting;
5. Be available for an interview as requested.

MASTER OF ARTS IN RELIGIOUS STUDIES
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS
Candidates for admission to the Master of Arts in Human Services program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Religious Studies;
5. Submit a CV or Resume;
6. Be available for an interview upon request.

MASTER OF ARTS IN TEACHING
TRADITIONAL ADMISSION 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 prior to enrollment.

MASTER OF ARTS IN WRITING
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS
Candidates for admission to the Master of Arts in Writing program must meet the following criteria:
1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Writing;
5. A resume or portfolio highlighting the applicant’s experience or body of work;
6. Submit a CV or Resume;
7. Be available for an interview upon request.

MASTER OF SCIENCE IN NURSING
TRADITIONAL AND CAREER ADMISSION 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 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, have limited professional work experience, 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 must:
- Submit GRE or MAT scores;
- Submit a current Curriculum vitae or Resume;
- 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 with at least six years’ nursing experience. Career Admission Track 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 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;
- One letter (on form provided) from a professional reference 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 an MSN graduate degree with the chosen concentration);
- Be available for an interview upon request.

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
TRADITIONAL ADMISSION 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. Meet minimal performance abilities for OT students as seen 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’s degree applicants must present evidence of completion of all prerequisite courses and undergraduate degree before the start of the program. The areas of competency are covered in the following courses or their equivalents completed within the last five years: Anatomy and Physiology I and II with labs, Statistics, Abnormal Psychology, Developmental Psychology, Cultural Diversity, and Ethics.

MASTER OF SCIENCE IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN TRACK OPTIONS
Candidates for admission to the Master of Science in Online Teaching and Instructional Design program must meet the following criteria:
1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Online Teaching and Instructional Design;
5. Submit a CV or Resume;
6. Be available for an interview upon request.

MASTER OF PUBLIC HEALTH TRACK OPTIONS
Candidates for admission to the Master of Public Health (MPH) program must meet the following criteria:
7. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
8. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
9. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
10. 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;
11. Submit a CV or Resume;
12. Be available for an interview upon request.
MASTER OF SACRED THEOLOGY
CAREER ADMISSION TRACK OPTION
In addition to the Lutheran Theological Southern Seminary admissions application, candidates for admission to the Master of Sacred Theology program must:

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

MASTER OF SCIENCE IN SUSTAINABILITY STUDIES
TRADITIONAL AND CAREER ADMISSION TRACK OPTIONS
Candidates for admission to the Master of Science in Sustainability Studies program must meet the following criteria:

1. Submit official transcripts from all colleges attended demonstrating successful or pending completion of a baccalaureate degree from an accredited institution;
2. Submit an official copy of either the Miller Analogies Test (MAT) or the GRE (unless Career Admission Track applies);
3. If Career Admission Track applies, submit one letter of professional recommendation on the provided form;
4. Submit a writing sample clearly articulating goals and life experiences that have impacted the student’s decision to pursue a graduate degree in Sustainability Studies;
5. Submit a CV or Resume;
6. Be available for an interview upon request.
ACADEMIC POLICIES AND PROCEDURES

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

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

APPLICATION FOR THE DEGREE
Each candidate for a graduate degree must file an Application for Degree. The application is available in the Office of the Registrar and on-line at http://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:
- Full-time study: 9 – 13 hours
- Half-time study: 6 – 8 hours
- Less than half-time: 1 – 5 hours
COURSE REPEATS
Graduate students may repeat a course in which a grade of F has been earned. A student must request the permission of the advisor to repeat a course in which a grade of C has been earned (except in programs that do not permit grades of C for progression). The grade earned in the repeated course replaces the first grade. A student may repeat no more than six (6) hours of course work with grade replacement.

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

GRADES
The following grades are given in the graduate program:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 points per semester hour</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7 points per semester hour</td>
<td></td>
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<tr>
<td>B+</td>
<td>3.3 points per semester hour</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0 points per semester hour</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.7 points per semester hour</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3 points per semester hour</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 points per semester hour</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.7 points per semester hour</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0 points per semester hour</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from course</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing from the University</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing from the University</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory, given for a practicum, a thesis, and other designated courses</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory, given for a practicum, a thesis, and other designated courses</td>
<td></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 Adult Education will review the record of each student on probation at the end of the term. The outcome of the review by the Dean may be one of the following: (1) removal from probation, (2) continuation on probation, or (3) dismissal from the Graduate School.

A student will be removed from probation by:

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

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

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 Adult Education 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 Adult Education.

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 Adult Education. 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 Adult Education.
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](http://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 Adult Education. 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 Adult Education 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
ADDING, DROPPING, WITHDRAWING

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

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

WITHDRAWAL FROM COURSES
Students may withdraw from courses during the first half of a term or semester with the approval of the advisor and instructor. Withdrawing from courses after the first week of classes (drop/add period) and prior to mid-term will result in grade of ‘W’ on the official transcript. 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 and fully online students – 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 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.

- Hickory and Asheville Campus and fully online students – 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 halftime 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, J-term and May-mester sessions, please go to [http://businessoffice.lr.edu/tuition-refunds](http://businessoffice.lr.edu/tuition-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
GRADUATE PROGRAM CURRICULUM
COLLEGE OF ARTS AND SCIENCES

Dr. Daniel Kiser, Dean

SCHOOL OF ARTS AND LETTERS

Dr. Jennifer Heller, Chair

MASTER OF ARTS IN WRITING
OFFERED IN ASHEVILLE

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

PROGRAM OVERVIEW

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

FACULTY

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

PROGRAM STRUCTURE

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

MASTER OF ARTS IN WRITING – Creative Writing Track

Core Courses: 27 credits
- WRI 501 Rhetorical Theory and Research in Writing
- WRI 510 Exploring the Evolution of Fiction
- WRI 511 Exploring the Evolution of Creative Nonfiction
- WRI 512 Exploring the Evolution of Poetry
- WRI 520 Workshop in Writing Fiction
- WRI 521 Workshop in Writing Creative Nonfiction
- WRI 522 Workshop in Writing Poetry
- WRI 550 Writer in the World Internship
- WRI 590 Guided Portfolio (Capstone)

Choose nine credit hours from WRI Special Topics courses: 9 credits
- WRI 583 Special Topics in Writing Workshops

CERTIFICATE IN NARRATIVE MEDICINE

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

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

The courses required for the Certificate in Narrative Medicine include:

Narrative Medicine Certificate: 12 credits
- WRI 545 Introduction to Narrative Medicine 3 credits
- WRI 546 Narratives of Illness 3 credits
- WRI 547 Narratives of Care 3 credits
- WRI 550 Writer in the World Internship 3 credits
MASTER OF SCIENCE IN SUSTAINABILITY STUDIES
OFFERED IN ASHEVILLE
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

Foundation 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 3 credits

Courses:

- 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
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>SUS 520</td>
<td>Science for Sustainability</td>
<td>3</td>
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<tr>
<td>SUS 523</td>
<td>Sustainable Energy and Material Use</td>
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<tr>
<td>POL 519</td>
<td>Public Policy Processes</td>
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<td>BUS 514</td>
<td>Organizational Behavior</td>
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<td>SUS 526</td>
<td>Natural Resources, Processes and Management</td>
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<td>SUS 529</td>
<td>Industrial Ecology and Design for Sustainability</td>
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<td>POL 530</td>
<td>Politics of Organizations</td>
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GRADUATE PROGRAM CURRICULUM
COLLEGE OF EDUCATION & HUMAN SERVICES

Dr. Hank Weddington, Dean

SCHOOL OF EDUCATION

Dr. Kim Matthews, Chair

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 (15 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)
EDU 621 Design and Development of Curricular Programs (3 credits)
EDU 635 Planning and Assessing Two-Year Programs (3 credits)

Professionalism Component (choose 9 credits)
EDU 505 Research Methodology and Practicum (3 credits)
EDU 606 Technical Skills for 21st Century Community College Administration (3 credits)
EDU 625 Law and Ethics in Education (3 credits)
EDU 631 Design and Development for Student Support and Development Programs (3 credits)
EDU 637 Current Trends in Community College Administration (3 credits)
EDU 583 Special Topics (with approval of Advisor) (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
- EDU 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 589 Promoting Emerging Language and Literacy or EDU 586 Promoting Second Language 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 & Statistical Methods 3
- EDU 587 Authentic Assessment & Planning for Eng Lang Learners 3
- EDU 595 Internship 3

MASTER OF ARTS IN TEACHING
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 M.A.T. program offers both full- and part-time enrollment options.

The full-time program, which is offered at the Hickory campus, 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 disciplines to prepare for the first year of teaching.
The part-time program, which is offered at the Center for Graduate Studies of Asheville, can be completed in 18 months and offers flexible online course options as well as the option of attending classes at the Graduate Center. Students may begin their program in the fall, spring, or summer terms. Full-time enrollment is required for one semester during the student-teaching practicum. Students may choose to complete their student teaching during the fall or spring semester.

For the both full- and part-time programs, lateral entry teachers may use their current teaching assignment for their residency requirement. 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: Science, English, Mathematics, and Social Studies. Middle Grades certification is not offered at the Hickory campus.

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

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

<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>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>0084</td>
<td>Social Studies: Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Middle Grades Language Arts</td>
<td>0049</td>
<td>Middle School English</td>
<td>145</td>
</tr>
<tr>
<td>Language Arts</td>
<td>Middle Grades Mathematics 0069</td>
<td>Middle School Mathematics 141</td>
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<tr>
<td>Middle Grades Science 0439</td>
<td>Middle School Science 134</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle Grades Social Studies 0089</td>
<td>Middle School Social Studies 149</td>
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**MASTER OF ARTS IN TEACHING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 615</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 616</td>
<td>Content Methodology: Pedagogy &amp; Lesson Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 617</td>
<td>Methods for Integrating Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 618</td>
<td>Differentiation</td>
<td>3</td>
</tr>
<tr>
<td>EDU 626</td>
<td>MAT Residency I</td>
<td>6</td>
</tr>
<tr>
<td>EDU 627</td>
<td>Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 628</td>
<td>Advanced Content Methodology: Literacy Across the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>EDU 636</td>
<td>MAT Residency 2</td>
<td>6</td>
</tr>
<tr>
<td>EDU 638</td>
<td>Diversity, Equity and Global Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 640</td>
<td>Preparations for Teacher Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: students pursuing the Music concentration must take a music specific section.*

**MASTER OF ARTS IN TEACHING, GRADUATE CERTIFICATE IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN TRACK**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 653</td>
<td>Emerging Web and Mobile Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 654</td>
<td>Methods for Online Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 655</td>
<td>Instructional Design: Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 656</td>
<td>Foundations of Distance Education: Research, Data, and Promising Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

*EDU 653 – Register for 3 credit hours, Earn 6 credit hours for EDU 617 and 653
**EDU 626 and 670 – Register for 6 credit hours, Earn 12 credit hours

**MASTER OF SCIENCE IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN OFFERED IN HICKORY (fully online)**

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

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

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

Learning Outcomes
The MS in Online Teaching and Instructional Design graduate will:

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

MASTER OF SCIENCE IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN
33 CREDITS

EDU 651 Foundations of Distance Education: Research, Data, and Promising Practices 3
EDU 652 How People Learn 3
EDU 653 Emerging Web and Mobile Technologies 3
EDU 654 Methods for Online Teaching and Learning 3
EDU 655 Assessment of Learning Outcomes in Online Environments 3
EDU 656 Individualization in Online Environments 3
EDU 657 Instructional Design: Theory and Research 3
EDU 658 Instructional Design: Application 3
EDU 659 Learning Technology Change in Schools and Organizations 3
EDU 670 Practicum in Online Teaching and Instructional Design 6

GRADUATE CERTIFICATE IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN
18 CREDITS

EDU 651 Foundations of Distance Education: Research, Data, and Promising Practices 3
EDU 653 Emerging Web and Mobile Technologies 3
EDU 654 Methods for Online Teaching and Learning 3
EDU 657 Instructional Design: Theory and Research 3
EDU 670 Practicum in Online Teaching and Instructional Design 6
GRADUATE PROGRAM CURRICULUM
COLLEGE OF HEALTH SCIENCES

Dr. Katherine Pasour, Dean

SCHOOL OF HEALTH, EXERCISE & SPORTS SCIENCE

Dr. Michael McGee, Chair

MASTER OF PUBLIC HEALTH
OFFERED IN HICKORY AND ASHEVILLE

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

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

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

Dual/Exemption Credits
Lenoir-Rhyne University students who successfully complete the course work for the Dietetic Internship will receive 12 credit hours for the following courses toward the MPH degree requirements.

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

MASTER OF PUBLIC HEALTH

Core: 15 credits
- MPH 515 Biostatics
- MPH 521 Epidemiology
- MPH 535 Program Planning for Health Behavior Change
- MPH 542 Health Administration and Policy
- MPH 560 Environmental Health

Community Health Concentration: 12 credits
- MPH 530 Research Methods for Health Professionals
- MPH 540 Program Implementation and Evaluation
- MPH 555 Health Communication and Informatics
- COU 535 Diversity Issues for Health

Electives: 9 credits
All elective credits must be approved by the MPH advisor.
Possible courses include, but are not limited to:
ACC 505 Accounting and Finance for Healthcare Admin
BUS 513 Marketing Strategy
BUS 515 Management for Healthcare Administration
BUS 518 Operations Management for Healthcare Admin
COU 549 Addictions Counseling
COU 573 Substance Abuse Counseling
EDU 506 Child, Individual, Family Development
MPH 575 Nutrition Concepts
MPH 576 Drug Use and Abuse
MPH 577 Human Sexuality
MPH 578 Global Health and Ethics
MPH 579 Application of Theories
MPH 583 Special Topics
POL 525 Environmental Policy
SUS 523 Sustainable Energy and Materials
SUS 520 Sciences of Sustainability

Practical and Capstone Experiences: 6 credits
MPH 601-603 Field Experience 1-3
MPH 611-613 Applied Research 1-3

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
NTR 525 Principles of Dietetics Practice 3
NTR 551 Practicum I *Additional Course Fees Applied 6
NTR 552 Practicum II *Additional Course Fees Applied 6
NRT 570 Dietetics Capstone 3

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**

**52 CREDITS**

**PREREQUISITE REQUIREMENTS (may be built into curriculum):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 281 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 282 Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>HES 211 Prevention and Care of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>HES 288 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HES 300 Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>HES 303 Biomechanics/Kinesiology</td>
<td>4</td>
</tr>
<tr>
<td>HES 320 Exercise Evaluation &amp; Prescription</td>
<td>4</td>
</tr>
<tr>
<td>HES 330 Psychology of Sport &amp; Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100 General Psychology</td>
<td>3</td>
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</table>

**GRADUATE PHASE:**

**56 credits**

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

COLLEGE OF HEALTH SCIENCES

Dr. Katherine Pasour, Dean

SCHOOL OF NURSING

Dr. Kerry Thompson, Chair

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 is in the process of full accreditation through the American Association of Colleges of Nursing (AACN). The Commission on Collegiate Nursing Education (CCNE) completed the site visit in March 2014 and announcement of full accreditation is anticipated in the Fall 2014 semester.

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

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.

<table>
<thead>
<tr>
<th>MSN Core</th>
<th>Education Concentration</th>
<th>Administrative Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>All MSN students are required to take the following core classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 501 Theories for Advanced Nursing Practice</td>
<td>27 credits</td>
<td>12 credits</td>
</tr>
<tr>
<td>NUR 502 Introduction to Advanced Nursing Leadership</td>
<td></td>
<td></td>
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<tr>
<td>NUR 503 Nursing Research and Evidence-Based Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 504 Introduction to Health Policy and Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 505 Advanced Health Assessment</td>
<td>21 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td>NUR 506 Advanced Pathophysiology</td>
<td></td>
<td></td>
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<tr>
<td>NUR 507 Advanced Pharmacology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 508 Teaching, Learning, and Evaluation</td>
<td>9 credits</td>
<td></td>
</tr>
<tr>
<td>NUR 509 Theoretical Basis of Patient Education and Staff Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 510 Advanced Nurse Educator—Nurse as Faculty</td>
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<tr>
<td>NUR 511 Curriculum Development and Evaluation</td>
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<tr>
<td>NUR 512 Advanced Nursing Practice for Nurse Educators</td>
<td>6 credits</td>
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<tr>
<td>NUR 513 Advanced Project or Thesis in Nursing</td>
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<tr>
<td>Total number of Credit Hours Required for MSN in Nursing Education</td>
<td>39 credits</td>
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<table>
<thead>
<tr>
<th>Functional Core</th>
<th>Electives (students must choose three from two different areas)</th>
</tr>
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<tbody>
<tr>
<td>NUR 514 Nursing Informatics</td>
<td>9 credits</td>
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<tr>
<td>NUR 518 Advanced Nursing Leadership</td>
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<tr>
<td>BUS 514 Organizational Behavior</td>
<td></td>
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<tr>
<td>BUS 515 Human Resource Management for Healthcare Administration</td>
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<tr>
<td>BUS 518 Operations Management for Healthcare Administration</td>
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<tr>
<td>BUS 522 Ethical &amp; Legal Issues in Healthcare Administration</td>
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<tr>
<td>NUR 515 Bioethics in Nursing</td>
<td></td>
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<tr>
<td>NUR 516 Global Health in Nursing</td>
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</tbody>
</table>
 MPH 542 Health Economics and Policy  3

*Other courses in BUS and MPH program may be substituted as electives with permission of MSN coordinator after consultation with faculty in the appropriate program.

<table>
<thead>
<tr>
<th>Practicum &amp; Capstone Experience</th>
<th>6 credits</th>
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<tbody>
<tr>
<td>NUR 517 Advanced Nursing Practicum for Nursing Administrators</td>
<td>3</td>
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<tr>
<td>NUR 513 Advanced Project or Thesis in Nursing</td>
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</table>

**Total Number of Credit Hours Required for MSN in Administration**  33 credits
GRADUATE PROGRAM CURRICULUM
COLLEGE OF HEALTH SCIENCES

Dr. Katherine Pasour, Dean

SCHOOL OF OCCUPATIONAL THERAPY

Dr. Toni Oakes, Chair

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
OFFERED IN HICKORY
All OT courses and fieldwork Level II experiences must be completed prior to graduation. Verification by the school chair and registrar is required to take the national certification examination.

ACCREDITATION
The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE c/o AOTA, 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-3449, telephone (301) 652-2682, Web site: www.acoteonline.org). The National Board for Certification in Occupational Therapy (NBCOT) is located at 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
69-72 CREDITS

Required Courses:
- OCC 502 Evidence Based Practice 2
- OCC 503 Occupational Therapy Practice 3
- OCC 504 Physical Disabilities and Rehabilitation 4
- OCC 505 Health Systems 1
- OCC 512 Modalities 2
- OCC 514 Mental Health 4
- OCC 524 Pediatrics 4
<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>OCC 534</td>
<td>Gerontology</td>
<td>4</td>
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<tr>
<td>OCC 571</td>
<td>Fieldwork IIA</td>
<td>3</td>
</tr>
<tr>
<td>OCC 601</td>
<td>Emerging Practice Issues in Mental Health</td>
<td>1</td>
</tr>
<tr>
<td>OCC 574</td>
<td>Musculo-Skeletal Anatomy And Movement Analysis</td>
<td>4</td>
</tr>
<tr>
<td>OCC 584</td>
<td>Applied Neuroscience For Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>OCC 594</td>
<td>Medical Conditions And Terminology</td>
<td>4</td>
</tr>
<tr>
<td>OCC 602</td>
<td>Grand Rounds I</td>
<td>2</td>
</tr>
<tr>
<td>OCC 603</td>
<td>Treatment and Assessment I</td>
<td>3</td>
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<tr>
<td>OCC 611</td>
<td>Emerging Practice Issues in Rehabilitation</td>
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<tr>
<td>OCC 612</td>
<td>Grand Rounds II</td>
<td>2</td>
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<tr>
<td>OCC 613</td>
<td>Treatment and Assessment II</td>
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</tr>
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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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<tr>
<td>OCC 633</td>
<td>Principles Of Leadership And Administration</td>
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<tr>
<td>OCC 641</td>
<td>Advanced Clinical Practice</td>
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<tr>
<td>OCC 651</td>
<td>Advanced Clinical Practice In Vision &amp; Cognition</td>
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<tr>
<td>OCC 661</td>
<td>OT Clinical Reasoning</td>
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<tr>
<td>OCC 671</td>
<td>Professionalism</td>
<td>1</td>
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<tr>
<td>OCC 670</td>
<td>Independent Study (elective, not required)</td>
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<tr>
<td>OCC 672</td>
<td>Fieldwork IIB</td>
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<tr>
<td>OCC 681</td>
<td>Occupational Therapy Special Topics (elective, not required)</td>
<td>1</td>
</tr>
<tr>
<td>OCC 699</td>
<td>Thesis (elective, not required)</td>
<td>1</td>
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</table>
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 Accreditation Council for Business Schools and Programs (ACBSP).

<table>
<thead>
<tr>
<th>MASTER OF BUSINESS ADMINISTRATION</th>
<th>36 CREDITS</th>
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<tbody>
<tr>
<td>Accounting:</td>
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<tr>
<td>ACC 501 Managerial Accounting</td>
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<td>Business:</td>
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<td>BUS 511 Financial Management and Budgeting</td>
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<td>BUS 513 Marketing Strategy</td>
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<td>BUS 514 Human Behavior in Organizations</td>
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<td>BUS 519 Supply Chain and Operations Management</td>
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<tr>
<td>BUS 534 Strategic Management and Business Policy</td>
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<tr>
<td>BUS 542 Business and Professional Communications</td>
<td>3</td>
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<tr>
<td>Economics:</td>
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<tr>
<td>ECO 502 Managerial Economics</td>
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<tr>
<td>Electives:</td>
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<tr>
<td>Choose four courses from:</td>
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<tr>
<td>ACC 521 Governmental, Non-Profit, &amp; International Accounting</td>
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<td>ACC 530 Advanced Tax</td>
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<td>ACC 533 Accounting Theory</td>
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<td>ACC 537 Auditing Applications</td>
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<tr>
<td>ACC 541 Advanced Topics in Cost Accounting</td>
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<tr>
<td>ACC 583 Special Topics</td>
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<tr>
<td>BUS 504 Creativity and Innovation in Organizations</td>
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<td>BUS 520 Negotiation and Conflict Resolution</td>
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<td>BUS 521 Societal, Ethical, and Legal Issues in Organizations</td>
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<td>BUS 526 Leadership Development</td>
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<td>BUS 530 Global Environment of Business</td>
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<td>BUS 531 Entrepreneurship and Intrapreneurship</td>
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<td>BUS 532 Business Information System</td>
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<td>BUS 535 Sustainability Management and Decision-Making</td>
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<tr>
<td>BUS 536 Business Intelligence and Analytics</td>
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<td>BUS 537 Project Management</td>
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</table>
BUS 538 Business Networks and Systems Thinking  
BUS 539 Organizational Development and Change  
BUS 545 Global Finance and Economics  
BUS 546 Multi-Cultural Management  
BUS 583 Special Topics  
BUS 585 Business Practicum

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

- **ACCOUNTING** - MBA core curriculum plus ACC 521, 530, 530 and 537  
- **BUSINESS ANALYTICS AND INFORMATION TECHNOLOGY**. MBA core curriculum and a choice of four of the following courses: BUS 532, BUS 536, BUS 537, BUS 538, and/or BUS 585.  
- **ENTREPRENEURSHIP** - MBA core curriculum in addition to BUS 504, BUS 531 and the choice of two BUS 583 Specialty Topics Courses (topics to be approved by MBA Program Coordinator).  
- **GLOBAL BUSINESS** - MBA core curriculum and a choice of four of the following courses: BUS 545, BUS 546, BUS 530, BUS 547 (or elective if a student cannot attend the tour; tour can be repeated), and/or BUS 585.  
- **HEALTHCARE ADMINISTRATION** - *modified* MBA core curriculum: ACC 505 Accounting and Finance for Healthcare Administration (instead of 501), BUS 515 Human Resource Management for Healthcare Administration (instead of 514), BUS 518 Operations Management for Healthcare Administration (instead of 519), other core courses as specified in core above. Students will complete BUS 522 Ethical and Legal Issues for Healthcare Administration and three other courses from BUS or Masters level Healthcare courses (subject to approval of MBA coordinator).  
- **INNOVATION AND CHANGE MANAGEMENT** - MBA core curriculum and a choice of four of the following courses: BUS 504, BUS 539, BUS 520, BUS 538, and/or BUS 585.  
- **LEADERSHIP DEVELOPMENT** - MBA core curriculum in addition to BUS 531 Entrepreneurship/Intrapreneurship, BUS 526 Leadership Development and two electives which may be drawn from BUS or Masters level Leadership courses (subject to approval of 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.
GRADUATE COURSE DESCRIPTIONS

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

ACCOUNTING

ACC 501. MANAGERIAL ACCOUNTING.
A course which focuses upon developing those accounting tools which assist management. Emphasis will be upon budgeting, cost derivation and measurement, product costing, cost systems and variance analysis, inventory valuation and control, and capital expenditure analysis. Three credits.

ACC 505. ACCOUNTING AND FINANCE FOR HEALTHCARE ADMINISTRATION.
This course provides students with the fundamental accounting practices, financial management concepts, and the analytical tools needed in a healthcare setting. Students will apply financial and sound accounting concepts and techniques to healthcare institutions by studying basic cost accounting, financial statements and ratios, break-even analysis, budgeting, cost allocation, and project investment in the healthcare setting. Three credits.

ACC 521. GOVERNMENTAL, NON-PROFIT, AND INTERNATIONAL ACCOUNTING.
Prerequisites: ACC 431 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.
This course will cover international, governmental, and non-profit accounting. Major topics include financial, managerial, and tax accounting and auditing issues in multinational enterprises, with special emphasis upon the differences in accounting and auditing standards and practices worldwide; and a study of the eight fund groups and two account groups used in non-profit accounting and their application to local and state governments, hospitals, colleges and universities, public schools, the federal government, and other non-profit organizations. Three credits.

ACC 530. ADVANCED TAX.
Prerequisites: ACC 332 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.
A comprehensive coverage of the application of income tax regulations and laws as they apply to partnerships, corporations, fiduciaries, and estates. Additionally, tax planning, tax practice and procedures, and tax research will be examined. Three credits.

ACC 533. ACCOUNTING THEORY.
Prerequisites: ACC 331 and 334 and admission to the MBA program or permission of the MBA coordinator and the instructor.
This course is designed to pursue, analyze, and provide a logical and coherent set of principles that form the conceptual framework for the evaluation, promotion, and continuing development of sound accounting practice. Included are syntactical theories relating to the structure of financial reporting, interpretational theories relating to measurements and relationships, and behavioral theories relating to presentation and disclosure of accounting information. Together the different levels of evaluation confirm or refute present practice, and provide improved handling for emerging contemporary accounting problems. Three credits.
ACC 537. AUDITING APPLICATIONS.
Prerequisites: ACC 433 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.
This course explores the application of auditing sampling for testing control procedures and substantive audit testing of the revenue cycle, expenditure cycle, financing cycle, and investing cycle. Applications will explore internal control risk assessment. Three credits.

ACC 541. ADVANCED TOPICS IN COST ACCOUNTING.
Prerequisites: ACC 432 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.
This course examines advanced techniques and issues in accounting measurement for management planning, decision-making, and control. Costing for product pricing and other decisions involving alternatives under costing systems are studied. The nature and scope of controllership as related and the behavioral aspects of the controllership function are evaluated. Three credits.

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

BIBLE

BIB 501. GREEK I.
This is the first part of 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 the second part of 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.
Hebrew is taught, with the goal of the student reading the Bible, using cutting-edge concepts from modern language theory. This is a prerequisite for the Tier 2 required Old Testament elective. Three credits.

BIB 510. SURVEY OF THE NEW TESTAMENT.
BIB 511. OLD TESTAMENT SURVEY.
A survey of the Old Testament literature, focusing especially on the historical background and the interpretation of the Old Testament as Christian Scripture. This is a prerequisite for the Tier 2 required Old Testament elective. Three credits.

BIB 601. GENESIS.
Prerequisites: BIB 503, BIB 511.
An in-depth study of the book of Genesis using Jewish and Christian commentaries to unpack its meaning for the church and world today. Three credits.

BIB 620. INTERPRETING THE NEW TESTAMENT GOSPELS.
Prerequisite: BIB 501-502, BIB 510.

BIB 630. PAUL’S LETTERS AND THEOLOGY.
Prerequisite: BIB 510 and for MDIV students, BIB 501 and BIB 502.
Paul’s letters will be studied with particular attention to the theological claims that they make, and to how Paul’s words have shaped and continue to shape the practice of ministry and the life of faith. Students will practice and strengthen their exegetical skills with the epistolary texts and develop a solid hermeneutical approach to the Pauline letters for their work in teaching and preaching. Three credits.

BIB 631. THE APOCALYPTIC OF JOHN.
This course will examine the New Testament’s final book within the context of Jewish and early Christian apocalyptic writings and within the culture of the first century Asia Minor. Attention will be given to how this book has been interpreted through the centuries, with particular attention paid to artistic interpretations. In addition, the course will study and critique current popular and scholarly readings of the book, as well as the impact of diverse cultural contexts on the interpretation of the book. The course qualifies as a “global church elective.” Three credits.

BIB 632. DEATH, AFTER-DEATH, AND RESURRECTION IN THE NT
Prerequisite: BIB 510.
At the heart of the New Testament is the story of Jesus’ resurrection and the claim that this resurrection is God’s saving act for all. This course will focus on several New Testament texts which address Jesus’ resurrection and what it means for life and hope beyond death. We will also look at the Old Testament roots of these ideas and at other Jewish and Greco-Roman texts which discuss death and expectations regarding what comes after death. The course will include a concern for how the New Testament texts shape our proclamation and ministry around issues of death, grief, and hope. Three credits.

BIB 701. THE GOSPEL OF MATTHEW.

BIB 702. THE GOSPEL ACCORDING TO MARK.
Prerequisite: BIB 510.
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. 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.

BIB 795. THESIS SEMINAR.
A supervised research project during first semester of the senior year, providing the basis for a senior thesis to be completed during the final semester. Three credits.

BIB 796. SENIOR THESIS.
A continuation of BIB 795; completed according to established guidelines. Three credits.

BUSINESS

BUS 504. CREATIVITY AND INNOVATION IN ORGANIZATIONS.
Creating a culture that encourages creativity and innovation is crucial to competitive advantage and adaptive strategy. In this course, students will examine and experience the nature of creativity and techniques to facilitate innovation in organizations. Three credits.

BUS 511. FINANCIAL MANAGEMENT AND BUDGETING.
This course examines the role of financial management in supporting and sustaining the functional areas of an organization. Using cases and readings, students gain insight into the analysis of financial problems as well as the development of financial strategy. In addition, students will gain an understanding of the budgeting process and be exposed to tools designed to support the budgeting process. Three credits.

BUS 513. MARKETING STRATEGY.
An examination of the marketing role within the organization. A managerial emphasis is utilized in the course, focusing upon development of the organization’s marketing policy and strategy, analysis and selection of markets to target, managing tactical response to a dynamic environment, and implementing the major elements of marketing policy. Three credits.

BUS 514. HUMAN BEHAVIOR IN ORGANIZATIONS.
This course provides students with a comprehensive analysis of individual and team behavior in organizations. Continuous improvement processes at the individual, team and organizational level will be discussed so that organizations are not only managed more effectively but also so that the quality of work life for employees is enhanced. Three credits.

BUS 515. HUMAN RESOURCE MANAGEMENT FOR HEALTHCARE ADMINISTRATION.
This course explores how human resource management is applied in different healthcare settings; the human resource needs, issues, and challenges for the continuum of health care; the essential components; and the importance and significance of studying healthcare human resource management. For each healthcare setting, focus is on recruitment, contract and agreement, training, education, and support in a health care setting; and evaluation, compensation, legal and regulatory issues in strategic human resource planning. Three credits.

BUS 518. OPERATIONS MANAGEMENT FOR HEALTHCARE ADMINISTRATION.
This course provides students with broad knowledge of advanced focusing methods that aim to improve the performance of health service organizations. These methods include: The Theory of Constraints (TOC), The Complete Kit Concept, Current Reality Tree, Gantt Charts, decision Trees, Conflict Resolution Diagrams, and other methods that focus on the effectiveness of the healthcare organization’s performance. Three credits.

BUS 519. SUPPLY CHAIN AND OPERATIONS MANAGEMENT.
A study of the concepts, techniques, and issues encountered in managing efficient procurement, production and delivery systems to assure customer satisfaction and lean operations. Topics covered include linear and integer programming, six sigma, quality assurance, and logistics in light of assisting decision-making in today’s changing environment. Three credits.

BUS 520. NEGOTIATION AND CONFLICT RESOLUTION.
The ability to resolve conflict and negotiate buy-in across multiple stakeholders is a crucial skill for effectively facilitating change in organizations. This course provides students with a systematic approach to developing negotiation and conflict management skills. Three credits.

BUS 521. SOCIETAL, ETHICAL AND LEGAL ISSUES IN ORGANIZATIONS.
This course is designed to help future managers understand and analyze ethical issues in a business environment. Beginning at the individual level, the course progresses to organizational and societal perspectives. The course examines legal issues in business, contrasting and comparing the impact upon decision-making. Using role-plays and case analysis, the course will help students to confront and successfully manage ethical challenges. Three credits.

BUS 522. ETHICAL AND LEGAL ISSUES IN HEALTHCARE ADMINISTRATION.
An exploration of the moral, ethical, regulatory, and legal constraints that influence the administration of healthcare agencies, practices, and/or facilities. The ethical and legal environment of the healthcare industry in today’s time will be addressed as it influences the interaction of the patient with the healthcare practitioner. Three credits.

BUS 526. LEADERSHIP DEVELOPMENT
This course develops a deeper understanding of leadership skills and demonstrates that the level of leadership in any situation has a profound impact on individual performance and organizational effectiveness. Three credits.

BUS 530. MANAGING THE MULTINATIONAL ORGANIZATION.
Conducting global business requires specific knowledge and skill. This course provides students with a background in the development of sustainable global strategies and the management of organizational operations that extend across national boundaries. Three credits.
BUS 531. ENTREPRENEURSHIP AND INTRAPRENEURSHIP.
Reviews those attributes that contribute to entrepreneurial success, as well as assesses those who have succeeded and failed in establishing new ventures. The course also examines how to bring the qualities of entrepreneurial ventures to the corporate environment, and maintaining a corporate culture which retains its brightest and most creative spirits of organization. Three credits.

BUS 532. BUSINESS INFORMATION AND DECISION SUPPORT SYSTEMS.
Information systems are the backbone of the business process. This course provides students with an understanding of the design, implementation and use of computerized systems in order to support decision-making and the business process. Three credits.

BUS 534. STRATEGIC MANAGEMENT AND BUSINESS POLICY.
This course provides an in-depth study of the logic of competitive advantage by carefully analyzing the distinct qualities and positioning of individual organizations within broader competitive dynamics. The goal is to develop skills in strategic formulation, implementation and adaptability so that competitive advantage and sufficient profitability are sustained. Through extensive case studies with an integrated view of organizational operations, students must accumulated and integrate knowledge gained 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 536. BUSINESS INTELLIGENCE AND ANALYTICS.
In order to compete in today's fast changing and information rich environment, all organizations need to utilize enhanced capabilities to gain, deliver and use appropriate information in order to inform decision-making and improve tactical and strategic management. This course provides students with an understanding of the tools and skill sets that will help to identify, model, retrieve, share, and evaluate data and knowledge assets. Three credits.

BUS 537. PROJECT MANAGEMENT
Project management is an in-demand skill across all profit and non-profit sectors. This course uses the Project Management Institute’s (PMI®) A Guide to the Project Management Body of Knowledge (PMBOK® Guide) to provide students with the necessary skill sets to effectively lead and execute projects. Students will also work with common tools for managing projects. Upon successful completion of the course, students will qualify to take the PMP® Exam. Three credits.

BUS 538. BUSINESS NETWORKS AND SYSTEMS THINKING.
The ever increasing complexity of today's global business environment necessitates a holistic, longitudinal understanding of business policy, strategy and activities. This course provides students with an understanding of the development, dynamics and use of inter-organizational, intra-organizational and professional development social networks to effectively influence organizational and personal outcomes. In addition, students will be exposed to the principles and methods of systems thinking in order to analyze both the short-term and long-term effects of organizational decisions. Three credits.
BUS 539. ORGANIZATIONAL DEVELOPMENT AND CHANGE.
Today’s global economy is fast-paced, competitive and complex. Organizations of all sizes need to embrace change to survive and succeed. This course familiarizes students with the challenges, burdens, techniques, and processes associated with implementing change in order to achieve organizational goals and to build future capabilities. Three credits.

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

BUS 545. GLOBAL FINANCE AND ECONOMICS
This course provides students with financial management skills in the global arena, including international financial reporting interpretation, and offers insight into the world economy, international trade, and economic development. Three credits.

BUS 546. MULTI-CULTURAL MANAGEMENT
Working with people across the world is a necessity in today’s global business environment. This course provides students with cultural competence by developing critical thinking, analysis and interpersonal skills in order to build relationships with individuals from various cultures and to effectively work with these individuals as well as multi-cultural teams in complex business situations. Three credits.

BUS 547. GLOBAL STUDIES BUSINESS TOUR
In this course, students will travel on a week-long tour in a foreign country. The week-long tour will consist of visits to several businesses and meetings with business leaders. The global studies business tour can be repeated. Three credits.

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

BUS 585. BUSINESS PRACTICUM.
This course provides students with the opportunity to undertake a substantial workplace-based project where they apply the professional skills they have developed in the course of their MBA studies, realizing benefits for both students and the host organization. Three credits.

CHRISTIAN EDUCATION

CED 500. FOUNDATIONS IN FAITH FORMATION.
This course explores faith formation in the church in the context of congregational life and contemporary culture. The course studies a number of themes, including the theological goals of faith formation, characteristics of learners and faith development issues, the teaching/learning process, curriculum selection, confirmation ministry, overseeing a parish educational ministry.
program, and ministry to and with persons with special needs. To meet course goals, the class utilizes a number of techniques, including lecture, small group discussion, student-led presentation, video, internet resources, and field education. 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.

CED 515. FOUNDATIONS IN MINISTRY WITH CHILDREN.
This course explores the lives of children and families and their involvement in the larger life and ministry of the congregation. Course involves direct observation of children, as well as studies of such issues as age-level/faith developmental characteristics, children and worship, First Communion instruction, ministry to children in crisis, and faith formation in the home. Three credits.

CED 520. CHRISTIAN EDUCATION ACROSS THE LIFESPAN.
This course is based on a Christian philosophy of education and care. Ministry with various persons is related to the tasks of nurture, spiritual formation and service in the contexts of the family, the church, the school, the community, and wider society. Emphasis is laid on the various stages of development with implication for the growth of Christian practices, values and character. This course provides the opportunity to concentrate more on adults, youth, children, or a particular congregation/context with various generations in planning for educational ministry. Three credits.

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, field trips and analysis of primary source material to provide students an opportunity to connect their own life and ministry in the contemporary world 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, student presentation, and analysis of primary source material to provide students an opportunity to connect their own life and ministry in the contemporary world with those who have gone before them. 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 America 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 an 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 556. UNITED METHODISM: HISTORY, MISSION, PRACTICE AND BELIEF.**
Through lectures, readings, research, and class discussions the course provides an overview of the key events, persons, theological/doctrinal perspectives, and polity developments of American Methodism which inform an understanding of United Methodism in the 21st century. This course is the second of a two-semester sequence designed to satisfy the Disciplinary requirements of United Methodist ministerial candidates in the areas of United Methodist history, doctrine, and polity. Three credits.

**CHS 560. 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 follow the Baptist families in their paths towards religious freedom and tolerance in the early American colonial development through the early 19th century. Attention is focused on history and theology through faithful community practices, confessions, mission, and ministry. Three credits.

**CHS 561. BAPTIST MISSION, PRACTICE AND BELIEF.**
This course will focus on the developments in Baptist faith and practice in the 20th century until the present. Emphasis will be given to the various representations of Baptist life at work in the world today. Students will find their places in a particular order of Baptist life, discover the practices and theological language of that order, and develop leadership skills for ministry in Baptist life. 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, utilizing lectures, discussions, small group work, film, guest
speakers, individual reading and primary source research. Through the course, students gain an understanding of their own denominational heritage and also develop an understanding of the various local traditions and expressions encountered today within contemporary Lutheranism. Three credits.

**CHS 621. DIACONAL MINISTRY: DISCERNMENT, HISTORY AND FORMATION.**
This course introduces students to the historical, theological, and social contexts in which the work of diaconal ministry has been expressed throughout the church’s history and asks how that history continues to impact the present. This course also provides significant opportunity for the development of spiritual disciplines and vocational discernment. The course is open to all students but additionally is required of students planning to enter the roster of the ELCA Deaconess Community. The course alternates sites annually between Southern Seminary and other ELCA seminaries. Three credits.

**COUNSELING**

**COU 505. COUNSELING THEORIES**
This course is a critical overview of the major theories of counseling, including philosophical foundations, counseling stages and process, and techniques. Students will acquire knowledge of the theories and rationale for applying each with particular issues, clients, and settings. By the end of the course, students will have developed a first statement of their own counseling approach. Teaching modalities: discussion, demonstration, video, role play, lecture, and case studies. Three credits.

**COU 510. INTRODUCTION & FOUNDATION OF SCHOOL COUNSELING**
This course serves as the introductory course for individuals seeking a degree in school counseling. COU 510 introduces students to theory as well as research knowledge required for developing comprehensive school counseling programs. Students must demonstrate their ability to analyze, synthesize and integrate knowledge acquired from current research, documents from the North Carolina Department of Public Instruction, the National Standards for School Counseling and course texts. An overview of the principles and practices of counseling services in schools, multiple roles and functions, applicable technology, an understanding of exceptionalities, and program organization will be explored. Attention will also be given to state testing requirements and career pathways as these pertain to the function of the school counselor. COU 510 is a pre-requisite for COU 515: Practice of School Counseling and Practicum. Prerequisites to this course are COU505 Theories, COU525 Ethics and COU530 Techniques. 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. Forty-five practicum hours are required. Practicum hours must be done within a public school setting and under the direct supervision of a licensed school counselor. Three credits.
COU 520. CLINICAL MENTAL HEALTH COUNSELING.
This course is one of the first courses taken in the Clinical Mental Health Track (following Professional Orientation, Theories, and Techniques), in efforts to assist the student in obtaining an overview of theory, practice, methods, basic principles, and concepts used by counselors and to begin to develop a professional identity in the counseling field. This course introduces the student to information and background essential for working in a community agency as a mental health counselor. It examines current trends and developments in the field of counseling with respect to ethical/legal issues and managed care. It also explores the history and development of community mental health systems and focuses on individual areas of interest to the student. The class is interactive and applicable to the needs of the developing mental health and community counselor. Panel discussions, lectures, out-of-class assignments, field visits, case studies and guest speakers will be utilized in the learning process. Three credits.

COU 524. PSYCHOLOGICAL AND EDUCATIONAL TESTING AND APPRAISAL.
The focus of this class is on major concepts and principles of psychological and educational testing and evaluation and the use of standardized instruments with differing populations. Three credits.

COU 525. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICES
The course, part of the initial sequence required for the MA in Counseling, serves as an introduction both to the counseling profession – theory, practice, methods, basic principles, and concepts used by counselors in educational settings and community agencies. In subsequent courses these topics will be revisited in greater depth, therefore, this course will serve as an overview of counseling services with an emphasis on professional and ethical issues related to counseling. Three credits.

COU 530. COUNSELING TECHNIQUES
This course is a didactic and experiential course intended to provide students with the knowledge, awareness, and skills necessary to gain an understanding of and begin to use counseling techniques that are essential in helping relationships. This course builds on the students’ knowledge of counseling theories learned in COU 505, focusing on application of this knowledge and specific strategies and techniques. Beginning counseling skills of empathy, active listening, responding, questioning, confronting, and problem identification will be learned. Students will demonstrate their ability to apply these techniques through the use of role-plays, some of which will be videotaped. Through these experiences students are provided with opportunities for personal growth as well as the development of sound counseling techniques. In addition, students will be challenged to examine issues that will impact their effectiveness as counselors with a focus upon the importance of self-reflection and counselor self-awareness. Three credits.

COU 535. DIVERSITY ISSUES FOR THE HELPING PROFESSIONAL
This course examines the influence of culture in counseling and educational theory and practice; reviews the current research and literature concerning cultural issues; enables students to examine their own biases and how they will deal with these as human service professionals; and offers discussion on the impact of cross-cultural issues on professional behavior, client/student behavior, the counselor/educator relationship, mental health service, and educational delivery systems. Three credits.
COU 540. GROUP COUNSELING
This is a didactic and experiential course intended to provide students with the knowledge, awareness, and skills necessary to gain an understanding of and begin to use group counseling theories and techniques in helping relationships. This course is designed to help the counselor understand the group counseling process. This includes a review of current literature and research in group counseling; an examination of the leadership role of the counselor in group process; an understanding of the ethical issues of group leadership in counseling; and a review of the developmental stages of counseling in groups. Each student will apply this knowledge by gaining experience as a participant in, and leader of a counseling group. Three credits.

COU 545. CAREER COUNSELING
This is a didactic and experiential course intended to provide students with the knowledge, awareness, and skills necessary to gain an understanding of and begin to use career counseling theories and techniques that are essential in helping relationships with a focus upon life and career development. This course is designed to help the counselor develop the ability to understand the career development process, utilize career-related information and information systems in the course of career education, and incorporate the fundamentals of counseling in assisting individuals in formulating a career decision. Three credits.

COU 547. FOUNDATIONS AND ETHICAL PRACTICE OF CHRISTIAN COUNSELING.

COU 549. ADDICTIONS COUNSELING
This course examines the etiology, risk factors, assessment, counseling approaches, and treatment of alcoholism and other addictions. Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to psychological factors, personal traits, family dynamics, treatment methods, and implications for schools and communities. It is essential for professionals in the counseling field to have a clear understanding of their own beliefs about addiction and their attitudes toward individuals with addictions. This course will allow you to start this process by exploring the process of addiction to substances (and some process addictions), causality, risk factors, biological, psychological, social manifestations, and treatment modalities. Thus, this course will focus primarily on increasing future counseling professionals’ knowledge and self-awareness of the addictive process. Three credits.

COU 550. PSYCHOPATHOLOGY, DIAGNOSIS, & TREATMENT PLANNING.
A course focused on developing knowledge, attitudes, and skills essential to effective DSM-V diagnosis, client conceptualization, assessment, and clinical treatment planning. Emphasis on the use of client conceptualization models as a basis for treatment planning. Three credits.

COU 555. CONSULTATION PROCESSES AND CRISIS INTERVENTION.
This course will include a review of consultation models and theories useful to school 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 the community will be explored. This course is designed to provide counselors with fundamental concepts, theories, strategies, and skills needed: (1) provide consultation services in a professional capacity, and (2) to understand and conduct effective crisis intervention. Counselors may function in a consultation or counseling capacity in response to potential or real crises. The differences between the counseling and consulting relationship will be stressed. Three credits.
COU 560. COUPLE AND FAMILY COUNSELING.
This course offers a study of the family as a system, family life cycle stages, tasks, and difficulties that families may experience as they move through their developmental stages. Concepts and principles applicable to helping people within a systems perspective will also be discussed. Counselor trainees will obtain a basic knowledge of family systems theory and the major couple and family therapy approaches. Three credits.

COU 561. SPIRITUAL DIMENSIONS OF COUNSELING.
This course covers the spiritual aspects of counseling. Three credits.

COU 565. MARITAL THERAPY.
Marital therapy is a course about couples and the unique characteristics of this relationship. The course provides an overview of current models of couples therapy and emphasizes counseling techniques. The course explores recognized areas of conflict in marriage and requires students to utilize research information for professional judgments related to treatment modalities. A graduate seminar format will be utilized. Three credits.

COU 566. ADVANCED COUNSELING TECHNIQUES.
Pre-requisites: COU 505, 520, 524, 525, 530, 535, 540, 550, 560 and EDU 506.
The course content will emphasize the enactment of advanced counseling skills, use of a consistent theoretical orientation, and professional ethics. Class content may include a combination of didactic instruction, live demonstration, media, review of research, and experiential techniques. Students must be able to demonstrate basic and advanced skills, techniques, use of theory, and professional ethics. This course is a prerequisite for the practicum/internship clinical experience. Three credits.

COU 570. FAMILY COUNSELING.
This course focuses on a systems approach to family counseling and is designed to enhance family counseling knowledge and skills. Students are challenged to approach family counseling issues from a practitioner-scientist perspective, integrating and applying research-based knowledge and skills in helpful and ethical ways. Three credits.

COU 572. COUNSELING CHILDREN AND PARENTS.
This course is designed to provide an introduction to the counseling techniques useful in work with pre-adolescent children and their parents. Students will learn the fundamental principles needed to intervene with children within the family context. Special emphasis will be placed on the use of play therapy techniques. Three credits.

COU 573. SUBSTANCE ABUSE COUNSELING.
This entry-level course provides counselors and other human service workers an overview of the substance abuse process. Specific emphasis will be placed upon counseling those with substance abuse concerns and facilitating changes within their environmental systems (e.g., marriage, family, work, etc.). Students will develop conceptual knowledge, skills, and self-awareness concerning substance abuse etiology, assessment, diagnosis, and treatment planning through assigned readings, seminar discussions, videotapes, lectures, field experiences, and case presentations. Three credits.

COU 574. COUNSELING CLIENTS WITH CHRONIC HEALTH ISSUES.
This course will require students to develop background knowledge and specialized counseling skills in the area of chronic pain conditions. Students will do in-depth research of current literature within the field concerning the interrelationship of physical illness, injury, chronic
illness, and chronic pain with the emotional/adjustment issues faced by these clients. Students will learn clinical skills to assist clients in the process of integrative health in situations where management not “cure” is the goal. Students will demonstrate their learning through a series of videotapes and papers requiring analysis and synthesis of research and other information presented in class. Three credits.

COU 575. VIOLENCE IN SCHOOLS, WORKPLACE, AND COMMUNITY.
This three-part course will explore the issues of violence in our communities and schools. In particular, domestic violence, youth violence, and violence in the workplace will be discussed. Using case studies, current research, and a variety of speakers from local and state agencies, students will gain an understanding of prevention, intervention, and post-critical incident procedures. Three credits.

COU 579. CLINICAL COLLOQUIUM AND APPLIED LAB IN CHRISTIAN COUNSELING.

COU 581, 582, 583: SPECIAL TOPICS IN CLINICAL COUNSELING.
Prerequisite: Approval of advisor and program coordinator.
These courses involve either specialty counseling areas not covered in other courses or advanced levels of counseling theory, practice, and research for students considered appropriate. These courses provide students the opportunity to apply scientific inquiry and scholarly research to counseling theory and practice. One, two, or three credits.

COU 580. PRACTICUM IN SCHOOL COUNSELING
This course provides students with 100 (40 direct and 60 indirect) supervised hours of experience as school counselors working with individuals as well as both large and small groups counseling experiences at pre-arranged sites. This course will expose the student to the practice of counseling with individuals under direct supervision. Students will conduct actual counseling/developmental sessions. The course is designed to facilitate the integration and application of theory and skill in earlier course work. Ethical codes related to the counseling profession will be reviewed and ethical issues and behavior addressed. The primary goal is for students to learn to listen therapeutically, provide the core conditions of counseling as well as additional client care, develop self-awareness related to these roles, and integrate this self-awareness and basic skills into the person the student is becoming as a counselor. Four credits.

COU 585. PRACTICUM IN CLINICAL MENTAL HEALTH COUNSELING
This course provides students with 100 (40 direct and 60 indirect) supervised hours of experience as clinical mental health counselors working with individuals as well as both large and small groups counseling experiences at pre-arranged sites. This course will expose the student to the practice of counseling with individuals under direct supervision. Students will conduct actual counseling/developmental sessions. The course is designed to facilitate the integration and application of theory and skill in earlier course work. Ethical codes related to the counseling profession will be reviewed and ethical issues and behavior addressed. The primary goal is for students to learn to listen therapeutically, provide the core conditions of counseling as well as additional client care, develop self-awareness related to these roles, and integrate this self-awareness and basic skills into the person the student is becoming as a counselor. Four credits.

COU 590. INTERNSHIP IN SCHOOL COUNSELING I (300).
Prerequisites: Students must be in their last two semesters of coursework AND have completed and PASSED the Core Comprehensive Examination and the following courses: COU 505, COU 510, COU 515, COU 520, COU 525, COU 530, COU 535, COU 540, COU 545, COU 550, EDU
Supervised on-the-job experiences performing the duties of a professional counselor in a school setting. Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide valuable and culturally competent services to the consumers within a school setting.

COU 590 has a minimum of 300 hours of on-site internship experience in an approved public school setting under the supervision of an approved licensed school counselor. Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. The Specialty Area Capstone Project is to be completed at the end of the first 300 hours. Students who complete COU 590 must subsequently enroll in COU 591 to complete the balance of the 600 hours of internship required for graduation. Three credits.

COU 591. INTERNSHIP IN SCHOOL COUNSELING II (300).
Prerequisites: Students must be in their last two semesters of coursework AND have completed and PASSED the Core Comprehensive Examination and the following courses: COU 505, COU 510, COU 515, COU 520, COU 525, COU 530, COU 535, COU 540, COU 545, COU 550, EDU 505, EDU 506. Permission must be obtained from the Program Coordinator and Clinical Coordinator for any exceptions.
Supervised on-the-job experiences performing the duties of a professional counselor in a school setting. Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide valuable and culturally competent services to the consumers within a school setting.

COU 592. INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING I (300).
Prerequisites: Students must be in their last two semesters of coursework AND have completed and PASSED the Core Comprehensive Examination and the following courses: COU 505, COU 510, COU 515, COU 520, COU 525, COU 530, COU 535, COU 540, COU 545, COU 550, EDU 505, EDU 506. Permission must be obtained from the Program Coordinator and Clinical Coordinator for any exceptions.
Supervised on-the-job experiences performing the duties of a clinical mental health counselor in a mental health setting. Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide valuable and culturally competent services to the consumers within a mental health setting.

COU 592 has a minimum of 300 hours of on-site internship experience in an approved mental health setting under the supervision of an approved supervisor licensed to practice independently (LPC preferred). Students must have counselor liability insurance in place prior to their internships. There is 600 hours of on-site internship graduation requirement for all
counseling degree programs. The Specialty Area Capstone Project is to be completed at the end of the first 300 hours. Students who complete COU 592 must subsequently enroll in COU 593 to complete the balance of the 600 hours of internship required for graduation. Three credits.

**COU 593. INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING II (300).**

*Prerequisites:* Students must be in their last two semesters of coursework AND have completed and passed the Core Comprehensive Examination and the following courses: COU 505, COU 510, COU 515, COU 520, COU 525, COU 530, COU 535, COU 540, COU 545, COU 550, EDU 505, EDU 506. Permission must be obtained from the Program Coordinator and Clinical Coordinator for any exceptions.

Supervised on-the-job experiences performing the duties of a clinical mental health counselor in a mental health setting. Internships are viewed as the culminating activity in degree programs and ordinarily follow the completion of coursework and the full complement of supervised counseling practica. Thus, by the time students enter the internship phase of their programs of study, they are prepared to provide valuable and culturally competent services to the consumers within a mental health setting.

COU 593 has a minimum of 300 hours of on-site internship experience in an approved mental health setting under the supervision of an approved supervisor licensed to practice independently (LPC preferred). Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. The oral component of the Specialty Area Capstone Project is completed at the end of 600 hours of internship experience. Three credits.

**COMMUNICATION**

**COM 542. BUSINESS AND PROFESSIONAL COMMUNICATION.**

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

**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-breath system architectures of ERP implementation at actual company sites (case studies). Students are expected to complete a self-selected case study for examining the lessons learned from a large implementation of an ERP system. Students will be required to write a significant research paper of high academic quality and to participate in one-on-one research advising sessions with the instructor. Upon completing the course, students will have obtained the core skills for working as a team lead on a large ERP implementation, or as the project manager of mid-sized ERP projects. Three credits.
ECONOMICS

ECO 502. MANAGERIAL ECONOMICS.
A study of the principles underlying some of the key decisions in a modern business enterprise in the areas of production, product pricing, and resource demand. Attention is focused on the different industry structures in which firms operate (competitive, oligopolistic, etc.) as well as the nature and characteristics of consumer demand. Three credits.

ECO 515. MACROECONOMIC FORECASTING.
An understanding of the macroeconomic environment and outlook is essential in managing enterprise risk. This course builds on concepts learned in macroeconomics and in econometrics as a foundation. Topics include: understanding key economic indicators, how they are measured, and how they should be critically examined; evaluating the various types of models used in macroeconomic forecasting (e.g., VAR and DSGE) and the techniques and assumptions employed in each; developing a context-appropriate dashboard of economic indicators for a particular enterprise. Particular attention will be given to the treatment of external shocks and policy changes and the optimization techniques used when non-zero probabilities attach to alternative scenarios. Three credits.

EDU 530. ECONOMICS OF SUSTAINABILITY.
Explores the development of ethical and strategic analysis; provides overview of microeconomic theory and models of environmental economics used to examine issues such as common property resources, externalities, environmental accounting contingent valuation and maximum sustainable yield. Examines principles of resources allocation applied to environmental goods and services, external environmental effects, and environmental public goods. Three credits.

EDUCATION

EDU 500. QUANTITATIVE METHODS
A technology based study of the descriptive, correlational, and inferential statistics frequently used by counselors and consultants. The selection and application of procedures appropriate to specific types of counseling research, program evaluation, test standardization, and mental measurement will be emphasized. Three credits.

EDU 505. RESEARCH AND STATISTICAL METHODS.
This course will introduce students to applied human research and enable them to understand counseling, psychology, and education-based research. Students will study common research designs and critically analyze published research. Students will learn to develop relevant research questions, design appropriate research paradigms, search applicable literature, and write a preliminary research proposal. Three credits.

EDU 506. CHILD, INDIVIDUAL, AND FAMILY DEVELOPMENT.
This course is a study is an interdisciplinary nature, and is concerned with developmental issues that include physiological, physical, motor, neurological, cognitive, emotional, and social development. Emphasis will be placed on development within the context of family and community and on professional guidance through developmental challenges. 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 587. AUTHENTIC ASSESSMENT AND PLANNING FOR LANGUAGE LEARNERS. 
Diagnostic teaching strategies for developing meaningful communication and for social and cognitive functioning with an emphasis on understanding developmental communication, language, speech, vocabulary, and cognition in first and second language learners. Three credits.

EDU 589. PROMOTING EMERGING LANGUAGE AND LITERACY. 
Study of typical and atypical communication development; methods of authentically enhancing child care settings to foster optimal development of language and early literacy. Three credits.

EDU 595. INTERNSHIP. 
An opportunity to synthesize skills and apply knowledge in a practicum experience in school, home, or clinical settings with a focus on promoting language and cognitive development in the areas of early childhood, ESL, or DHH education specialty areas. Three credits.

EDU 604. COMMUNITY COLLEGE & AMERICAN EDUCATION.

EDU 606. TECHNICAL SKILLS: COMMUNITY COLLEGE ADMINISTRATION.

EDU 610. ORGANIZATION/ADMINISTRATION OF COMMUNITY COLLEGE.

EDU 612. COMMUNITY COLLEGE BUDGETING, FINANCE, AND MANAGEMENT.

EDU 615. FOUNDATIONS OF EDUCATION.

EDU 616. CONTENT METHODOLOGY: PEDAGOGY & LESSON DEVELOPMENT.

EDU 617. METHODS FOR INTEGRATING TECHNOLOGY.

EDU 618. DIFFERENTIATION.

EDU 620. HIGHER EDUCATION LEADERSHIP.

EDU 621. DESIGN AND DEVELOPMENT OF CURRICULAR PROGRAMS 
Explores the relationship of the design of curricula and instructions to current research about learning and the administration of higher education. Assignments provide opportunities to survey current best practices, trends, and essential tools for the development of curriculum and its evaluation. Three credits.
EDU 625. LAW AND ETHICS IN EDUCATION
Examines legal issues relevant to K-16 education to provide students with the fundamental knowledge of education law for administrators in a variety of educational settings. Topics include the legal governance of higher education, academic freedom, affirmative action, and legal issues pertinent to personnel, risk management, curriculum, student services, faculty and students. Three credits.

EDU 626. MAT RESIDENCY I.
Co-requisite: EDU 628.
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 627. ASSESSMENT.

EDU 628. ADVANCED CONTENT METHODOLOGY: LITERACY ACROSS THE CONTENT AREA.
Co-requisite: EDU 626.

EDU 630. THE ADULT LEARNER

EDU 631. DESIGN AND DEVELOPMENT FOR STUDENT SUPPORT AND DEVELOPMENT PROGRAMS.

EDU 635. PLANNING AND ASSESSING TWO-YEAR PROGRAMS
Introduces students to assessment and evaluation principles and practices from a range of perspectives. Covers uses and limitations of broad range of assessment and evaluation approaches in adult educational settings, with particular focus on community college assessment and accreditation. Three credits.

EDU 636. MAT 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 master 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 637. CURRENT TRENDS IN COMMUNITY COLLEGE ADMINISTRATION.
EDU 638. DIVERSITY, EQUITY AND GLOBAL ISSUES IN EDUCATION.
Co-requisite: EDU 636.

EDU 640. PREPARATIONS FOR TEACHER LEADERSHIP.
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. Three credits.

EDU 650. INTERNSHIP: COMMUNITY COLLEGE ADMINISTRATION.

EDU 651. FOUNDATIONS OF DISTANCE EDUCATION: RESEARCH, DATA, AND PROMISING PRACTICES
This course will examine the development of distance education in K-12, higher education, and corporate environments. Students will explore research related to distance education and complete a review of current literature in their particular field. Three credits.

EDU 652. HOW PEOPLE LEARN
This course will explore learning theories and their implications in online environments. Students will develop an understanding of diverse theories of how people learn and explore concepts related to learning, including development, motivation, efficacy, and achievement. Three credits.

EDU 653. EMERGING WEB AND MOBILE TECHNOLOGIES
This course is designed to expose students to emerging web and mobile technologies and their applications in online environments. Students will explore current trends in technologies and research-based practices for utilizing technologies to design and deliver online instruction. Three credits.

EDU 654. METHODS FOR ONLINE TEACHING AND LEARNING
The purpose of this course is to examine theory and practice related to effective methods for online education. Students will conduct research on various aspects of online learning and be actively engaged in the application of effective methods for designing and delivering learning experiences online. Three credits.

EDU 655. ASSESSMENT OF LEARNING OUTCOMES IN ONLINE ENVIRONMENTS
This course will explore research-based practices for developing and assessing learning outcomes in online environments. Students will apply assessment techniques to measure the impact of their online design and delivery on learning outcomes. Three credits.

EDU 656. INDIVIDUALIZATION IN ONLINE ENVIRONMENTS
This course will model effective techniques for providing individualized instruction to meet the needs of diverse populations. Students will explore, evaluate, and apply methods for individualization in online environments. Three credits.
EDU 657. INSTRUCTIONAL DESIGN: THEORY AND RESEARCH
This course will explore instructional design models and research on the use of instructional design in online environments. Students will research an instructional design model that will provide the foundation for their work in the remaining courses within the program. Three credits.

EDU 658. INSTRUCTIONAL DESIGN: APPLICATION
Pre-requisite requirement of EDU 657. This course is designed to provide students with an opportunity to apply instructional design principles in their field or setting. Students will develop and rationalize an instructional unit or training module using research-based instructional design principles. Three credits.

EDU 659. LEADING TECHNOLOGY CHANGE IN SCHOOLS AND ORGANIZATIONS
This course is designed to prepare students to lead technology change in their schools or organizations. Students will explore current educational and organizational leadership theories and practices, particularly related to the use of technology in schools and organizations. Three credits.

EDU 670. PRACTICUM IN ONLINE TEACHING AND INSTRUCTIONAL DESIGN
This practicum is designed to provide students with an opportunity to apply program outcomes in an authentic setting. The practicum will be tied to the specific program learning outcomes and applied to an actual setting within a K-12 online classroom, higher education online course, or corporate environment. This six-hour practicum is designed for students pursuing the Master of Science in Online Teaching and Instructional Design. Six credit hours.

HEALTH, EXERCISE, AND SPORT SCIENCE

HES 510. FOUNDATIONS OF ATHLETIC TRAINING.
This course serves as the introductory course for individuals seeking certification as an Athletic Trainer. Students will be introduced to the Athletic Training Educational Competencies, the scope and practice of athletic training, and professional aspects of athletic training. Four credits.

HES 511. INTRODUCTION TO CLINICAL PRACTICE.
Orientation to clinical practice that focuses on clinical reasoning, evidence-based practice, and common topics necessary to successful clinical practice. One credit.

HES 515. SPORT AND EXERCISE PERFORMANCE.
This course is designed to investigate and apply principles of exercise physiology, biomechanics, nutrition, and motor learning as they relate to improving sport and exercise performance. Three credits.

HES 516. PRINCIPLES OF REHABILITATION.
Co-requisite: HES 516L. An in-depth examination of common rehabilitation techniques in the athletic training field. Two credits.
HES 516L. PRINCIPLES OF REHABILITATION LAB.  
*Co-requisite:* HES 516. 
Focusing on skill development in common rehabilitation techniques in the athletic training field. One credit.

HES 520. MODALITIES. 
A survey of the physiological effects, indications, and contraindications of a wide range of contemporary therapeutic modalities and basic therapeutic exercise/rehabilitation. Two credits.

HES 520L. MODALITIES LAB. 
Focusing on the proper selection and application of therapeutic modalities. One credit.

HES 525. SEMINAR: PSYCHO-SOCIAL ASPECTS OF ATHLETIC TRAINING. 
A survey of the psychological factors of injury management, eating disorders, drug education and abuse, and basic patient counseling. Three credits.

HES 530. ASSESSMENT & MANAGEMENT OF THE LOWER EXTREMITY & LUMBAR SPINE. 
An in-depth and integrated examination of anatomy, injury assessment and recognition procedures, acute care and injury management procedures, evidence-based practice treatment and rehabilitation methods, pharmacology and return to play criteria. This course will focus on injuries, illnesses, and conditions associated with the lumbar spine and lower extremity. Three credits.

HES 530L. ASSESSMENT & MANAGEMENT OF THE LOWER EXTREMITY & LUMBAR SPINE LAB. 
Focusing on evaluation, treatment and rehabilitation techniques for the lower extremity and lumbar spine. One credit.

HES 535. ASSESSMENT & MANAGEMENT OF THE UPPER EXTREMITY & CERVICAL SPINE. 
An in-depth and integrated examination of anatomy, injury assessment and recognition procedures, acute care and injury management procedures, evidence-based practice treatment and rehabilitation methods, pharmacology and return to play criteria. This course will focus on injuries, illnesses, and conditions associated with the cervical spine, head, face, and upper extremity. Three credits.

HES 535L. ASSESSMENT & TREATMENT OF THE UPPER EXTREMITY & CERVICAL SPINE LAB. 
Focusing on evaluation, treatment and rehabilitation for the upper extremity and cervical spine. One credit.

HES 540. ASSESSMENT & MANAGEMENT OF NON-ORTHOPEDIC CONDITIONS.  
*Co-requisite:* HES 540L. 
An in-depth and integrated examination of anatomy, injury assessment and recognition procedures, acute care and injury management procedures, evidenced-based practice treatment and rehabilitation methods, pharmacology and return to play criteria. This course will focus on injuries, illness, and conditions associated with the thorax, abdomen, eyes, ears, nose, throat, and general medical conditions. Three credits.
HES 540L. ASSESSMENT & MANAGEMENT OF NON-ORTHOPEDIC LAB.  
Co-requisite: HES 540.  
Focusing on evaluation, treatment and management techniques for non-orthopedic conditions. One credit.

**HES 550. CLINICAL EDUCATION I.**  
This course is designed to provide students an opportunity for the integration and application of knowledge and skills learned in formal classroom and laboratory settings, to actual practice on patients (standardized and real) under the supervision of an ACI/CI. Clinical assignments will focus on prevention and management skills with high school athletes and college athletes. This is an equipment intensive experience. Students must successfully complete all components of the clinical education course in order to progress in the MS in AT program. This requirements applies to meeting the 75% minimum level on all Clinical Proficiencies and/or completion of required field experience hours. Failure to meet the progression standards will delay completion of the degree program. Three credits.

**HES 555. CLINICAL EDUCATION II.**  
This course is designed to provide students an opportunity for the integration and application of knowledge and skills learned in formal classroom an laboratory settings, to actual practice on patients (standardized and real) under the supervision of an ACI/CI. Clinical assignments will focus on the collegiate athlete. This course is an upper and lower extremity experience. Students must successfully complete all components of the clinical education course in order to progress in the MS in AT program. This requirements applies to meeting the 75% minimum level on all Clinical Proficiencies and/or completion of required field experience hours. Failure to meet the progression standards will delay completion of the degree program. Three credits.

**HES 605. TEACHING PHYSICAL EDUCATION, K-12.**  
Methods, material, and techniques of teaching Physical Education, K-12.

**HES 606. TEACHING HEALTH EDUCATION, K-12.**  
Methods, material, and techniques of teaching Health Education, K-12.

**HES 645. SEMINAR: CURRENT ISSUES AND MANAGEMENT.**  
A seminar course to examine current issues in athletic training along with healthcare administration and professional development. Three credits.

**HES 650. CLINICAL EDUCATION III.**  
This course is designed to provide students an opportunity for the integration and application of knowledge and skills learned in formal classroom and laboratory settings, to actual practice on patients (standardized and real) under the supervision of an ACI/CI. Clinical assignments will focus on integration of assessment, recognition, and management of injuries and conditions. This is an equipment intensive course focusing on orthopedic and rehabilitation experiences. Students must successfully complete all components of the clinical education course in order to progress in the MS in AT program. This requirements applies to meeting the 75% minimum level on all Clinical Proficiencies and/or completion of required field experience hours. Failure to meet the progression standards will delay completion of the degree program. Six credits.

**HES 655. CLINICAL EDUCATION IV.**  
This course is designed to provide students an opportunity for the integration and application of knowledge and skills learned in formal and classroom and laboratory settings, to actual practice on patients (standardized and real) under the supervision of an ACI/CI. Clinical assignments will
focus on integration of assessment, recognition, and management of injuries, and conditions. Focus will be on the upper extremity, lower extremity, general medical, orthopedic, and rehabilitation. Six credits.

HES 670. ATHLETIC TRAINING CAPSTONE.
culminating experience for the AT students to showcase their readiness for entry-level employment. Completion of the AT research project, including presentation, will be required. Three credits.

HUMAN SERVICES

HCS 505. THEORETICAL FOUNDATIONS & HISTORY OF HUMAN SERVICES.
This course provides students with a broad conceptual understanding of the philosophical and theoretical underpinnings of the profession including the history of human services professions, legislative factors affecting human services, political ideologies surrounding human services, and issues of advocacy and social change. Three credits.

HCS 510. HUMAN SYSTEMS.
This course provides students with knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Three credits.

HCS 515. HUMAN SERVICES DELIVERY SYSTEMS.
This course addresses the scope of conditions that promote or inhibit human functioning and discusses the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning through social change initiatives. Three credits.

HCS 516. ADMINISTRATION AND MANAGEMENT OF HUMAN SERVICES DELIVERY SYSTEMS.
This course provides students with knowledge, theory, and skills in the administrative aspects of the services delivery system including organizational management, supervision, strategic planning and budgeting. Three credits.

HCS 520. INFORMATION MANAGEMENT FOR HUMAN SERVICES PROFESSIONALS.
This course provides students with the skills necessary to effectively research, analyze, report and use information from a broad array of sources to inform their practice as a human services professional and impact change for individuals and groups served. Three credits.

HCS 525. HUMAN SERVICES PROGRAM PLANNING AND EVALUATION.
This course provides students with knowledge, theory and skills in the systematic analysis of service needs; the selection of appropriate strategies, services, or interventions; and the evaluation of outcomes. Three credits.

HCS 530. INTERVENTIONS AND DIRECT DELIVERY HUMAN SERVICES.
This course provides students with the theory, knowledge and intervention skills to effectively interact with clients using appropriate prevention, intervention, and maintenance strategies and techniques to achieve maximum autonomy and functioning. Three credits.
HCS 535. INTERPERSONAL COMMUNICATIONS FOR HUMAN SERVICES PROFESSIONALS.
This course provides students with knowledge and skills to effectively communicate with a variety of constituents. Conflict management strategies and ethical communication practices receive focused attention in the course. Three credits.

HCS 540. HUMAN SERVICES CLIENT-RELATED VALUES AND ATTITUDES.
This course prepares students to incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. This course will be taken in conjunction with the Human Services practicum. Three credits.

HCS 550. CAREER CONSULTATION & ASSESSMENT.
Through this course, students gain a comprehensive overview of the process, and methods in the field of career counseling consultation and assessment as well as the qualifications required of the career counselor to consult in a variety of settings. Students learn the techniques that career counselors may employ within different models of consultation, and they explore the different types of assessments used in clinical, educational, and organizational settings. Three credits.

HCS 590, 591, 592. PRACTICUM & APPLIED RESEARCH.
This professional practicum is a learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently taught in the classroom. It should be an integral part of the total education process. Six credit hours.


LEADERSHIP

LED 505. THEORIES OF LEADERSHIP & ADMINISTRATION.
This course provides students with a fundamental and practical understanding of leadership and administration theory as it is understood by scholars and practitioners across disciplines; encourages students to develop their own conceptual and ethical frameworks for diagnosing and intervening in organizational systems; and provides students with opportunities to test and integrate their learning with experience in order to further their capacities for exercising both leadership and administrative authority. Three credits.

LED 525. LEGAL AND ETHICAL ISSUES OF LEADERSHIP.
This course deals with the roles and responsibilities of organizations in a global society; teaches models of ethical decision-making that incorporate multiple points of view, including diverse cultural worldviews and legal perspectives; and addresses those factors that contribute to and constrain ethical behavior in and by organizations. Students will then apply these concepts to relevant organizational problems. Three credits.

LED 526. STRATEGIC PLANNING AND BUDGET MANAGEMENT FOR LEADERS.
This course will examine strategies for developing long and short-term strategic goals for organizations with an emphasis on collaborative planning and fiscal responsibility. Students will
also develop an understanding of budget planning and management aligned with organizational goals. Three credits.

LED 530. FIELD PRACTICUM IN LEADERSHIP & APPLIED RESEARCH.
Students will be placed in an internship within their selected concentration field. The experience requires at least 90 hours of site-based practicum hours. Students will complete an applied research project during the course of the internship experience. Six credits.

LIBERAL STUDIES

LBS 501. 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 502. 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 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 515. APPLIED STATISTICAL METHODS.
This is an applied statistical methods course focusing on solving real world problems using statistical software such as SAS, Excel and other. This course has no prerequisites but some basic understanding of descriptive statistics and critical thinking skills are expected of the students. The course introduces the students to descriptive statistics, data collection methods, experimental research design and analysis, predictive modeling, analysis of variance, factor analysis, theory building and analysis of patterns and groups in data sets. The course is intended for master level students in fields such as business, health sciences, education, management, and other applied sciences. It provides in-depth knowledge of common statistical, data analytics and research methods, used by practitioners in these fields. Three credits.

MAT 531. PROBABILITY I – DISCRETE DISTRIBUTIONS.
An overview of discrete probability theory. Topics include: Axiomatic approach to probability; Elementary methods in combinatorics; Inclusion-Exclusion; Independence; Conditional Probability; Discrete Random Variables; Expectation, variance, and higher moments; Generating Functions; Standard Distributions: uniform, binomial, geometric, negative binomial, hypergeometric, Poisson; Joint distributions; covariance; Introduction to Markov chains. This course provides preparation for the P Actuarial Exam. Three credits.

MAT 532. PROBABILITY II – CONTINUOUS DISTRIBUTIONS.
An overview of calculus-based probability theory. Topics include: Axioms of probability theory; Continuous random variables: PDF and CDF; Expectation and variance; Uniform, exponential, Weibull and Gamma distributions; The normal distribution; The central limit theorem; Student and chi-squared distributions; Multidimensional densities; multivariate normals; Conditional distributions; conditional expectation; covariance; Law of total variance. This course provides preparation for the P Actuarial Exam. Three credits.

MAT 540. STATISTICAL MODELING FOR SUSTAINABILITY.
Provides knowledge of statistical theory and methods of applied data analysis to enable students to understand and critique empirical research papers and to conduct their own basic quantitative analysis. Students are exposed to applications of statistical methods in the literature to foster an understanding of 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.

Israel/Palestine The Land of the Bible
A 16-day cross cultural immersion that walks the land which was previously studied from textbooks and the Bible.

Church and the World of the Poor
Prerequisite: Permission of instructor.
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 one credit for cross cultural or three credits for church in context or general elective.

Detroit Urban Plunge
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 one credit for cross cultural or three credits for church in context or general elective.

MIN 505. FOUNDATIONS IN PASTORAL CARE.
This course investigates the resources and practices of pastoral care based on theological understandings of God and human experience in the context of local faith communities. Students develop an approach to pastoral care that integrates insights from scripture, theology, and personal experience in relationship to the multiplicity of contexts in which ministry occurs. Basic skills in case analysis, pastoral conversation, and self-awareness are developed to enhance the ability to offer care, to lead communities of care, and to be attentive to continuing self-care throughout one’s professional life. Three credits.

MIN 510. FOUNDATIONS OF CHRISTIAN WORSHIP.
This course considers the historical and theological foundation of the current practices of Christian worship and helps students develop theological principles for designing and leading worship. It engages students in exercises designed to teach excellence in worship leadership and planning. Issues considered are music and the arts in worship, the ecumenical shape of worship, and the similarities and differences of liturgical traditions. Three credits.
MIN 520. FOUNDATIONS IN CHRISTIAN WORSHIP.
This course is a study of the patterns and structures of Christian mission today in light of the biblical witness, Trinitarian theology, and confessional traditions in the context of local faith communities. Resources in the cultural and social sciences are explored for theologically interpreting persons, institutions, and locations for the sake of confessing, communicating, and living in the gospel for the sake of God’s mission in the world today. Attention is given to the use of these resources for Christian mission in twenty-first century North American contexts. 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 580. MILITARY CHAPLAINCY DISCERNMENT.
This seminar is designed to examine the unique ministry of military chaplains. It will help students begin a discernment process regarding military chaplaincy or to gain a better understanding of this specialized ministry. The seminar will include discussions with retired and active-duty chaplains, visits to Ft. Jackson and the chaplain schools, and discussion/lectures on history, ethics, theology and practice of military chaplains during war and peace time. The course will also look at problems and strategies in pastoral care for helping combat veterans return to civilian life. Three credits.

MIN 581, 582, and 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.

MIN 581 Practices of Ministry for Chaplains
Wester
This special topics course in ministry is designed for the particularity of the practices of ministry in a chaplaincy setting with focus on the military context. Pastoral care, spiritual formation of soldiers, preaching, visitation, family care, and the dynamics of military life are the context for the theological and leadership formation of students. One credit.

MIN 600. TEACHING PARISH III
Prerequisite: MIN 500.
Middler first semester 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.
Prerequisites: BIB 510, THL 500.
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 three to four sermons focusing on issues ranging from the ethics of food to economic justice to responding to natural disaster. During election years, 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 617. TRANSFORMING CONGREGATIONS FOR MISSION.
This course helps persons gain ability to engage an existing congregation, discern what God is doing, and lead the congregation in mission. Renewal and revitalization efforts are learned through critical theological reflection, Bible study, current literature, case studies of real congregations, and examination of current leadership practices. Participants develop a theological imagination for transforming congregations in diverse contexts and applicable within urban, suburban, small town, or rural settings. Three credits.

MIN 625. INTRODUCTION TO PEACE STUDIES.
This course is concerned with the deterrence, de-escalation, and resolution of violent conflicts as well as nonviolent behaviors with a view towards understanding those processes which lead to a more desirable human condition. Peace Studies is the methodical study of the origins of violent dispute and the conditions of peace with an emphasis on peace building and reconciliation. This course provides students with some of the theoretical and analytical tools needed to think critically about these questions and others. Three credits.

MIN 632. STARTING NEW MISSIONAL MINISTRIES.
This course prepares persons for planting a new congregation or innovating new missional initiatives in an existing congregation. Multiple resources are engaged, including Bible study, current literature, and presentations by local leaders. Attention is given to formulating theological foundations for the development of creative new missional ministries, along with designing a portfolio of effective resources, strategies, and practices to carry out this type of ministry. Three credits.

MIN 635. PREACHING IN THE WESLEYAN TRADITION.
This course is designed for Methodists and deals with both Wesleyan theological themes and the practice of preaching. Three credits.
MIN 636. PREACHING IN THE AFRICAN AMERICAN TRADITION.
This course is designed for students who will be serving in ministry in African American congregations. Students will, through discussion, lectures, preparation, and preaching sermons, be encouraged to develop their own method for preaching theologically sound and biblically articulate sermons within the African American context. Three credits.

MIN 637. PREACHING OCCASIONAL SERVICES.
Prerequisite: MIN 610.
Through readings, seminar discussion, preparation and preaching of sermons, oral and written sermon response, and class presentations, students will investigate and present the homiletical possibilities for and challenges of preaching for three occasional services. The course will be divided into three sections: 1) The Stewardship Sermon; 2) The Funeral Sermon, and 3) The Public Issue Sermon. 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 LEADERSHIP.
Prerequisite: Senior Status.
Particular attention is given to the day-to-day operation of the local congregation. Issues addressed include rostered leadership and church-wide relationships, contextual and theological assessment, vision and mission development, finances and risk management, council and committee organization, staff and volunteer motivation, job descriptions and evaluations, record keeping and administration. Three credits.

MIN 661. EVANGELISM.
Pastors seldom rate evangelism among their highest priorities. Yet lay people consider evangelism a pastor’s job. We need to re-think evangelism! This course provides biblical, theological, and pastoral foundations for reimagining evangelism for today’s contexts. Students will study corporate and individual, lay and clergy, theoretical and practical approaches to evangelism and will explore ways to integrate these into the full ministry of the local congregation. They will engage not only the “why” and “what” of evangelism, but will also practice the “how” of evangelism through readings, presentations, and course projects. 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. *Note: Additional course fee of $502.

NTR 552. PRACTICUM II.
For Dietetics Internship students only.
Practical experience in the professional areas of dietetics: administrative, community, and clinical. Six credits. *Note: Additional course fee of $350.

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 is on national and state level policy development that impacts health care and health care delivery systems. This course also introduces the ethical systems used in health care decision making. Three credits.

NUR 505 ADVANCED HEALTH ASSESSMENT
This course examines advanced health assessment with an emphasis on advanced practice of history taking, conducting physical examinations, and obtaining diagnostic data for clients. In addition, students will recognize epidemiological implications related to the assessment of individuals, populations and communities. The course is one of three direct care courses required in the Nursing Education Concentration Three credits.

NUR 506 ADVANCED PATHOPHYSIOLOGY
This course examines advanced pathophysiology of systems within individual health for various human diseases and disorders across diverse populations. The course will focus on biophysiological manifestations of the various disease processes and the adaptive and maladaptive changes that occur. The course is one of three direct care courses required in the Nursing Education Concentration Three credits.

NUR 507 ADVANCED PHARMACOLOGY
This course examines advanced pharmacological principles including pharmacokinetics and clinical applications of therapeutic drugs. The advanced pharmacology concepts are organized by drug groups and drug actions. Knowledge related to adverse drug reactions and anticipation of interactions is addressed. The course is one of three direct care courses required in the Nursing Education Concentration Three credits.

NUR 508 TEACHING, LEARNING AND EVALUATION
Prerequisite: NUR 501, Prerequisite or concurrent: NUR 502
This theory course will provide in-depth knowledge to the student in the areas of learning theories, learning styles, and styles of evaluation through the use of current, evidence-based practice. In addition, the student will also be instructed in the designing, coordinating and evaluation of patient and family education. This course is one of the functional core courses for the Nursing Education Concentration. Three credits.

NUR 509 THEORETICAL BASIS OF PATIENT EDUCATION AND STAFF DEVELOPMENT
Prerequisites: NUR 508
This course is designed to enable the student to review and put into practice the knowledge gained in NUR 508: Teaching, Learning and Evaluation. The clinical portion of this course will allow the student to apply the use of information technology, advance patient education, enhance access of care and assist in improving healthcare outcomes by working with a preceptor. This course will also instruct the student in the leadership skills necessary to teach,
coach, and mentor other members of the healthcare team. This course is one of the functional core courses for the Nursing Education Concentration. Three credits.

NUR 510 ADVANCED NURSE EDUCATOR – NURSE AS FACULTY
Prerequisite: NUR 508
This course will introduce the student to the role of nurse as faculty member. The student will be taught the facilitator role in classroom, clinical and on-line educational settings under the supervision of a nurse faculty preceptor. The theory portion of this course will review concepts learned in NUR 508: Teaching, Learning and Evaluation. This course is one of the functional core courses for the Nursing Education Concentration. Three credits.

NUR 511 CURRICULUM DEVELOPMENT AND EVALUATION
Prerequisite: NUR 508
This course will emphasize the development of a curriculum in a pre-licensure nursing program. The development of the curriculum will include creation of core courses, nursing courses, prerequisites and graduation requirements. This course will also introduce evaluation methods in theory and clinical aspects of education. This course is one of the functional core courses for the Nursing Education Concentration. Three credits.

NUR 512 ADVANCED NURSING PRACTICE FOR NURSING EDUCATORS
Prerequisites: NUR 501, NUR 502, NUR 503, NUR 504, NUR 505, NUR 506, NUR 507, NUR 508, NUR 509, NUR 510, NUR 511. Concurrent: NUR 513
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 OR by permission of the Director of the MSN Program. NUR 513 may be taken at the same time as this course. Three credits.

NUR 513 ADVANCED PROJECT OR THESIS FOR NURSING
Prerequisites: NUR 501, NUR 502, NUR 503, NUR 504
Nursing Education Concentration: NUR 505, NUR 506 NUR 507, NUR 508, NUR 509, NUR 510, NUR 511. OR Nursing Administration Concentration: NUR 514, BUS 514, BUS 515 and selected electives OR by permission of the Director of the MSN Program
Concurrent: NUR 512 or 517
This course allows the student to integrate previously learned concepts into a project or thesis that will address some area of nursing education or nursing administration (depends on the area of concentration). Students must have completed all courses in their area of concentration except the advanced nursing practicum course prior to taking this course. NUR 512 or NUR 517 may be taken at the same time as this course. Three credits.

NUR 514 NURSING INFORMATICS
Prerequisite or Concurrent: NUR 501
This course introduces the integration of nursing, computer and information science. The use of technology in nursing care is explored. An overview of the steps to analyzing, designing, implementing, and evaluating information systems is provided. The application of computer technologies to nursing is also examined. This course is one of the functional core courses for Nursing Administration Concentration. Three credits.
NUR 515 NURSING BIOETHICS
Prerequisite: NUR 504
This course builds on the ethical portion of NUR 504 Introduction to Health Policy and Ethics. The use of a variety of ethical systems is explored and case studies are used to facilitate decision making in bioethical situations. This course meets the elective requirement for the Nursing Administration Concentration. Three credits.

NUR 516 GLOBAL HEALTH IN NURSING
This course introduces the role of the nurse in global health. Health care systems in other parts of the world and the roles of the nurse in those systems are explored. Current major health care issues and the role of health care systems in those problems are also examined. This course meets the elective requirement for Nursing Administration Concentration. Three credits.

NUR 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 OR by permission of the Director of the MSN Program. NUR 513 may be taken at the same time. Three credits.

NUR 518 ADVANCED NURSING LEADERSHIP
Prerequisite or concurrent: NUR 502.
This course expands on the material introduced in NUR 502. It emphasizes the theories and practical knowledge that are necessary to meet the changing needs of health care systems and to ensure the delivery of high quality, patient-centered care. This course provides more in depth examinations of health care environment and the business skills necessary for the nurse administrator.

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 acquainted 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 574 L. MUSCULO-SKELETAL ANATOMY AND MOVEMENT ANALYSIS.  
*Concurrent registration with OCC 574.*  
One credit.

OCC 584. APPLIED NEUROSCIENCE FOR REHABILITATION  
*Prerequisite: BIO 281 and BIO 282 and admission to the OT graduate program or permission of the instructor.*  
The structure and function of the central and peripheral parts of the human nervous system are reviewed in order to prepare the student for clinical practice. The lab includes activities that introduce commonly performed neurological tests and exemplify neurological processes that are likely encountered in clinical practice. Three credits. (Summer) The grade of B- or better is required for progression to the occupational therapy graduate program.

OCC 584L. APPLIED NEUROSCIENCE FOR REHABILITATION LAB  
*Concurrent registration with OCC 584.*  
One credit.

OCC 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 515. BIOSTATISTICS.**
*Pre-requisite: MAT 115 or equivalent.*
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.**
*Pre-requisite: BIO 281 or equivalent and MAT 115 or equivalent.*
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 530. RESEARCH METHODS FOR HEALTH PROFESSIONALS.**
This course serves as a foundation for understanding and applying research methods in the social and behavioral sciences. Emphasis will be placed on applying both quantitative and qualitative methods to research problems associated with health promotion and disease prevention. The course will prepare students to critically evaluate research reports as well as assist students in applying the scientific method to their own research projects. 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 540. PROGRAM IMPLEMENTATION AND EVALUATION.**
This course provides an overview of models and approaches appropriate for designing and implementing health programs. The basic operations of utilizing planning methods,
implementation strategies, and evaluation techniques are covered. In addition, principles and procedures to evaluate public health, disease prevention, and health promotion programs are discussed that will familiarize students with different types of program evaluations such as formative, process, impact, outcome and cost-benefit analysis. Three credits.

**MPH 542: HEALTH ADMINISTRATION AND POLICY.**
The development of health policy and administration considerations of public health practice and community-based programs will be discussed. Governmental involvement in health at the local, state, national and international levels, legal responsibilities, and different managerial concepts, techniques, and processes will be examined. Three credits.

**MPH 555. HEALTH COMMUNICATION AND INFORMATICS.**
This course introduces students to the systematic processes involved with the formulation and dissemination of health information and how that information affects individuals, community groups, institutions and public policy. Identification of appropriate contexts, channels, messages and reasons that will motivate individuals to heed and use health information will be discussed along with an understanding of how knowledge, cultural norms, beliefs, and attitudes learned from communications influence health behaviors. 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 575. NUTRITION CONCEPTS**
This course provides students with an understanding of the basic nutrition principles to help promote and maintain health throughout a life cycle. Throughout the semester, students learn the basic components of foods—macro- and micro-nutrients, their relationship to diet and disease and weight. Nutritional needs through the life cycle are discussed with the primary disease states associated with each age group. Issues, such as food supplementation, factory farming, genetically modified foods, the impact on the environment, and dieting are discussed. Three credits.

**MPH 576. DRUG USE AND ABUSE**
This course introduces the study of substance abuse including current research methodologies, epidemiology, and the impact of substance use and abuse on both the individual and the community. A balanced account of the physiological, psychological, and sociological aspects of drug use are also discussed. Three credits.

**MPH 577. HUMAN SEXUALITY**
This course provides students with an interdisciplinary review of human sexuality. The unalterable facts of anatomy, genes, hormones, and other biological processes that influence the way humans reproduce will be covered. Additionally, the constant influence of individual and societal values, behaviors, views and opinions will be highlighted. Three credits.

**MPH 578. GLOBAL HEALTH AND ETHICS**
This course explores a series of contemporary health issues and challenges for the international community. The impact of political, socioeconomic, cultural, environmental, healthcare delivery and demographic conditions on health and human rights from an international perspective are
discussed. Topics include: population dynamics, water and sanitation, HIV/AIDS, technology, international organizations, climate change, pharmaceutical policies, and food delivery. Additionally, various ethical dimensions of public health policy and practice are related to population health issues. Three credits.

**MPH 579. APPLICATION OF THEORIES**
This course describes prevalent educational and psychological theories of learning and behavior change used by public health practitioners and academics in a variety of settings. Explores considerations for incorporating health promotion and education activities into the design of local, regional and national public health programs. Three credits.

**MPH 581, 582, & 583. SPECIAL TOPICS.**
*Prerequisite: Approval of advisor.*
Special topical courses within the specified curriculum. One, two, or three credits.

**MPH 601-603: FIELD EXPERIENCE.**
Field experience allows students to gain advanced-level public health experience and proficiency in the professional field through 300-hours of field work. Through these experiences, students demonstrate applications of their course work in practice and an understanding and ability to apply the core competencies for public health. One-three credits.

**MPH 611-613. APPLIED RESEARCH.**
This experience requires students to integrate knowledge, apply theory and continue to refine many of their skills. Though this experience, students demonstrate understanding and practical application of the research process and show how to apply this process to the work of public health professionals. One to three credits.

**RELIGION**

**REL 502. INTRODUCTION TO GLOBAL 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 510. THEORY AND METHOD.**

**REL 511. AMERICAN RELIGIOUS DIVERSITY.**

**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.

SUS 581, 582, & 583. SPECIAL TOPICS.
Prerequisite: Approval of advisor.
Special topical courses within the specified curriculum. One, two, or three credits.

THEOLOGY

THL 500. INTRODUCTION TO THEOLOGICAL THINKING.
An introduction to the nature and habits of theological thinking and articulation required of church leaders. Course will cover practices such as theological reasoning and reflection, reading, writing and discussion. Three credits.
THL 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: THL 500.
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 605. THEOLOGY AND FILM.
Prerequisite: THL 500
Through viewing films, discussion (online and face-to-face), and student presentations, this course will identify various ways the art of filmmaking might play a more intentional role in ministry. The course will explore and engage the use of film for theological dialogue (among Christians, between Christians and those with other faith convictions, and in the public sphere), Christian education, Bible study, sermon crafting, and even pastoral care. Elements of the craft of filmmaking will be evaluated in order to seek parallels in the practices of ministry. Particular attention will be paid to films with global, cross-cultural and interfaith themes. Three credits.

THL 640. ECUMENICAL THEOLOGY.
History and ethos of the ecumenical movement, major ecumenical dialogues, the nature and practice of ecumenical theological thinking, ecumenism and pastoral practice. The course includes readings, lecture, discussion and papers. Three credits.

THL 650. INTRODUCTION IN CHRISTIAN ETHICS.
Prerequisite: Middler status or permission of instructor.
This course will explore how the moral life and mission of the Church is formed and nurtured by its theological convictions, ecclesial practices, and spiritual disciplines. Primary emphasis is given to the role and function of church leaders in teaching, forming, and nurturing the congregation in its moral mission. Three credits.

THL 655. FORGIVENESS AND RACIAL RECONCILATION.
THL 675. THE CHURCH AND THE WORLD POOR.
Prerequisite: Permission of instructor.
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 one credit for cross cultural or three credits for church in context or general elective.

THL 720. THEOLOGY AND THE MARKETPLACE.
What has Jerusalem to do with Wall Street or Madison Avenue, theology with economics, Christianity with the production, distribution, and use of wealth? What is the theological end of material goods? What theological sense are we to make of shopping, consumerism, interest, profit, debt, the global economy, markets and marketing, stewardship, begging? This seminar is a theological study of Christian engagement with economics and economy. Three credits

WRITING

WRI 501. RHETORICAL THEORY AND RESEARCH IN WRITING.
Students will identify rhetorical theories from the ancient to the modern era, explain the progression and influences of rhetorical thought, apply rhetorical theory to various genres of written discourse, and conduct independent research using appropriate sources to support arguments. Three credits.

WRI 510. EXPLORING THE EVOLUTION OF FICTION.
An overview of the evolution of the short story and novel as well as selected subgenres. Students engage in close reading to understand technical elements. Emphasis is also placed on exploring cultural contexts, understanding literary theories, and developing empathetic skills. Three credits.

WRI 511. EXPLORING THE EVOLUTION OF CREATIVE NONFICTION.
An overview of the evolution of the genre of Creative Nonfiction, which encompasses writing about reality using literary approaches ranging from the journalistic to the poetic. Students apply reflective and critical analysis to examples and engage in discussion structured to invite questions, generate insight, and discover new paths for narrative. Three credits.

WRI 512. EXPLORING THE EVOLUTION OF POETRY.
An overview of the evolution of the genre of poetry over time. Students use close reading skills to understand technique and the relationship among poetic traditions, techniques and movements. Three credits.

WRI 520. WORKSHOP IN WRITING FICTION.
In this supportive workshop, students read each other’s works and collaborate to improve them. Students read each other’s work closely to understand scene, structure, plot, character, syntax, symbol and other techniques and to discover areas for revision. Students learn to reflect deeply upon their drafts and engage in an organic process of revision. Three credits.

WRI 521. WORKSHOP IN WRITING CREATIVE NONFICTION.
In this supportive workshop, students read each other’s works and collaborate to improve them. Students draw on personal experience and inquiry to write in categories such as personal essay, lyric essay, creative journalism, and memoir. This course engages discussion of legal issues, creative risk, boundaries, and craft. Students learn to rely upon self-knowledge and engagement in the narrative process to organically revise their drafts. Three credits.

**WRI 522. WORKSHOP IN WRITING POETRY.**
In this supportive workshop, students read each other’s works and collaborate to improve them. Students will learn to understand the nature of creative processing through study of technique: syntax, sound, stanzas, persona, and more. The course employs active listening and appreciative inquiry as tools for critique. Students learn the skill of organic, rigorous revision. Three credits.

**WRI 545. INTRODUCTION TO NARRATIVE MEDICINE: NARRATIVE AS A FORM OF KNOWLEDGE.**
A study of readings by narratively trained practitioners as well as writing assignments that move practitioners beyond clinical knowledge into narrative knowledge. Through engagement with literature and writing, students develop comfort with the less-defined areas of care—the open spaces of provider-patient relationships where ethics, empathy, and the unknown hold more power than heart-rate and x-ray. Three credits.

**WRI 546. NARRATIVES OF ILLNESS.**
A study of illness narratives in poetry, short fiction, creative nonfiction, and novels. Emphasis on close reading and developing narrative competency and empathy. Three credits.

**WRI 547. NARRATIVES OF CARE.**
A study of narratives by doctors and other care providers. Emphasis on reflective writing skills as students develop their own narratives, addressing presence, complexity, paradox, fatigue, shame, love, listening, and other human facets of care. Three credits.

**WRI 550. WRITER IN THE WORLD.**
Creative Writing Track:
In this Creative Writing experience, students will apply the flexible skill of writing to a project they design. Students will submit proposals for an engaged learning experience or internship in writing within their chosen field. Proposals should reflect the manner in which the field experience will develop the students’ knowledge, skill, and identity as a professional writer within the genre. Three credits.

Narrative Medicine Track:
In this Narrative Medicine experience, students will help a target population develop narrative competence. Students will submit proposals for an applied study or service in a pastoral, medical, social work, legal, education, or other similar setting. Proposals should reflect the manner in which the field experience will develop the students’ knowledge, skill, and identity in the field of narrative medicine. Three credits.

**WRI 581, 582, 583. SPECIAL TOPICS IN CREATIVE WRITING.**
These courses offer students opportunities to explore sub-genres and skills supplementing the core coursework. Songwriting, Dramatic Writing, Fantasy and Horror, Writing about Nature, and Travel Writing are examples of possible topics. Special Topics courses are offered in miniterm as well as full semester courses in order to offer diverse opportunities. Because the MAW
encourages student curiosity, special topics courses will be offered with consideration given to students’ course of study. 1-3 credits.

WRI 590. GUIDED PORTFOLIO.
In this capstone course, students will design and assemble a professional-caliber portfolio of original, exceptional work completed while in the graduate program. The portfolio will include self-assessment and reflective components. Portfolios embody the student’s breadth of skill in both composition and revision as well as in rhetorical approach and narrative engagement. Three credits.