



# HIGH POINT UNIVERSITY

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## Norcross Graduate School

**2016** GRADUATE  
**2017** SCHOOL  
BULLETIN



[highpoint.edu/graduate](http://highpoint.edu/graduate)



Dear HPU Graduate Student:

Congratulations on being enrolled in graduate school and pursuing an advanced degree in your discipline. Education must be experienced in a continuum if it is to penetrate our mind and influence our being. At High Point University, we value the power of discovery and promote the application of holistic education in life.

May your journey be filled with an appetite for learning and an appreciation for intellectual stimulation. Our stellar faculty are committed to your success and are qualified to guide your campus experience. All of us at HPU focus on enabling our students to nourish their brain and nurture their heart... and we want YOU to be extraordinarily successful.

Welcome to your university. Always reach up to the stars.


Sincerely,

Nido R. Qubein  
President

# HIGH POINT UNIVERSITY

One University Parkway  
High Point, North Carolina 27268





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# Correspondence Directory

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## **Mailing Address**

High Point University  
One University Parkway  
High Point, North Carolina  
27268

## **Academic Affairs**

(336) 841-9229

## **Alumni Engagement**

(336) 841-9044

## **Athletic Affairs**

(336) 841-9281

## **Bookstore**

(336) 841-9221

## **Campus Concierge**

(336) 841-4636

## **Family Engagement**

(336) 841-9641

## **Graduate Admissions**

(336) 841-9198

## **Graduate Operations**

(336) 841-9198

## **Human Resources**

(336) 888-6391

## **Information Technology**

(336) 841-9147

## **Institutional Advancement**

(336) 841-9127

## **Library**

(336) 841-9215

## **Minister to the University**

(336) 841-9241

## **Placement Testing**

(336) 841-9295

## **Research and Planning**

(336) 841-9420

## **Security/Parking/Safety**

(336) 841-9112

## **Sponsored Programs**

(336) 841-9313

## **Student Accounts**

(336) 841-9259

## **Student Financial Planning**

(336) 841-9124

## **Student Health Services**

(336) 841-4683

## **Student Life**

(336) 841-9231

## **Transportation**

(336) 841-9113

## **Undergraduate Admissions**

(336) 841-9216

## **University Registrar**

(336) 841-9029

## **University Switchboard**

(336) 841-9000



## Norcross Graduate School

[highpoint.edu/graduate](http://highpoint.edu/graduate)  
[graduate@highpoint.edu](mailto:graduate@highpoint.edu)  
 336.841.9198



**Dr. Jeffrey M. Adams**  
*Vice President for  
 Research & Planning*  
[jeadams@highpoint.edu](mailto:jeadams@highpoint.edu)  
 336.841.4581



**Mr. Andrew S. Modlin**  
*Associate Vice President  
 for Graduate Admissions*  
[amodlin@highpoint.edu](mailto:amodlin@highpoint.edu)  
 336.841.9605



**Mr. Lars C. Farabee**  
*Assistant Vice President  
 for Graduate Admissions*  
[lfarabee@highpoint.edu](mailto:lfarabee@highpoint.edu)  
 336.841.9604



**Ms. Jenna L. Antignano**  
*Coordinator of Graduate  
 Operations*  
[jantigna@highpoint.edu](mailto:jantigna@highpoint.edu)  
 336.841.9487



**Ms. Lauren A. Saul**  
*Graduate Recruiter*  
[lsaul@highpoint.edu](mailto:lsaul@highpoint.edu)  
 336.841.9145



**Ms. Carene M. Kelsey**  
*Graduate Recruiter*  
[ckelsey@highpoint.edu](mailto:ckelsey@highpoint.edu)  
 336.841.9527

**At High Point University, every student receives an  
 extraordinary education in an inspiring environment with caring people.®**



## Vision Statement

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

## Mission Statement

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

## Accreditations

### Southern Association of Colleges and Schools, Commission on Colleges

High Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of High Point University.

### ARC-PA

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

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

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

### ACPE

High Point University School of Pharmacy's Doctor of Pharmacy program has been granted Precandidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312-644-3575; FAX 312-664-4652, web site <http://www.acpe-accredit.org>.

### CAATE

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) to award the Bachelor of Science (B.S.) degree in athletic training. High Point University is transitioning from the B.S. degree to a Master of Science in Athletic Training (M.S.A.T.) degree. CAATE accreditation will transfer to the M.S.A.T. degree program upon approval.

### CAEP

The School of Education at High Point University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) for a period of 7 years, from October, 2016 to December, 2023. This accreditation includes the following sites: High Point University's main campus in High Point, North Carolina. The accreditation does not include individual education courses that the EPP offers to P-12 educators for professional development, relicensure, or other purposes.

### CAPTE

Effective November 9, 2016, the High Point University Doctor of Physical Therapy degree program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org)). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

### CIDA

High Point University's Interior Design program is accredited by the Council for Interior Design Accreditation (CIDA) and meets the education requirements for practicing designers applying to take the NCIDQ exam.

### The University is a member of the following associations:

The university reserves the right to make changes in the requirements, procedures, courses, fees and matters of policy announced in this publication without notice or obligation. The online version of this Bulletin is intended to serve as a "living document" and will reflect any changes to the information that have occurred since the original publication date of the printed document.

- The University Senate of the United Methodist Church
- The National Association of Schools and Colleges of The United Methodist Church
- The American Association of Colleges for Teacher Education
- The Association of American Colleges
- Council for Advancement and Support of Education
- The North Carolina Association of Colleges and Universities
- The Association to Advance Collegiate Schools of Business
- National Collegiate Athletic Association, Division I
- The Council of Graduate Schools
- The Conference of Southern Graduate Schools
- The North Carolina Conference of Graduate Schools
- The United States Department of State, Bureau of Diplomatic Security, Overseas Security Advisory Council

High Point University is an equal opportunity institution. Its policy is to recruit, retain, and promote the most outstanding students, faculty, and staff possible, regardless of an individual's race, creed, color, gender, religion, sexual orientation, age, national origin, or handicap. This is done in accordance with the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the American with Disabilities Act.

The University complies with the Family Education Rights and Privacy Act of 1974, as amended, regarding information on file and students access to their records. Directory information may be released unless the students requests in writing that his/her information be withheld.

As an implementation of its goals and objectives, the University may invite to the campus speakers whose ideas and expressions differ from the philosophy of the University. While the University may not agree with the ideologies expressed, it is our belief that exposure to different points of view provides our students with opportunities to think critically and carefully about competing definitions of truth.



# A Brief History of High Point University



In 1924 High Point College opened as a cooperative venture between the Methodist Protestant church and the city of High Point. The campus consisted of three partially completed buildings, there were nine faculty members, and student enrollment was 122. Today the University has 112 buildings, is attractively landscaped, the full-time teaching faculty numbers 300, and nearly 4,800 students are enrolled in a wide variety of undergraduate and graduate programs.

The Methodist Protestant Church, which is now part of The United Methodist Church, first became active in educational pursuits in North Carolina in the middle of the 19<sup>th</sup> century. Of the various institutions which it sponsored, the most ambitious was Yadkin College, which operated in Davidson County from 1856 to 1895 but failed because of its isolated rural location.

At the turn of the century, the vision of a church-related college was revived by the Reverend Joseph F. McCulloch of Greensboro, who labored for nearly a quarter-century to make it a reality. The Annual Conference finally voted to proceed in 1921. Shortly afterwards it accepted an offer from the thriving city of High Point to contribute 60 acres of land and \$100,000 to the project. Classes began in September 1924, even as the finishing touches were still being added to the original buildings.

The atmosphere of confidence that attended the birth of the College ended abruptly with the Great Depression. For many years thereafter, the struggle to survive was a severe one. Faculty salaries were eventually in arrears by as much as fifteen years, while students occasionally paid tuition in chickens, pigs, and vegetables. In 1934 the College underwent bankruptcy and reorganization in an effort to reduce its indebtedness. Yet slowly this situation began to improve. By the end of the decade, library and gymnasium facilities had been added, and (with W.P.A. assistance) an athletic stadium was constructed. Financial stability ultimately returned with the liquidation of the debt in 1945.

The postwar decades brought renewed prosperity and rapid growth. Under the influences of the G.I. Bill and the “baby boom” of the 1940s and 1950s, enrollment more than tripled, with a corresponding increase in staff. The College’s programs received full regional accreditation in 1951. Additional facilities were added in response to this growth in size and professionalism: four residence halls between 1953 and 1968, two classroom buildings, a second gymnasium, an auditorium, a chapel, and a campus center. Crowning the physical expansion was Smith Library, completed in the spring of 1984, with a capacity three times the size of the former facility. The original men’s residence hall was replaced in 1987 with a 221-resident facility. The Millis Athletic/Convocation Center was opened in late 1992 and provides facilities for convocations, physical education, athletic, and health activities. On October 9, 1991, by the action of the Board of Trustees, the name of High Point College was changed to High Point University.

In December 2012, High Point University was approved by the Southern Association of Colleges and Schools Commission on Colleges to begin awarding doctoral degrees, and in May, 2016, the university graduated its first cohort of educational leadership doctoral students.

During the past decade, HPU has invested more than \$1.6 billion in academics, facilities, student life, technology, and scholarships. The original 92-acre campus has grown to 420 acres with many new academic, residential, student life, and athletic facilities. The result is an engaging environment that encourages students to excel.

In addition to the campus growth, HPU is recognized for excellence for the following:

- For the fourth consecutive year, "America's Best Colleges," published in the *U.S. News and World Report*, ranked HPU No. 1 among regional colleges in the South. In addition, HPU was identified as the "Most Innovative Regional College in the South."
- *Forbes* ranks HPU in its top list of America's Best Colleges.
- *Parade Magazine* puts the university on its A-List of Large Private Colleges.
- HPU is on the John Templeton Foundation *List of Colleges that Encourage Character Development*.
- HPU has been selected, for the sixth time, in the list of "Colleges of Distinction" for exemplary commitment to four distinctions: engaged students, great teaching, vibrant communities, and successful outcomes.
- The 2015 Niche Best Campus rankings put HPU in the No. 5 spot out of 2,245 public and private institutions across the country.
- PayScale.com ranked HPU No. 4 among private institutions in North Carolina for high "Return on Investment."
- The Sierra Club recognized HPU as one of the "greenest" schools in the country.
- HPU is designated as a "Tree Campus USA" college for seven consecutive years.



# Student Rights and Responsibilities

Student Rights and Responsibilities are set forth in writing in order to give students general notice of some of their rights and responsibilities at High Point University. Additional rights and responsibilities are set forth in University publications, including the Guide to Campus Life, residence hall contracts, and bulletins. It is the responsibility of students to be aware of all University rules and processes; students should seek advice from Student Life or Academic Affairs if they have any questions about the purposes or intent of University rules and processes. Students are expected to conduct themselves in a manner that is civil and reflects openness to educational experiences. Students can expect High Point University "to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities" (High Point University mission). Additionally, students deserve an opportunity to carry out their daily activities within a safe and caring campus environment.



High Point University is firmly committed to principles of honor and ethical conduct as stated in the Honor Code and in the Conduct Code. By enrolling in the University, students embrace the commitment to the Honor Code and Conduct Code as well as to other University expectations and responsibilities. It is the responsibility of students to act honorably in all phases of student life and to understand student rights and responsibilities as well as procedures and consequences when their behaviors do not conform to University rules.

## High Point University Rights and Responsibilities

In order to fulfill its mission "to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities," High Point University has the authority to maintain order within the University and to discipline and even exclude students who are disruptive of the educational experiences.

### Student Rights

High Point University is a community of learning that supports freedom of inquiry, freedom of thought, freedom from discrimination, freedom of expression, and much more. The University seeks to maintain and support an environment where students have rights; however, the following list of rights is not intended to be complete or exclusive.

- **Expression:** Students are able to freely examine and exchange diverse ideas in an orderly manner inside and outside of the classroom.
- **Association:** Students can associate freely with other individuals, groups of individuals and organizations for purposes that do not infringe on the rights of others.
- **Access:** Students with a disability have the right to request reasonable accommodations ensuring equal access to courses, course content, programs, services, and facilities.
- **Freedom from Discrimination:** Students can expect to participate fully in the University community without discrimination as defined by federal, state or University regulations.
- **Safe Environment:** Students have a right to learn in a safe campus community.
- **Discipline:** Students can expect discipline and sanctions for misconduct; students have a right to a hearing regarding the misconduct.
- **High Quality Resources:** Students have access to high quality resources which support intellectual, emotional and social development.
- **Counseling:** Students have access to mental wellness services and programs.
- **Grievance Process:** Students have access to established procedures for respectfully presenting and addressing their concerns or complaints to the University.
- **Learning outside the Classroom:** Students have access to a variety of activities beyond the classroom that support intellectual, spiritual and personal development.

- **Education:** Students have access to extraordinary education that includes excellent faculty, academic technology, classrooms, libraries, and other resources necessary for the learning process.
- **Personal Growth:** Students live and study in an environment that emphasizes personal growth.
- **Service to the Community:** Students have opportunities to provide service to the University community and beyond.
- **University Governance:** Students participate in the governance of the University.
- **Prompt Responses from Administration:** Students have the right to expect prompt and courteous responses from the University's academic and administrative departments.
- **Academic and Administrative Policies:** Students can expect academic and administrative policies that support intellectual inquiry, learning, and growth.

## Student Responsibilities

High Point University students have a responsibility to uphold the University Honor Code, Conduct Code as well as other rules and processes. When students behave contrary to University rules and processes, the University will take appropriate action. Additionally, students are responsible to self-advocate for themselves to University Administration about any alleged violations of the Guide to Campus Life that directly affects them. Third party reporting is not accepted.

## Student Complaints

On occasion, a student may have reason to express dissatisfaction. The basis for a student's complaint may be that an act or situation is objectionable in the view of the student. High Point University provides a process for student complaints to be addressed. The High Point University *Procedure for Student Complaints* governs complaints the student puts in writing and submits to a University official. This Procedure applies to all students, undergraduate and graduate. This *Procedure* ensures timely, fair, and efficient resolutions with the maintenance of individual privacy and confidentiality. This *Procedure* cannot be used to challenge the finding of the Executive Committee of the University, a standing committee whose decision is final. Furthermore, this procedure is not intended to address complaints regarding sexual assault or misconduct. Please see the *Sexual Misconduct Policy* to file a report of this nature.

### Informal Resolution of a Complaint

Discussion, in many instances, can resolve a complaint. The student is encouraged to bring a problem to the person who has responsibility for the objectionable action or situation. This is merely an option for the student and it has no bearing on the student seeking a formal solution to the problem through the involvement of University officials.

### Formal Resolution of a Complaint

When students seek the formal intervention of University officials, they must submit a written complaint to the Assistant Vice President for Student Life in the Office of Student Life, 3<sup>rd</sup> Floor, Slane University Center, 336-841-9231. Because a student complaint can involve any aspect of the University, the Assistant Vice President for Student Life is the appointed University official to guide all written student complaints.

### Student Complaint Form

A student submits a *Student Complaint* form through the following url:

[https://publicdocs.maxient.com/reportingform.php?HighPointUniv&layout\\_id=3](https://publicdocs.maxient.com/reportingform.php?HighPointUniv&layout_id=3)

When submitted, the complaint is routed to the Assistant Vice President for Student Life. The *Student Complaint* form should be submitted immediately, as soon as possible after the event giving rise to the complaint. The complaint must be submitted by the end of the semester in which it arises, or within ten days after the incident giving rise to the complaint, to better assure the availability of all parties involved in the complaint. When completing the *Student Complaint* form, the student is expected to write about each of the following factors as it relates to the complaint:

1. The specific action or decision involved in the complaint;
2. The consequences of the action or decision;
3. What resolution is being sought or desired; and
4. Why the desired resolution should be granted

## Facilitation of a Written Complaint

The Assistant Vice President for Student Life reads the complaint and determines if it should be directed to a more appropriate University official and/or office and advises the student accordingly. Some of the officials for handling complaints include the ones listed below.

Athletics & NCAA Violations:	Athletic Director, Steele Sports Center.
Computer Services:	Chief Information Officer, Norcross Hall.
Dining Services:	Vice President for Facility and Auxiliary Operations, North College Administration Building.
Disability Support:	Coordinator of Disability Support, 4 <sup>th</sup> Floor, Smith Library.
Discrimination:	Assistant Vice President for Student Life, Slane University Center; Director of Human Resources, Roberts Hall.
Facilities:	Vice President for Facility and Auxiliary Operations, North College Administration Building.
Financial Aid:	Director of the Office of Financial Aid, Roberts Hall.

In order to remain in compliance with consumer disclosures and as required by federal regulations under 34 CFR 600.9, the following link is provided to allow students the option of filing a formal complaint with the N.C. Department of Justice, Consumer Protection Division if they feel an injustice against them has occurred. Please visit <http://ncdoj.gov/Consumer.aspx> or call (877) 566-7220.

Parking:	Chief of Security, North College Administration Building.
Residence Life:	Senior Director of Student Life, Slane University Center.
Sexual Misconduct:	Student to Student—Director of Title IX, Slane University Center. Student to Faculty/Staff Member—Director of Human Resources, Roberts Hall.
Student Accounts/Billing:	Director of Student Accounts, Roberts Hall.
Student Conduct Code Violation:	Assistant Vice President for Student Life, Slane University Center.

## Timeline for Responding to a Complaint

The appropriate University official responds to the student complaint, generally, within 10 business days following the receipt of the written complaint.

## Maintenance of Student Complaints

Submitted Student Complaint form is maintained by the office of the Assistant Vice President for Student Life.

## Procedure for Student Appeals

Students may question a decision based on faculty-approved policies and made by faculty or administrative staff. All appeals must follow the outlined procedures in order to receive consideration.

### Appeal of Administrative Action

A student may appeal to the Executive Committee of the University a decision of the Provost or the Assistant Vice President for Student Life after any other applicable appeal procedures have been exhausted. The Executive Committee is composed of a minimum of three administrative staff officers, and four faculty members. The decisions of the Executive Committee will be considered final.

### Appeal of Grading Decision

Students who wish to appeal a grade awarded by a faculty member should discuss the matter first with the faculty member. If a satisfactory conclusion of the question is not reached, a student may appeal the matter to the department chair. The decision of the department chair is final. In the case where faculty member is the department chair, it can be appealed to the dean.

### Time Limitations

Appeals of grades or administrative action by a student must be made within five business days of the time that the action is made known to the student by the appropriate officer. If the University is not in session at the time the decision is made, the time limitation will begin at the start of the next regular session (fall or spring).

### Format of Appeals

All appeals must be made using the following link:

[https://publicdocs.maxient.com/reportingform.php?HighPointUniv&layout\\_id=8](https://publicdocs.maxient.com/reportingform.php?HighPointUniv&layout_id=8)

A basis for the appeal must be clearly stated, and evidence in support of the appeal must be included in the appeal. Appeals to the Executive Committee are limited to the following conditions:

1. A clearly erroneous finding of fact that materially affected the decision; and/or
2. A significant procedural irregularity which denied a fair hearing; and/or
3. Substantial new and relevant evidence which was not available at the previous hearing; and/or
4. The sanctions issued do not fit the offense as defined in the High Point University Student Guide to Campus Life.

The Committee has the authority to review extenuating circumstances before deciding to hear an appeal. On occasion, an appeal may come to the Executive Committee of the University for which an alternative resolution might be considered. In this instance, the chairman may remand the appeal to the Vice President for Student Life or their designee, for consideration of an alternative resolution. The Executive Committee of the University serves as the University's committee of final appeal.

### Sexual Misconduct

High Point University expects all members of its community to act in a respectful and responsible manner toward one another. Acts of sexual misconduct include: sexual harassment (stalking, cyberstalking, or relationship violence) non-consensual contact, non-consensual intercourse (sexual assault), exploitation, and other gender-based offenses are classified as crimes of violence that are subject to prosecution through both university and local law enforcement authorities. If you or someone you know may be the victim of sexual misconduct by another member of the university, you may report such misconduct or file a complaint with the University's Title IX Coordinators:

#### Students

Gail Tuttle, Senior Vice President for Student Life, 338 Slane Center, High Point University, One University Parkway, High Point, NC 27268, 336-841-9231, [gtuttle@highpoint.edu](mailto:gtuttle@highpoint.edu).

Jerry Trew, Director for Title IX, 333 Slane Student Center, High Point University, One University Parkway, High Point, NC 27268. 336-841-9231, [jtrew@highpoint.edu](mailto:jtrew@highpoint.edu).

Captain Derek Stafford, Security Manager of Investigations, 104 N. College Admin Building, High Point University, 1911 N. Centennial St, High Point, NC 27268, 336-841-9433, [dstaffor@highpoint.edu](mailto:dstaffor@highpoint.edu).

#### Athletics

April Wines, Assistant Director for Athletics, Sport Performance Center, High Point University, One University Parkway, High Point, NC, 27268, 336-841-4645, [awines@highpoint.edu](mailto:awines@highpoint.edu).

Captain Derek Stafford, Security Manager of Investigations, 104 N. College Admin Building, High Point University, 1911 N. Centennial St, High Point, NC 27268, 336-841-9433, [dstaffor@highpoint.edu](mailto:dstaffor@highpoint.edu).

#### Faculty/Staff

Kathy Smith, Director of Human Resources, 104 Roberts Hall, High Point University, One University Parkway, High Point, NC 27268, 336-888-3691, [kssmith@highpoint.edu](mailto:kssmith@highpoint.edu).

Captain Derek Stafford, Security Manager of Investigations, 104 N. College Admin Building, High Point University, 1911 N. Centennial St, High Point, NC 27268, 336-841-9433, [dstaffor@highpoint.edu](mailto:dstaffor@highpoint.edu).



High Point University is an academic community which seeks to be open, just, disciplined, caring, and celebrative. In support of this goal, the following codes have been established.

## University Honor Code

We, the students of High Point University, believe that honesty and integrity are essential to student academic development. Therefore, we assert the following:

- Every student is honor-bound to abstain from cheating;
- Every student is honor-bound to abstain from collusion;
- Every student is honor-bound to abstain from plagiarism;
- Every student is honor-bound to report a violation of the University Honor Code;
- Every member of the University community is expected to be familiar with the Honor Code.

## University Conduct Code

We, the students of High Point University, shall seek excellence in the classroom, on the playing field, and in positions of leadership and service across our campus.

As a community of scholars, we shall work together with faculty to create an environment conducive to teaching and learning.

As a community of persons, we shall treat each other with compassion, with dignity, and with civility, avoiding bigotry, racism, and sexism, and learning from each through the diversity we bring to High Point University.

As persons, we shall be honest and just in all that we do, recognizing that we can never be greater than the integrity of our word and deed.

As citizens of a global community, we shall act responsibly, both on campus and off-campus, governing our actions not only by our personal needs and desires but also by a concern for the welfare of others, for the general good of humankind, and for the environment upon which we mutually depend.

Recognizing that communities cannot exist without values and codes of conduct, we shall search for enduring values; and we shall adhere to those codes of conduct which have been established by and for the members of High Point University.

When we leave High Point University, we shall leave it better than we found it, and in support of this goal we pledge our loyalty and our service to this University which we have chosen as our own.

## Uniform Conduct Code

While the University regards each student as a responsible adult, it reserves the right to administer established sanctions, including, but not limited to, dismissal or expulsion from the University, for what the University perceives to be incompatibility with established goals or standards as stated in the Student Guide to Campus Life. Furthermore, the University reserves the right to require the withdrawal of any student for behavioral or emotional reasons. In all cases, the University will be guided by principles of charity, fairness, and reason; and the student will have the right of appeal.



## Office of Information Technology

The Office of Information Technology (IT) oversees all electronic systems and services including data and voice networks, the campus phone system, internet access, MyStuff, the campus-wide wireless network and Blackboard. The IT Office provides access information and email accounts. Contact is 336-841-4357 or [helpdesk@highpoint.edu](mailto:helpdesk@highpoint.edu).

- *MyStuff*. Students have electronic access to their information such as grades, transcripts, online registration and other information related to their academic lives through MyStuff, an online service.
- *E-mail Account*. Students are provided free High Point University e-mail accounts, which the Graduate School uses as the primary channel of communication to graduate students.

## Library Services

Open 7 days a week, 24 hours a day, Smith Library is a 50,000 square foot facility that houses the university's book, journal and media collections. As the center of information resources and research on campus, the library is responsible for developing and housing a collection used by the High Point University community. Access is provided to a traditional collection and online materials to support undergraduate and graduate majors at the university. The materials at Smith are available to all students, faculty and staff.

Smith Library houses 326,000 items that include 10,000 movies, 80,000 e-Books and 46,000 journal titles. Books and e-Books can be found by doing a catalog search from the library homepage or at <http://hpulibraries.worldcat.org> which provides the searcher with content that is available locally as well as the content held by libraries from around the world. Students use their passport card to check out books and movies and to gain access to the building. Off-campus access to our vast array of online resource is possible using your university email username and password. All students have borrowing privileges at local academic libraries and our interlibrary loan program allows students to request materials from other schools. Media Services offers presentation help and high quality printing. More information about these services can be found on the library homepage. Questions or comments about the library can be directed to [HPULibraries@highpoint.edu](mailto:HPULibraries@highpoint.edu).

HPULibraries provide our students, staff and faculty with online and traditional resources. Smith Library is open 24/7 during the regular semester, while the School of Education Resource Center is open during the day and on the weekend. Help is available to all students, in-person, by appointment, via telephone (336-841-9101), via chat (<http://askhpulibrary.highpoint.edu>) and mobile text (336-289-9974). General research questions can be sent via email to [reference@highpoint.edu](mailto:reference@highpoint.edu). Library hours and other information about library and library services can be found on the library website at <http://library.highpoint.edu>.

**Circulation Services** is housed in Smith Library and manages the checkout process and the reserve system, where professors may have the library hold materials that students will need for class. Circulating items include books, movies, media equipment, and more. Items are listed on a patron's library account, which can be accessed online. The patron is responsible for all checked-out items and can renew and request items via their library account.



**Media Services** at Smith Library provides multi-media services to individuals, classes and groups at the University. Media Services can help students prepare presentations, houses a large media collection that contains instructional media used by professors to augment classroom instruction, and is home to a popular movie collection. Printing and other professional finishing services are also available to students, faculty, and staff.

**The Reference Department** provides research help in person and via phone, email, chat, or text message. Reference Department librarians teach information literacy classes. These “how to” research classes are offered to students throughout their college career. If a patron of the University needs materials that the library does not hold, the library will provide access by purchasing the items or borrowing them from another library. TALA (Triad Academic Library Association) is an agreement by which our students, faculty and staff have borrowing privileges at regional academic libraries in the area. Our students and faculty can travel to schools such as Wake Forest, UNCG, NC A&T, and Guilford College and borrow materials by showing their High Point University Passport card. Information about these services is included on the Smith Library home page.

**Librarians are on the Web.** The High Point University community has access to librarians 24 hours a day and 7 days a week, online via the chat widget on the home page or by text to 336-289-9974. All online resources are accessible on the web for students, faculty and staff and seamless off-campus access is available to those with a High Point University e-mail username and password. You can access information resources, the online book catalog, a listing of our online and paper copies of journals and other general information about the library on the library’s website: <http://www.highpoint.edu/library>.

## Counseling Services

Mental wellness for students includes the ability to form and maintain healthy relationships, to balance work and play, to adapt to change, and to cope with stress. The Office of Counseling Services, located on the third floor of the Slane Student Center, assists students who, because of emotional, behavioral, and/or psychological factors, experience difficulties related to mental wellness.

Services provided to individuals and groups include counseling and psychotherapy, referrals, crisis response, consultation, and training. These services are intended to help students explore their feelings and thoughts, clarify their values and beliefs, develop healthy attitudes, examine available and realistic options, and make satisfying decisions. With regard to standards of practice, the Office of Counseling adheres to the Code of Ethics of the National Board for Certified Counselors (NBCC).

To make an appointment, email the Counseling Center at [counseling@highpoint.edu](mailto:counseling@highpoint.edu) or contact Lynda Noffsinger, Director of Counseling Services, at 336-888-6352.

## Student Health Services

High Point University is proud to partner with Cornerstone Health Care to offer extraordinary health care to our students. Students who pay the High Point University activity fee will have access to all services provided by our student health office.

Cornerstone Health Care is a multi-disciplinary practice of more than 275 physicians and mid-level health professionals in more than 80 locations throughout North Carolina. Cornerstone Health Care is the recipient of the 2015 American Medical Group Association Acclaim Award, a national recognition for success in improving the quality and lowering the cost of services offered. Cornerstone has transitioned from the traditional “fee-for-service” model to a patient-centered medical home system providing expanded access, increased coordination of care, enhanced patient education for prevention and treatment of chronic disease and sophisticated technological support. Cornerstone Health Care has been proud to partner with HPU to provide health care services on campus since 2008.

Dr. Marnie Marlette is the Student Health Services’ full-time Medical Director. High Point University is one of the only private universities in North Carolina to have a full-time MD as medical director.

Student Health Services by Cornerstone Health Care is located in the lower level of Wilson Hall on Panther Drive. The staff may be reached at 336-841-4683 or [studenthealth@highpoint.edu](mailto:studenthealth@highpoint.edu).

During the school year, the hours of operation are Monday – Friday, 8:00 am – 5:30 pm. For after hours care Student Health Services provides a 24-hour nurse phone triage service and partners with other Cornerstone affiliates. For information, visit <http://www.highpoint.edu/studenthealth>.

Student Health Services by Cornerstone Health Care offers the following services:

- Medical examination and treatment of illnesses and injuries;
- Monitoring and management or referral of some chronic conditions such as diabetes and asthma;
- 24 hour nurse phone triage service;
- Simple medical procedures such as suturing and cryotherapy;
- Routine immunizations (billable to student account);
- Flu shots (billable to student account);
- Laboratory testing and pathology (billable to student account or insurance);
- Prescriptions dispensed at Clinic (to be billed to student account or insurance).

Students who are eligible for Student Health Services through payment of the general fee may utilize the services at the on-campus Student Health Center at no additional charge. However, if laboratory testing, immunizations, and/or certain medications are required for treatment of an illness or injury, the student may incur a charge for those services.

The Student Health Center has an on-site dispensing pharmacy that is managed by Deep River Drug Pharmacy. Thus, the majority of prescriptions can be dispensed to students at the time of their visit. The prescription cost is billed to the student's primary prescription drug plan by Deep River Drug Pharmacy. For medications not dispensed on site, prescriptions can be sent to any local outside pharmacy. Deep River Drug Pharmacy provides daily scheduled delivery service to Student Health Services at no additional charge.

High Point University offers a student health plan through UnitedHealthCare/Student Resources. This policy is required for students that do not have a primary health insurance policy. It is also recommended as a secondary policy for those students who have health insurance, but do not have in-network coverage in our local region. The insurance is automatically charged to the student account in the fall semester. This requires students to opt out if they have a primary health insurance plan and wish to decline student health coverage. International students studying with an F1 or J1 visa are required to purchase the student health plan.

International students must purchase and have in effect health insurance from a company that has offices in the United States.

## Security Department

Security Officers provide safety coverage 24 hours a day 7 days a week. Contact is 336-841-9111 for an emergency and 336-841-9112 for non-emergency issues.

- The HPU Passport is an identification card that allows students access to buildings and into events. The Passport is created at the Wanek Center lobby Security Service Center (SSC).

The High Point University campus is open daily from 6 am – 8 pm. When campus is closed a valid HPU Passport must be presented for access to campus. All academic and administrative buildings are open Monday – Friday from 8 am – 5 pm. Graduate students may access academic buildings with their Passport until 10 pm. Additional academic building access is available with faculty approval. Access matters may be addressed by sending a request to [buildingaccess@highpoint.edu](mailto:buildingaccess@highpoint.edu) or by dialing 336-841-9142. The SSC can also assist you with Passport issues, vehicle decal issuance, lost items, or filing an incident report.

- For graduate students who attend classes or use the library on the main campus, campus vehicle registration must be completed. Vehicle registration begins online at [community@highpoint.edu](mailto:community@highpoint.edu).

All graduate students who park a vehicle on main campus are required to register their vehicle(s). Students may begin registration online then pick up their decals from the Wanek Center lobby Security Service Center. A valid state registration must be present at time of decal acquisition unless said vehicle was previously registered. The first registration cost is included in fees. There is a \$500 fee for every other, concurrently registered vehicle. There is no charge for a replacement set of decals provided 1) the old decal pieces are presented, or 2) official documentation is presented that demonstrates the vehicle or decals are no longer in play. Students are prohibited from parking in Visitor, Student Health and Reserved parking spaces Monday – Friday between 7 am to 5 pm. Service & Delivery and Security parking spaces are reserved 24 hours a day. Parking/traffic citations may be appealed via an online process at [www.highpoint.edu/parking](http://www.highpoint.edu/parking). Appeals must be submitted within seven days of the receipt of citation. Visit the HPU Security parking *Terms & Conditions* in Blackboard under *Register a Vehicle* for complete details.

**LiveSafe App.** Students are encouraged to download the complimentary LiveSafe app. This app facilitates discreet and risk-free bystander intervention by community members through information sharing with campus safety officials. The app works on iPhone and Android platforms.



**Important Note:** *The policies in this section are intended to apply broadly to all graduate programs at High Point University. However, because of different accreditation requirements, some programs may have policies that add to or differ from those listed below. Students are encouraged to consult with their program director or advisor to determine if and how program policies differ from those in this Bulletin.*

## Degree Admission

Graduate admission is highly competitive and is required for enrolling in any graduate class at High Point University. All inquiries, correspondence, and materials regarding graduate admission and readmission should be directed to the High Point University Office of Graduate Admissions. An application is not considered complete until all materials are received by the Graduate Admissions Office. To be given full consideration, all application materials must be postmarked or submitted electronically by the deadline stated by each graduate program. Meeting requirements does not ensure acceptance for admission. All Graduate admission decisions are final.

Required application materials differ somewhat by program. Some programs admit students to one term of entry per year; other programs allow for multiple terms of entry per year. In addition, not all programs have the same priority deadline for the Office of Graduate Admissions to receive all materials. Please refer to each program's section in this Bulletin for more specific information about admissions requirements.

### International Applicants

Additional materials required for international applicants seeking F-1 status:

- Certificate of Financial Support, which documents the availability of sufficient funds to cover expenses;
- Copy of visa;
- Official translated transcripts from all previously attended colleges or universities; a comprehensive evaluation (showing at least English translation of courses, grades, GPA, and degree equivalency must be sent to the Office of Graduate Admissions from an officially recognized credential evaluation agency;

- International students who are non-native speakers of English and have not received a degree from a college or university in the United States are required to have their official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores submitted by the testing organization in order to be considered for admission to the University. (For the TOEFL, use code 5293). The minimum TOEFL internet-based score is 79 (paper version score minimum 550). The minimum IELTS score is 6.5. TOEFL and IELTS scores must be no more than two years old. Individual graduate programs may set higher minimum TOEFL/IELTS scores and require an additional exam and/or interview in order to determine English proficiency.

*Graduate programs may offer conditional admission to students who do not demonstrate advanced English language skills. Contingent upon review of the candidate's English language proficiency, candidates may be required to complete additional English language training prior to enrolling in graduate courses.*

### Application Process

Applications for degree admission should be submitted via the appropriate online portal (the High Point University Online Application, CASPA, ATCAS, PharmCAS, or PTCAS). The application will not be reviewed until all materials have been received, including the application fee. All application materials must be received by the program deadline in order to be reviewed. Questions about the application process should be directed to [gradadmit@highpoint.edu](mailto:gradadmit@highpoint.edu) or (336) 841-9198.

### Inquiry About Application Materials

Applicants may monitor the receipt of their application materials through the online application portal specific to each High Point University graduate program:

- M.B.A., M.A. in Strategic Communication, M.Ed., M.A.T., and Ed.D.: High Point University Online Application.
- M.P.A.S.: Central Application Service for Physician Assistants (CASPA).
- M.S.A.T.: Athletic Training Centralized Application System (ATCAS).
- Pharm.D.: Pharmacy College Application Service (PharmCAS).
- D.P.T.: Physical Therapist Centralized Application Service (PTCAS).

### Admission Decisions

Official admission decisions are written and communicated to applicants by the Office of Graduate Admissions.

- *Approved for Admission.* Applicants submit an Acceptance of Admission form and pay the nonrefundable deposit online within a specified period of time following acceptance. The amount of the matriculation deposit and length of time to make the deposit varies by program. The matriculation deposit is credited to the account of the student for the term of admission and cannot be waived or applied to another term. An offer of admission is good for the designated term only and is cancelled if it is not accepted.
- *Denied Admission.* Applicants who are denied admission may apply again for a later term.
- *Conditional Admission.* Applicants may be granted conditional admission for any reason. Applicants accepted conditionally will remain on conditional status until they successfully complete the requirements associated with their conditional admission.

### Use of Application Materials

All application materials become the property of High Point University and cannot be forwarded, returned or copied at the request of applicants. Materials in incomplete admission folders (excluding the application and application fee) will be maintained for a period of 12 months from the term of original submission; after this period, all application materials must be resubmitted if a student wishes to seek admission to another graduate program.

### Non-Degree Admission

Non-degree admission may be approved for some applicants who wish to take courses without earning credit in a High Point University graduate program. Because some courses are not available to non-degree students, consultation with the program director prior to applying for non-degree admission is advised. Generally, students classified as non-degree are allowed to take a maximum of six semester hours.

While non-degree students may subsequently apply to pursue a degree, there is no assurance they will be admitted to a degree program. Any application to change from non-degree to degree admission must be submitted and reviewed before the end of the term in which the maximum number of allowed non-degree hours will be completed. If admitted to a degree program, time spent in non-degree status counts toward the maximum time allowed for earning a degree.

Required Non-degree Application Materials:

- An official transcript from all colleges attended other than High Point University. *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once your application is submitted.* Transfer credit posted on an unofficial transcript from another institution is not accepted in lieu of official transcripts from that institution. For seniors completing requirements for a bachelor's degree, current transcripts toward the degree should be sent. For all work completed in a college outside the United States, a comprehensive evaluation (showing English translation of courses, grades, GPA, degree equivalency, and other relevant information) must be sent directly to the Office of Graduate Admissions from an officially recognized credential evaluation agency such as World Educational Services (WES);
- Resume;
- Non-Degree Essay;
- One professional reference report; and
- Supplemental Information (any additional information or materials required by the program of interest; see the program of interest section of this Bulletin for specific requirements).

## Readmission

Students may seek to return to the University if sufficient time remains within their original time limit for completing the program. An application and nonrefundable fee will be required. The decision to readmit is not automatic.

## Transfer of Credit

Graduate credit earned at another institution is not transferred automatically. Students in degree programs that consider transfer of credit may submit an application for transfer of credit during their first term of graduate enrollment. The Application for Transfer of Credit is accessible through the Office of Graduate Admissions.

## Changing Programs

Degree-seeking students can be considered for admission into other degree programs only after they repeat the application process for admission into the desired degree programs. If admitted into the desired degree programs, the original time limitation for earning a degree remains in effect and completed hours cannot be transferred to another degree program.

## Enrollment in Another Institution

High Point University graduate students are expected to complete all graduate course work at High Point University. For consideration under very special circumstances, an application to enroll in another institution must be approved by the Office of Graduate Operations and the student's Program Director. In addition:

- The student must have active High Point University graduate student status to submit an application;
- Enrollment in another institution can be sought only for the term immediately following the term of application;
- An application must be received in the Office of Graduate Operations by the last date to withdraw from a High Point University course in the term immediately prior to the intended enrollment term at the other institution;
- Only one course can be submitted per application to enroll in another institution;
- All coursework completed at another institution must be equivalent to coursework offered at High Point University;
- If approved to enroll in another institution, the total semester hours of enrollment at both High Point University and the other institution may not exceed a High Point University regular graduate full-time load for the term; enrollment at the other institution must occur for the course and term specified in the application; and the student must submit to the Office of Graduate Operations an official transcript of coursework taken at the other institution. If graduating, the student must submit an official transcript one week before the date grades are due in the Office of Graduate Operations.

## Orientation

All first-time graduate students at High Point University are required to participate in Graduate Orientation at the beginning of their first term of graduate enrollment. The event is an introduction to University staff, services, and policies.

## Expenses and Financial Assistance

### 2016 – 2017 Tuition and Fees

High Point University is aware that the cost of a college education is a major outlay for students and their families. Accordingly, the university makes every effort to keep its charges as reasonable as possible.

Graduate tuition and fees vary by program. Please refer to each program's main Bulletin page for specific information about tuition and fees. Payment of all tuition and fees is due at the beginning of each term of enrollment. Tuition and fees are in effect from June 1, 2016 through May 31, 2017. All charges are subject to change without notice.

### Financial Assistance

Many graduate students use loans to support their graduate education. Students who are interested in obtaining education loans or other types of financial aid must first submit the Free Application for Federal Student Aid (FAFSA) to the Office of Student Financial Planning (HPU's FAFSA code is 002933). For more information about financial aid opportunities for graduate students, please contact the office of Student Financial Planning at (336) 841-9124.

### Financial Assistance for Programs that Offer Continuation Courses

Because continuation courses for theses, dissertations, capstones, and products of learning are not credit bearing, students are



not eligible for financial aid when enrolled in these courses. However, if continuation courses are taken in conjunction with other graduate coursework, financial aid may be awarded. Students should contact the Director of Student Financial Planning with any questions about financial aid eligibility.

## Refunds

When a student registers, it is for the full term or semester. Therefore, if the student withdraws from the University during the period, for whatever reason, the tuition and fees\* will be charged according to a schedule determined by the enrollment restriction status of the student’s graduate program. A program’s enrollment restriction status is usually determined by accreditation requirements and refers to the total number of students that can matriculate into a program in any given academic term. Enrollment restricted programs have a limit to the number of students that can enroll in a given academic term. Enrollment unrestricted programs, on the other hand, can enroll as many students as can be accommodated by available resources. Because student withdrawals from each type of program have different long-term implications for both the program and the university, the charges for withdrawal from High Point University are likewise different.

If a student is utilizing High Point University room and board, refunds, if any, are governed by housing and meal plan agreements and institutional policies.

The following table indicates the amount students in enrollment restricted and enrollment unrestricted programs will be charged upon official withdrawal from the fall or spring semester. It does not indicate how much a student will be refunded. Refunds are dependent on the total amount of out-of-pocket payments received and the amount of financial aid a student is eligible to keep based on the official withdrawal date.

**Amount Student Will be Charged by Days of Official Withdrawal**

Program Type	Days	Student Will Be Charged
Enrollment Restricted Programs	Within the first 5 Days of the Semester	50%
	After the 5 <sup>th</sup> Day of the Semester	100%
Enrollment Unrestricted Programs	Within the first 7 Days of the Semester	0%
	After the 7 <sup>th</sup> Day of the Semester	100%

\* The non-refundable deposit to hold a student’s slot in the class, originally credited to tuition, will not be included in the refund calculation.

Any refund is contingent on a student officially withdrawing from the university. To officially withdraw from the university, a student must complete a withdrawal form. This form can be obtained from the Office of Graduate Operations on the first floor of Norcross Graduate School. Students wishing to withdraw should also consult with the Office of Student Financial Planning to determine if stipulations associated with financial aid or loans will lead to changes in the financial statement.

## Registration

### Process of Registration

Registration for graduate classes will be available several weeks prior to the start of the term (see each program’s Graduate Calendar for specific registration dates). During this time students must login to their MYSTUFF account and register for classes. The only exception to this process is for students who are registering for practicum, thesis, capstone, or dissertation courses. For these courses, students must complete the approval form (with the appropriate signatures) and turn it into the Office of Graduate Operations. Once the stated registration period is over, the student will not be able to make any changes or drop any classes online. Beginning the first week of class, all changes must be made in the Office of Graduate Operations. Students who do not register for classes online will have to register in person in the Office of Graduate Operations during the first week of classes.

## Adding, Dropping, and Withdrawing from Courses

The processes and timelines for adding, dropping, or withdrawing from courses differ by program. Please consult your program director or advisor if you have questions about these processes.

## Auditing a Class

To audit is to take a course for no credit. Any graduate student may audit a course, but the decision to audit must be made at the time of enrollment. The course professor determines requirements of an audited course. With permission of the professor, students in a degree program may audit a course that is not counted toward credit for a degree. The grade of "AU" cannot be changed to a credit grade.

## Repeating a Course

Any course with a failing grade must be repeated, provided the student is allowed to continue in the program. However, the failing grade is not removed from the student's transcript and continues to be calculated in the cumulative GPA.

## Minimum Class Size

The University reserves the right to cancel any class that does not have adequate enrollment. The decision to cancel a class because of low enrollment will be communicated to students and faculty in a timely manner.

## Culminating Projects

### Dissertation/Thesis/Master's Project

If applicable, before enrolling in any dissertation, thesis, or master's project, students must consult with their Program Director. Students must enroll each term in a dissertation/thesis/master's project or dissertation/thesis/master's project continuation course until all requirements are completed. Ordinarily, the grade of "IN" is awarded while work is in progress and the grade of "CR" is awarded when the dissertation/thesis/master's project is approved by and accepted into the Graduate School. Students should consult with their program director about possible variations in this grading system.

- *Manuscript:* A dissertation/thesis/master's project manuscript is organized and written under the supervision of a dissertation/thesis/master's project Committee, which includes a Chair and Members. It should exemplify excellence in content and format and follow Graduate School guidelines.
- *Defense:* A dissertation/thesis/master's project defense should be scheduled only after the written manuscript is approved by the student's dissertation/thesis/master's project Committee. The student has two attempts to pass the oral defense. If the student fails the first defense, a second and final defense may occur in the next term.
- *Acceptance into the Graduate School:* Before dissertation/thesis/master's project requirements can be considered satisfied, the manuscript must be approved by and accepted into the Graduate School.

A Dissertation/Thesis/Master's Project Committee is mandatory. This Committee should be established prior to enrolling in the first dissertation/thesis/master's project course. If a student is unable to form a Dissertation/Thesis/Master's Project Committee, the student will not be able to move forward with the dissertation/thesis/master's project requirement for his or her degree. The student may be dismissed from the academic program if he or she is unable to initiate and/or progress with the dissertation/thesis/master's project requirements.

### Product of Learning

If applicable, before enrolling in a product of learning course, students must consult with their Program Director. Students must enroll each term until all requirements of the product of learning are completed. The grade of "IN" is awarded while work is in progress. The grade of "CR" is awarded when the requirements are satisfied.





## Grading

As shown in the following table, there are several grade options available to instructors. All final grades are recorded permanently on a student’s transcript.

**NOTE:** Not all programs or instructors use all of these grading options, including the +/- designators for letter grades. Students should consult with their program director or course instructor to determine which grading schemes will be used for students’ coursework.

A	4.0 quality points
A –	3.7 quality points
B+	3.3 quality points
B	3.0 quality points
B –	2.7 quality points
C+	2.3 quality points
C	2.0 quality points
C –	1.7 quality points
F	0.0 quality points
I	<b>Incomplete</b> is awarded when an instructor believes a justifiable reason exists to permit a student to complete a course in extended time. The grade of “I” is not calculated in a student’s GPA. The grade of “I” may be removed by completion of the deferred requirement(s) by the date specified in a contract written by the course instructor. When the grade of “I” is not removed by the instructor’s deadline or within 12 months of the semester it was received, the grade of “I” becomes a permanent grade of “F”. Once a grade of “I” becomes a grade of “F”, the grade of “F” cannot be changed to a credit grade. A grade of “I” cannot be removed with a grade of “W”. A student cannot be approved for graduation with any grade of “I”. A grade of “I” cannot be given for thesis, capstone, dissertation, or other culminating projects.
IN	<b>In Progress</b> is assigned for each registration in a thesis, dissertation, or product of learning course until the thesis or product of learning is completed. A grade of “IN” does not yield earned hours, attempted hours, or quality points, and is not considered in the calculation of the GPA.
HP	<b>High Pass</b> is awarded to students whose performance on their culminating project (thesis, capstone, product of knowledge, dissertation, etc.) is considered by their committee to be exceptional. The grade of “HP” yields earned hours but not attempted hours or quality points. The grade of “HP” is not considered in the calculation of students’ GPA. Only programs that award culminating projects with distinction can assign a grade of “HP”.
CR	<b>Credit</b> is awarded to indicate satisfactory completion of certain master’s-level coursework. The grade of “CR” yields course credit but with no attempted hours or quality points. The grade of “CR” is not considered in the calculation of students’ GPA.
NC	<b>No Credit</b> is awarded to indicate unsatisfactory completion of certain master’s-level coursework. Students cannot be approved for graduation until a course with a grade of “NC” is retaken and earns a grade of “CR”. The grade of “NC” does not yield earned hours, attempted hours, or quality points. The grade of “NC” is not considered in the calculation students’ GPA.
AU	<b>Audit</b> is awarded for enrollment in a course for no credit. The grade of “AU” cannot be changed to a credit grade.
W	<b>Withdrawal</b> is awarded when there is withdrawal from a course by the specified date. The grade of “W” is not considered in the calculation of students’ GPA.
WP	<b>Withdrawal Pass</b> is assigned if a student withdraws from a course after the published withdrawal date and is passing the course at the time of withdrawal. The grade of “WP” is not considered in the calculation students’ GPA.
WF	<b>Withdrawal Fail</b> is assigned if a student withdraws from a course after the published withdrawal date and is failing the course at the time of withdrawal. The grade of “WF” counts as an “F” in students’ GPA.

## Graduation

### Completion of Degree Requirements

Degrees are awarded in August, December and May with one commencement ceremony in May each year. A student should apply for graduation one term before all requirements for a degree will be completed. When this is done, the transcript will show the graduation date as occurring in August, December or May based on completion date. The graduation application may be found online at [www.highpoint.edu/graduate](http://www.highpoint.edu/graduate). To apply, students should download and return the completed form to the Office of Graduate Operations.

### Graduation Approval

To have graduation approved, a student must have:

- no financial or library obligation with High Point University;
- no eligibility for dismissal status;
- completed the minimum number of hours required by the program;
- achieved the minimum cumulative GPA specified by each program for all graduate hours;
- no incomplete grade;
- completion of any graduate preparatory course work;
- completed all requirements within five (for master's programs) or six (for doctoral programs) years of the date of first enrollment in any graduate class.

If a student fails to meet any of these conditions, graduation will be denied. The student must rectify the reason for denial and have active graduate student status in order to submit another application for graduation.

### Commencement

Commencement is the ceremony where graduating students receive their diplomas. It is held once a year in May. It is open to all students who graduated in the previous Summer, Fall and Spring terms. At the appropriate time in the Spring Semester, the University publishes all information about Commencement and related graduation events on the High Point University homepage.

Students who do not meet graduation requirements in May will be allowed to participate in commencement provided that they meet the criteria listed below:

- Have 6 or fewer credit hours yet to complete.
- Have at least a 3.0 cumulative grade point average.
- Have registered to complete all required coursework in the summer immediately following commencement.

Students may also walk if they have an outstanding balance (library fee not paid, tuition payment due, etc.). However, diploma inserts will be withheld until balance is paid in full.

Names of walkers and graduates will be printed in the commencement program, and there will be no asterisk or special notation in the program differentiating walkers from actual graduates of the University.

A student may participate in only one commencement ceremony. If, after declaring an intention to walk, a student does not participate in the ceremony and fails to notify the Office of the University Registrar at least four days prior to the commencement date, that student will be ineligible to participate in any subsequent commencement ceremony.

All participants will receive only a diploma cover at the ceremony. A letter will be included instructing graduates to proceed to the Slane Center afterwards to pick up their actual diploma insert. Walkers will also be notified that their diploma will be mailed to their permanent home address once all degree requirements have been met.

All graduation requirements and all financial obligations must be satisfied in order to receive the diploma.

If an Honor Council case is pending for a student, the Provost and the Office of Student Life will make the decision regarding the student's eligibility for participation in commencement.

Walkers do not receive public or printed recognition of honors (cum laude, etc.) in the commencement program.

## Other Policies

### Academic Advising

Each student has a Program Director and/or program-assigned faculty advisor who can counsel on issues related to program requirements and class scheduling. In addition, students may avail themselves of the services offered by the Office of Academic Services.

### Academic Standing

Unless program-specific accreditation requirements stipulate otherwise, academic standing is defined in the following ways:

- *Academic Good Standing.* A student is in academic good standing when he or she earns acceptable grades (i.e., A, A-, B+, B, B- and CR) in completed graduate courses, and maintains a minimum cumulative GPA of 3.0 in all graduate coursework.
- *Academic Warning.* A student is in academic warning if he or she earns one grade of C+, C or C-, or if the cumulative GPA falls below 3.0.
- All grades earned in Master's and Doctoral graduate courses are considered in the determination of academic dismissal. Only degree-seeking students are eligible to appeal academic dismissal.

### Academic Dismissal

Unless program-specific accreditation requirements stipulate otherwise, a graduate student will be dismissed from High Point University under the following circumstances:

- A grade of C is received in two graduate courses;
- A grade of F is received in one graduate course;
- A comprehensive examination is failed on the second attempt;
- An oral thesis defense is failed on the second attempt;
- The minimal cumulative GPA of 3.0 is not achieved for the number of credit hours required for the degree.



## Considerations for First-Term Students

In recognition of the fact that the transition to graduate study may be accompanied by unique challenges for some students, a graduate student in his or her first term of study may not be automatically dismissed because of poor performance in one or more courses. At the request of a student's program director, the Office of Graduate Operations may issue a warning letter to a first-term student whose performance didn't reach the minimum standards listed above. This warning letter will include specific requirements that must be met in the next academic term. If the student fails to meet these requirements, he or she will be dismissed from the University.

## Comprehensive Examinations

When a program requires comprehensive examinations, students must meet the standards established by the program. Students may have a maximum of two attempts to pass the examinations. If failure occurs on the first testing, a student may retake the examination(s) a second and final time in the next term only.

## Continuous Enrollment

Graduate students are expected to have active High Point University graduate student status each term until their program requirements are completed. Some programs require year-round enrollment while others require enrollment only in the fall and spring semesters. Students should be familiar with the enrollment requirements of their programs but should consult with their program director if they have any questions.

### Leave of Absence

Under exceptional circumstances, students may petition for a one-term leave of absence. After consulting with their program director, students should submit to the Office of Graduate Operations a completed Leave of Absence form signed by both the student and his/her program director. No more than one, one-term leave of absence will be granted per student.

### Consecutive Skipped Terms

When students skip High Point University graduate enrollment for two consecutive terms, their academic program may be withdrawn and further registration may be blocked. In addition, students may forfeit their time limitation for completing degree requirements.

## Credit by Examination or for Experience

Graduate credit is not awarded by examination or for work experience.

## Directed or Independent Study

No graduate course can be offered as a directed or independent study.

## Graduate Bulletin

The High Point University Graduate Bulletin contains the requirements, procedures, courses, fees, and matters of policy in effect at the time of publication. If it is determined that changes need to be made to the content of the Graduate Bulletin following its publication, those changes will be reflected in the online version of the Bulletin. Where discrepancies exist between the paper and online versions of the Bulletin, the online version will be regarded as the correct version.

## Graduate Bulletin of Record

All graduate students will satisfy curriculum requirements for graduation as found in the High Point University Graduate Bulletin. The default graduation curriculum requirements are determined by the bulletin associated with the student's year of entry. The Graduate Bulletin becomes effective at the beginning of the fall semester of the academic year. The date of entry is maintained as long as studies are not interrupted for a period of greater than one calendar year. However, a student is allowed to request a change of Bulletin to the year of graduation. The Bulletin Change form can be requested through the Office of Graduate Operations. The Bulletin Change Form must be completed and submitted with the Application for Graduation to the Office of Graduate Operations no later than the deadline stated in the graduate calendar. The Office of Graduate Operations will submit requirements adjusted on the student's degree audit. If the request is not granted, the student must comply with the original degree requirements as stated on the degree audit and original Bulletin of record.

## Second Master's Degree

Students cannot apply credits earned in one master's degree toward a second master's degree.

## Student Loads

To be considered a graduate student, enrollment must be in graduate courses. As a general rule, a graduate student is considered to be full-time if he or she is enrolled in 6 credits per academic term; however, under certain circumstances (e.g., when a student is participating in clinical rotations or other intensive practical experiences), a student may still be considered full-time even if his or her earned credits for the academic term is less than 6. Because financial aid regulations set specific enrollment standards for full time and part-time student status, students should consult with their program director and the Director of Student Financial Planning when making decisions about enrollment loads. In addition, it is important to note that even though full-time status is achieved by enrolling in a minimum of 6 credits per term, students should consult with their program director to ensure that course loads for each term are sufficient to ensure the timely completion of degree requirements.

Students with F-1 status **must** maintain a full-time course load each semester they are enrolled at High Point University. Students with F-1 status should consult with the University's Primary Designated School Official or Designated School Official prior to the start of the semester if they have any concerns about registering for a full load of courses.

## Time Limitation for a Degree

A Master's degree must be completed within five calendar years and a Doctoral degree must be completed within six calendar years from the date on which students first enrolled in graduate-level coursework at High Point University. Additional time is not granted for having started in non-degree status. Failure to complete requirements within the time limitation may result in loss of opportunity for the degree.

### Extensions to the Time Limit

Under exceptional circumstances, a student may request an extension of one academic term to complete the requirements for a degree. A request for an extension must be finalized before the expiration of the original time limit. If approved, an extension is limited to one term immediately following the expired time limit. The appropriate paperwork required for such extensions is available in the Office of Graduate Operations.

## Tobacco-Free Environment

High Point University is a tobacco-free campus. This policy prohibits tobacco use across campus including inside and outside of buildings, patios and walkways, parking lots, university owned properties, inside vehicles, and any and all other areas of campus. No one is allowed to sell or discard tobacco-related products on campus.

## Weather Cancellation of Classes

Announcements of class cancellations are made by 3 p.m. on the weekday in question. Announcements are made on the High Point University home page and are sent to University e-mail accounts of all students. Students may enroll in High Point University's emergency text messaging service as well to receive weather alerts.

## Withdrawing from the University

Graduate students may voluntarily withdraw from High Point University by completing the withdrawal form, which is available in the Office of Graduate Operations. A grade of "W" will be assigned to each course in which there is enrollment when withdrawal occurs during the term, if completed within the dates listed in the graduate calendar.

# Graduate Programs in the Earl N. Phillips School of Business





**Dr. James B. Wehrley**  
*Dean, Phillips School of Business*  
*Director of the M.B.A. Program*  
336-841-4560  
[jwehrley@highpoint.edu](mailto:jwehrley@highpoint.edu)

The High Point University M.B.A. Program is designed to develop the knowledge, skills, and abilities students require to effectively compete in a global business landscape. Students may pursue different “tracks” in the areas of Global Leadership or Global Sales Leadership. These tracks leverage the interaction of leading faculty delivering a cutting-edge curriculum in world-class facilities. Case studies, simulations, and business practicums are just some of the tools utilized to maximize students’ graduate learning experience. The HPU M.B.A. Program consists of 30 semester hours which may be completed in 12 months.

**Degree:** Master of Business Administration (M.B.A.)

**Admission Term:** Fall, Spring, and Summer admission

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30 for Fall, November 15 for Spring, and March 31 for Summer.

**Application Requirements:** Applicants must have a bachelor’s degree. An admission decision takes into consideration the applicant’s undergraduate/graduate GPA, GMAT/GRE score (waived for those with a 3.25 GPA and above or four years or more of professional experience), completed course work, professional work experience, personal and professional goals for the degree, and the information provided by references. Admissions decisions also take into consideration both the TOEFL scores and an interview, if required. All students required to submit a TOEFL score will be interviewed to confirm English proficiency.

**Required Materials Include:**

- online application with a nonrefundable \$50 application fee.
- official transcript from all colleges attended (including High Point University).
- resume.
- essay about interest in the program and goals for the degree.
- three professional reference reports (waived for International Applicants).
- Graduate Management Admissions Test or Graduate Record Exam taken within the previous five years (the High Point University GMAT Code is ZZG5V04).
- a laptop computer is necessary to fulfill a number of course assignments and is, therefore, required of all students enrolled in the M.B.A. program.

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

**Note:** The GMAT may be waived based on GPA or professional experience as stated above under "Admission Requirements." The GMAT requirement may also be waived if an applicant has earned a master's degree or higher from a regionally accredited college or university.

**Exceptions to any admission requirement may be considered under special circumstances.**

**Transfer of Credit:** The M.B.A. program does not accept transfer of credit. All credit toward the degree must be earned at High Point University.

**Admission Enrollment Classification:** Unrestricted

**Prerequisite Work:** Three undergraduate hours of accounting are required prior to enrollment in ACC 5130.

### Program of Study – M.B.A. (30 credits)

ACC-5130	Managerial Accounting
FIN-5330	Financial Markets and Corporate Strategy
MGT-5020	Organizational Behavior
MGT-5290	Global Supply Chain and Operations Management
MGT-5750	Strategic Management
MKT-5110	Marketing in a Global Economy

#### **Select four courses from the following:**

BUA-5020	Global Leadership
BUA-5040	Leadership Negotiation
BUA-5050	Business Analytics
BUA-5060	Global Sales Leadership
BUA-5070	Negotiation in Sales
BUA-5080	Business Practicum

### Program of Study – M.B.A. with a Global Leadership Track (30 credits)

ACC-5130	Managerial Accounting
FIN-5330	Financial Markets and Corporate Strategy
MGT-5020	Organizational Behavior
MGT-5290	Global Supply Chain and Operations Management
MGT-5750	Strategic Management

MKT-5110	Marketing in a Global Economy
BUA-5020	Global Leadership
BUA-5040	Leadership Negotiation
BUA-5050	Business Analytics
BUA-5080	Business Practicum

### Program of Study – M.B.A. with a Sales Leadership Track (30 credits)

ACC-5130	Managerial Accounting
FIN-5330	Financial Markets and Corporate Strategy
MGT-5020	Organizational Behavior
MGT-5290	Global Supply Chain and Operations Management
MGT-5750	Strategic Management

MKT-5110	Marketing in a Global Economy
BUA-5050	Business Analytics
BUA-5060	Global Sales Leadership
BUA-5070	Negotiation in Sales
BUA-5080	Business Practicum



## COURSE DESCRIPTIONS

### **ACC 5130 | Managerial Accounting**

A course emphasizing basic accounting techniques and their use in preparing and analyzing financial statements and in making managerial decisions. This course will show the relationship of the cost function to other accounting and organizational functions. Students will acquire an understanding of costs and cost behavior as well as acquiring the skills to use cost information for planning and control decisions. *Prerequisite: Three undergraduate credits in accounting. Three credits.*

### **BUA 5020 | Global Leadership**

Critically examines major theories of leadership within a global context. Through discussion of relevant research and practice, emphasis will be placed on understanding the changing global business environment and its impact on the process of leadership. Students will be expected to evaluate their own strengths and weaknesses with respect to international leadership and create individualized development plans to improve their leadership knowledge, skills, and abilities. *Three credits.*

### **BUA 5040 | Leadership Negotiation**

Concentrates on the art and science of securing agreements and resolving disputes between two or more interdependent parties. This course will help students develop knowledge, skills and abilities in leading and managing negotiations that occur in multiple business contexts. It will be relevant to a multitude of problems faced specifically by organizational leaders. This course explores the analytical skills to discover optimal solutions, but also effective leadership negotiation skills to get those solutions accepted and implemented. *Three credits.*

### **BUA 5050 | Business Analytics**

Develops an understanding of the underlying principles of data analysis as well as the issues and challenges faced in analyzing data for making business decisions. With hands-on application and an emphasis on conceptual understanding, students learn the limitations and potential of data analysis tools in making decisions relating to finance, operations, and marketing. *Three credits.*

### **BUA 5060 | Global Sales Leadership**

Provides an analysis of professional sales management practices with emphasis on the selling process and sales leadership in the global marketing era, including the development of territories, determining potentials and forecasts, and setting sales quotas. Students also learn how salespersons are recruited, trained, motivated, and evaluated in a "global economy." Emphasis is placed on analyzing the traits of successful leaders of global sales forces. *Three credits.*

### **BUA 5070 | Negotiation in Sales**

Explores the process of bargaining and negotiation as sales and managerial activities. The major purpose of this course is for each participant to gain insight into his or her own negotiating style in sales contexts and to become a more effective sales negotiator. The content is not restricted to students interested in sales or sales management. Students pursuing careers in marketing, merger and acquisition, banking, purchasing, real estate, operations, entrepreneurship, and other areas that require skill in sales negotiation and persuasion related to sales should find the course useful and relevant. *Three credits.*

### **BUA 5080 | Business Practicum**

Provides students with an in-depth, practice-based experience. The business practicum is designed to challenge students with real-world problems faced regularly by managers, leaders, and business owners as they work to remain competitive and relevant. This experience also provides students with the opportunity to contribute value to the organization in which the practicum takes place. *Graded pass/fail. Three credits.*



**"On several occasions, I have gone into work the morning after learning a new theory or technique and was able to apply it. I have been able to speak to upper management more eloquently and more confidently as I have become more educated."**

**—Amy Huston  
MBA Graduate Class of 2013**

**FIN 5330 | Financial Markets and Corporate Strategy**

This course integrates capital structure and corporate financial decisions with corporate strategy. It looks at financial decision making with the objective of understanding its relation to corporate strategy. An integral area is the understanding of financial markets and valuation and learning how to carry this understanding to real domestic and global decisions. This course addresses other important issues facing financial managers such as allocating capital for real investments, financing the firm, knowing whether and how to hedge risk, and allocating funds for financial investments. *Three credits.*

**MGT 5020 | Organizational Behavior**

A course designed to improve leadership skills of managers. Students will explore how to develop a high performing organization through the study of leadership theory and practices, organization culture, motivation, decision-making, and group behavior. *Three credits.*

**MGT 5290 | Global Supply Chain and Operations Management**

Operations and supply chain management are the means through which a firm's strategic plans are effectively realized. Typically, the vast bulk of a company's people and

assets are engaged in operations of one sort or another. Managing operations means dealing with products and services. This course will sharpen participants' insights to the impact of corporate decisions on operations and supply chain management through data analysis, case studies, and development of a publishable paper. *Prerequisites: significant content coverage in statistics. Three credits.*

**MGT 5750 | Strategic Management**

This is the capstone course in the MBA program. Strategy development and implementation will be examined. This course will sharpen participants' insights to the complexity of strategy formulation and execution through executive decision making in a global environment, development of business plans, and case studies. Recommended Pre/Co-Requisites: FIN 5330, MGT 5290, and MKT 5110. *Three credits.*

**MKT 5110 | Marketing in a Global Economy**

This course emphasizes development of sound marketing strategies within a global context. Product, promotion, price, and distribution decisions will be examined within the constraints of cultural, political, and economic settings that confront multinational enterprises. *Three credits.*



# Graduate Programs in the Nido R. Qubein School of Communication

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**Dr. Virginia McDermott**  
*Associate Professor of Communication*  
*Strategic Communication Graduate*  
*Program Director*  
336.841.9384  
[ginny@highpoint.edu](mailto:ginny@highpoint.edu)

The Master's Degree in Strategic Communication at High Point University provides students the foundation to create, implement, and evaluate communication campaigns, programs, and training seminars. In addition to coursework in either Health Communication, Public Relations, or Political Communication, students graduate with mastery level knowledge in three areas: the theories that explain why and how messages work; the technical and production skills to create campaign materials; and the research skills to evaluate the success of the campaign.

**Degree:** Master of Arts

**Admission Term:** Fall (August), Spring (January) or Summer (June)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines. Applications receive primary consideration when completed by the priority deadline of March 15. Applicants who do not meet the priority deadline, but still wish to be considered for Fall admission may submit applications by the final deadline of June 15. The deadline for Spring 2017 is November 15 and the deadline for Summer 2017 is March 31.

## Required Materials Include:

- online application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University) showing a 3.0 cumulative GPA; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- professional resume;
- personal statement that addresses the applicant’s interest in the program, biggest academic challenge, and plan to manage the time commitment of graduate school (3-5 pages);
- three professional or academic letters of reference.

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

**Exceptions to any admission requirement may be considered under special circumstances.**

**Prerequisite Work:** None

**Comprehensive Examinations:** None

**Class Time:** 6:00 pm–9:00 pm

**Admission Enrollment Classification:** Unrestricted

**Transfer of Credit:** The M.A. program in Strategic Communication does not accept transfer of credit. All credit toward the degree must be earned at High Point University.

## Program of Study (35 credits)

Students in the Strategic Communication Master’s Degree program focus on one of three areas: Health Communication, Public Relations, or Political Communication. In addition to taking core courses in strategic communication, research methods, and communications technology, each student also takes two courses in their focus area. Students do have the option to have a blended concentration, requiring 6 credits from both concentrations.

### **Core Courses (14 credits)**

- COM–5000 Contemporary Strategic Communication
- COM–5002 Persuasion and Media Effects
- COM–5005 Practicum in Strategic Communication
- COM–5100 Research Methods
- COM–5900 Strategic Communication Project

### **Methods (3 credits)**

**Choose one course from the following:**

- COM–5110 Qualitative Methods and Analysis
- COM–5120 Quantitative Methods and Analysis
- COM–5130 Mixed Methods and Analysis

### **Technology (6 credits)**

**Choose two courses from the following:**

- COM–5200 Message Design and Production
- COM–5210 Video and Audio Production
- COM–5220 Current Trends in Communication Technology
- COM–5250 Topics in Technology for Strategic Communication

### **Electives (6 credits)**

To satisfy their elective requirements, students may, with the approval of the appropriate program directors and the student’s program of study committee:

- complete any other 5000- or 6000-level Strategic Communication courses not already used to satisfy a program requirement;
- or**
- any 5000- or 6000-level courses taught outside the School of Communication.

**Choose two courses from one of the following concentration areas:**

### **Health Communication**

- COM–5300 Health Communication Research and Strategies
- COM–5310 Culture and Health Communication
- COM–5320 Interpersonal Health Communication
- COM–5330 Health Communication Campaigns
- COM–5350 Topics in Health Communication

### **Public Relations**

- COM–5400 Public Relations Research and Strategies
- COM–5410 International and Intercultural Public Relations
- COM–5420 Crisis Communication
- COM–5430 Public Relations Campaigns
- COM–5450 Topics in Public Relations

### **Political Communication**

- COM–5500 Contemporary Political Campaigns
- COM–5510 Politics and the Media
- COM–5550 Topics in Political Communication



**"I am graduating from High Point University's Master's Program in Strategic Communication after receiving my B.S. in Business Administration at HPU. HPU has afforded me a smooth transition into a Master's program and, more importantly, has equipped me with the necessary skills and knowledge to secure a job with an established and upcoming firm in my field. I have received several job opportunities and have accepted a position as an Account Executive for Yelp in New York City. This Master's program's strong curriculum has prepared me to meet the challenges in today's business workforce. I look forward to utilizing the skills that I have attained at HPU to further my professional career."**

**– Tyler Yusko, B.A. to M.A. in Strategic Communication Graduate Class of 2014**

The B.A. to M.A. Program in Strategic Communication is designed for outstanding High Point University undergraduate students. The students must be enrolled in their final year of undergraduate study and have demonstrated academic success in the first three years of coursework. Students accepted into the B.A. to M.A. Program in Strategic Communication will be permitted to enroll in nine hours of advanced coursework that may be applied toward completion of the M.A. degree in Strategic Communication upon completion of the undergraduate baccalaureate degree program. Students will apply for admission into the M.A. program in Strategic Communication immediately upon graduation and continue in the program during the summer and into the following academic year. Upon completion of all graduate coursework and when students submit their applications for graduation, the specified credits completed during the senior year will be transferred onto students' graduate academic record.

**Admission Term:** Fall (August) Senior Year Only

**B.A. to M.A. Program Admission Policy:** Current HPU students intending to apply for admission to the Bachelors to Masters program have the option to apply in the Fall or Spring for upcoming undergraduate semester. Students may apply for conditional admission to the graduate portion of the program at the same time that they apply to the B.A. to M.A. program.

**Required Materials Include:**

- Online Graduate Admissions Application (application fee waived)
- Essay
- Recommendations (up to two may be waived by the Strategic Communication department)
- Resume
- Official transcripts from all colleges attended other than High Point University (The Office of Graduate Admissions will request your High Point University transcript for you once the application has been submitted).

Application is to join the B.A. to M.A. program during their final year of undergraduate study and for conditional admission to the graduate program following completion of their bachelor's degree.

**Exceptions to any admission requirement may be considered under special circumstances.**

**Prerequisite Work:** None

**Comprehensive Examinations:** None

**Class Time:** 6:00 pm–9:00 pm

**Admission Enrollment Classification:** Unrestricted

**Transfer of Credit:** The B.A. to M.A. program in Strategic Communication does not accept transfer of credit. All credit toward the degree must be earned at High Point University.

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

### Program of Study (35 credits)

Students in the Strategic Communication Master's Degree program focus on one of two areas: Health Communication or Public Relations. In addition to taking core courses in strategic communication, research methods, and communications technology, each student also takes two courses in their focus area.

#### **Senior Year Courses (9 credits)**

- COM-4996/5000 Contemporary Strategic Communication
- COM-4997/5002 Persuasion and Media Effects
- COM-4998/5100 Research Methods

#### **Core Courses (5 credits)**

- COM-5005 Practicum in Strategic Communication
- COM-5900 Strategic Communication Project

#### **Methods (3 credits)**

**Choose one course from the following:**

- COM-5110 Qualitative Methods and Analysis
- COM-5120 Quantitative Methods and Analysis
- COM-5130 Mixed Methods and Analysis

#### **Technology (6 credits)**

**Choose two courses from the following:**

- COM-5200 Message Design and Production
- COM-5210 Video and Audio Production
- COM-5220 Current Trends in Communication Technology
- COM-5250 Topics in Technology for Strategic Communication

#### **Electives (6 credits)**

To satisfy their elective requirements, students may, with the approval of the appropriate program directors and the student's program of study committee:

complete any other 5000- or 6000-level Strategic Communication courses not already used to satisfy a program requirement;

**or**

any 5000- or 6000-level courses taught outside the School of Communication.

**Choose two courses from one of the following concentration areas:**

#### **Health Communication**

- COM-5300 Health Communication Research and Strategies
- COM-5310 Culture and Health Communication
- COM-5320 Interpersonal Health Communication
- COM-5330 Health Communication Campaigns
- COM-5350 Topics in Health Communication

#### **Public Relations**

- COM-5400 Public Relations Research and Strategies
- COM-5410 International and Intercultural Public Relations
- COM-5420 Crisis Communication
- COM-5430 Public Relations Campaigns
- COM-5450 Topics in Public Relations

#### **Political Communication**

- COM-5500 Contemporary Political Campaigns
- COM-5510 Politics and the Media
- COM-5550 Topics in Political Communication

## COURSE DESCRIPTIONS

### **COM 4996/5000 | Contemporary Strategic Communication**

This course provides a general overview to the theories and practices of strategic communication. Emphasis is placed on understanding how strategic communication can influence public opinion and audience behavior. Students will examine real and hypothetical situations in public relations, health communication, and political communication and will critically analyze them by applying best practices. Students will also examine how the First Amendment and communication law influence strategic communication campaigns and the ethical implications of campaigns and strategic communication. *Three credits.*

### **COM 4997/5002 | Persuasion and Media Effects**

The primary goals of this course are to examine major theoretical perspectives and empirical evidence about what convinces an audience to take action after processing a message and how media influence what people think about. Special attention will be paid to how people underestimate the effect of persuasion and media on themselves. Students will analyze and evaluate existing communication campaigns. *Three credits.*

### **COM 5005 | Practicum in Strategic Communication**

The goal of this course is for students to develop specific knowledge and skills that professionals in the communication industry need to be successful in the workplace. Students enroll early in their program and over the course of a year, sign up for nine professional development workshops. Faculty and professionals with specific expertise in the topic teach the workshops. Topics include media analytics, web design, and intercultural competence. *Graded Credit/No Credit. One credit.*

### **COM 4998/5100 | Research Methods**

Students will learn how to review and evaluate quantitative and qualitative research. Attention will be paid to evaluation methods, including surveys, experiments, focus groups, and interviews. Students will design individual research projects and needs analyses and develop skills in reading, writing, and reporting research. *Three credits.*

### **COM 5110 | Qualitative Methods and Analysis**

Apply learned concepts to develop relevant research questions, design a qualitative project, collect, organize and index data, and analyze findings to make convincing arguments with qualitative data. *Three credits.*

### **COM 5120 | Quantitative Methods and Analysis**

The purpose of this course is to provide understanding and skills in quantitative research methods in strategic communication study, with main emphasis on the statistical methods most commonly used in communication research. Quantitative research methods are those in which concepts

are operationalized as variables expressed in numerical form. *Three credits.*

### **COM 5130 | Mixed Methods and Analysis**

This course presents a brief overview of research paradigms with a particular emphasis placed on formulating research questions, methods, and analysis appropriate for a mixed method/model approach to communication and evaluation research. *Three credits.*

### **COM 5200 | Message Design and Production**

Students develop message campaigns for specific corporate and non-profit audiences and learn how to reframe and deliver the messaging appropriately across a variety of technological interfaces: traditional outlets, web sites, web video, social media, and Twitter. *Three credits.*

### **COM 5210 | Video and Audio Production**

Students learn to write and produce projects that support the needs of specific strategic communication audiences using the latest in high definition digital video and audio technology. The coursework focuses on development of effective craft and message design skills necessary in producing corporate image videos, press conferences, video news releases and promotional messages. *Three credits.*

### **COM 5220 | Current Trends in Communication Technology**

Topics include creating usable and credible websites and effective internet advertising. The course will also examine blogs, social networking, and digital journalism. The digital age will be explored through primary research across a range of subjects including public relations, political communication, and health communication. Hands on experience with Dream Weaver software is emphasized. *Three credits.*

### **COM 5250 | Topics in Technology for Strategic Communication**

Focusing on the latest technological developments used in reaching audiences and presenting information, students examine their impact on society, on corporate culture and on the audiences served. Students consider, not only technology and its effective use, but also the economic and ethical implications technology places on the workday world. Topics may include social media, the use of game design software in the simulation of strategic communication programs, the impact of iPad and iPhone technology on the way people use and process information, or the use social networking to link people, interest groups, organizations. *One to Three credits.*

### **COM 5300 | Health Communication Research and Strategies**

This course provides a general overview to the history of health communication research and practice. After



## COURSE DESCRIPTIONS

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analyzing existing health communication research and campaigns, students will be able to identify the stages and best practices of campaign design, implementation, and evaluation. This course will explore health risk prevention and health promotion media campaigns, community based approaches to health communication, and media effects of campaigns. *Three credits.*

### **COM 5310 | Culture and Health Communication**

Students taking this course will be expected to develop an understanding of the ways in which culture interacts with health, illness, and health care. Health promotion, risk prevention, the role of mass media, popular culture and advertising will be emphasized. Each student will investigate how health communication practices are enacted in specific cultural contexts. *Three credits.*

### **COM 5320 | Interpersonal Health Communication**

This course examines how interpersonal relationships are affected by and affect health and communication patterns. Attention will be paid to provider/patient interaction, social support, and interpersonal issues in behavior change. Techniques for enhancing communication and relationships within the health context will be discussed. *Three credits.*

### **COM 5330 | Health Communication Campaigns**

Using examples of current and past communication campaigns in the United States and other parts of the world, this course provides students an opportunity to think about what does and does not work with health communication campaigns. By integrating theory and practice, and using principles of community-based participatory research, students will apply these concepts to create and implement a local health communication campaign. *Three credits.*

### **COM 5350 | Topics in Health Communication**

In this course, instructors will address a variety of topics and current trends in health communication research and practice. *One to Three credits.*

### **COM 5400 | Public Relations Research and Strategies**

This course provides a general overview to public relations history and practices. Specific topics examine media planning and buying strategies, strategies for advocating for social causes, and campaign management. *Three credits.*

### **COM 5410 | International and Intercultural Public Relations**

This course examines the problems and opportunities presented when strategic communication activities cross international and intercultural borders. This course applies intercultural communication theory to individuals, groups, organizations, and nations and demonstrates how culture can affect personal, national, and international understanding, beliefs, and behaviors. *Three credits.*

### **COM 5420 | Crisis Communication**

This course provides students with a fundamental understanding of crisis management, risk communication and media relations in multiple contexts. It introduces students to crisis management principles, strategies, tactics, and communications methods. *Three credits.*

### **COM 5430 | Public Relations Campaigns**

This course combines reality-based and conceptual approaches to campaign developments to provide students with the intellectual tools needed to assume senior management or outside counsel roles in developing and implementing fully integrated communications programs. Students will prepare for campaign management by asking and answering appropriate questions about goals, activities, management, and measurement. *Three credits.*

### **COM 5450 | Topics in Public Relations**

In this course, instructors will address a variety of topics and current trends in public relations research and practice. *One to Three credits.*

### **COM 5500 | Contemporary Political Campaigns**

Examines the methods and tactics of modern political campaigns. This course will use a case study approach to illustrate the theories and concepts of persuasion, message targeting, and message delivery in the campaign context. The primary focus of these case studies will be on contemporary campaign practices, but we will also examine other important cases that illustrate successful and unsuccessful attempts at mass persuasion. *Three credits.*

### **COM 5510 | Politics and the Media**

Examines the role of media in political communication, with a primary emphasis on the interaction between media, audiences, and strategic communicators. Topics include the effects of media messages on audiences; the politics of media control; the role of political communication in policymaking; the impact of new mass communication technologies; and factors shaping the construction of news such as journalistic routines, media economics, and the strategic management of news by politicians. *Three credits.*

### **COM 5550 | Topics in Political Communication**

Addresses a variety of topics and current trends in political communication research and practice. *One to Three credits.*

### **COM 5600 | Independent Research**

Provides students with an opportunity to explore an area of interest related to strategic communication research or the design and development of messages. The student and instructor agree upon specific requirements. Registration is by consent of instructor and program director and requires the completion of the independent research proposal. *One to Three credits.*

**COM 5601 | Organizational Communication**

Intensive survey of classical and contemporary organizational communication theory emphasizing current research trends. Advanced readings in such topics as organizational innovation, intercultural organizations, critical theory applications to organizations, computer mediated communication, and employee participation. *Three credits.*

**COM 5602 | Organizational Analysis and Training**

Identification and analysis of communication problems in organizations. Attention to problems and requirements of communication training and development in organizational settings. Students will conduct a needs analysis and develop an training program for an organization. *Three credits.*

**COM 5603 | Interpersonal Communication**

Theories and research on the components and dynamics of interpersonal interaction and comparative analysis of approaches to study of interpersonal communication. Students will learn the skills in managing complex interpersonal situations. *Three credits.*

**COM 5604 | Intercultural Communication**

Theories and evidence on factors that facilitate and inhibit communication between representatives of different cultural groups, across national boundaries, and among people of different ethnic backgrounds. *Three credits.*

**COM 5699 | Special Topics in Communication**

This course is reserved for special topics that do not warrant a full-semester of study. Courses will focus on particular issues relevant to students and may be offered in alternative formats (half semester; weekends; one-week). Topics may focus on particular methods, technology, or content. *One to Three credits.*

**COM 5900 | Project**

The capstone experience. Under the mentoring of a faculty committee, students will initiate a project employing strategic communication theories and principles to answer a question about campaign design, produce a professional quality work, design and implement a training seminar, or analyze an existing campaign. Students can register for capstone hours after completing 18 hours. The capstone requires four hours taken across at least two semesters. Up to three capstone hours can be taken concurrently. *COM 5930 or COM 5931 must be taken in the student's last semester. Four credits.*

**COM 5900 | Capstone Project Formulation** *One credit.***COM 5910 | Capstone Proposal Writing and Defense** *One credit.***COM 5920 | Capstone Project Implementation** *One credit.***COM 5930 | Capstone Project Analysis and Defense** *One credit.***COM 5901 | Capstone Project Formulation Continuation** Required fee when additional time is needed to satisfy the requirements of COM 5900. *No credit.***COM 5911 | Capstone Proposal Writing and Defense Continuation**

Required fee when additional time is needed to satisfy the requirements of COM 5910. *No credit.*

**COM 5921 | Capstone Project Implementation Continuation**

Required fee when additional time is needed to satisfy the requirements of COM 5920. *No credit.*

**COM 5931 | Capstone Project Analysis and Defense Continuation**

Required fee when additional time is needed to satisfy the requirements of COM 5930. *No credit.*

**COM 6610 | Applied Strategic Communication Practices**

This course focuses on creating an effective communications plan that develops a powerful brand and defines the essential vision and message of the organization. Available communications methodologies will be explored and evaluated along with a special emphasis on the use of technology in strategic communications and messaging. Candidates will have the opportunity to explore strategic communication from the role of the superintendent as chief communicator. *Spring, Year 2. For students enrolled in the Ed. D. program only. Three credits.*

**COM 5990 | Comprehensive Exam**

The comprehensive exam is an alternative to the capstone project that requires students to complete one extra class and then design an entire campaign plan and develop some campaign media over the course of 72 hours. In addition to the written and production components, the comprehensive exam requires an initial meeting with the exam committee and an oral defense. A student must pass all elements of the exam to graduate. If only one of the areas is given a non-passing evaluation, the student may be allowed to revise that element as long as it is done within one week of the oral portion of the exam. If a student is given a non-passing evaluation on two or more elements, the student has failed the exam and must wait until a future semester to retake it. Students can retake the comprehensive exam only once. *Graded Credit/No Credit.*

# Graduate Programs in the School of Education

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**Dr. James V. Davis**  
**Coordinator of the Doctoral Program**  
**in Educational Leadership**  
**336.841.9237**  
**[jdavis@highpoint.edu](mailto:jdavis@highpoint.edu)**

The doctoral degree program in Educational Leadership is a practitioner-based, professional experience that focuses on the practices transformational leaders need to create educational systems that are grounded in research, are culturally responsive, strategic, and which ultimately improve student learning. The 60-credit program of study reflects the visionary thinking needed for leadership in today's 21<sup>st</sup> century educational organizations. It emphasizes effective leadership including strategic planning, using data to make instructional improvements, building a culture of trust and understanding how theory guides the educational leader to solve problems of practice. Graduate courses will be delivered using an Executive Cohort model which is designed to accommodate the working professional and emphasizes problem-based learning, action research, and field-based projects using authentic school district data and artifacts.

High Point University's Ed.D. program is a member of the Carnegie Project on the Educational Doctorate consortium.

**Program Goals:** The following program goals are directly aligned to the North Carolina Guiding Mission for Public P-12 Schools and to High Point University's mission to "...deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities."

1. To train the prospective school executive in practices which are aligned to the guiding mission of N.C. public schools in creating Future-Ready and Globally Competitive students who are prepared for life in the 21<sup>st</sup> century.
2. To assist the prospective school executive to understand the role of leadership as a collection of practices that must be embedded in all job roles and at all levels of the school district.

3. To provide the prospective school executive with the skills needed to engage in transformational leadership so that large-scale sustainable improvements are consistently part of the basic modes of thinking and doing.

4. To equip the prospective school executive with the tools needed to create systems and practices of distributed leadership which allow district-wide tasks to be accomplished proficiently.

5. To assist the prospective school executive to skillfully align the various leadership systems of local boards of education, central office, schools, classrooms, etc. so that they are mutually supportive of each other.

6. To assist the prospective school executive to understand the connection between the context of school district leadership with his/her own leadership character and practices.

Tuitions and Fees	Cost
Tuition	\$551 per credit
Graduate Student Association	\$5 per semester

**License:** North Carolina School Superintendent.

**Degree:** Doctor of Education (Ed.D.)

**Admission Terms:** Fall (August) Only

**Deadlines for Application Materials:** All application materials must be received or postmarked by the final deadline of May 1.

**Application Requirements:** A minimum GPA of 3.0 for the earned Master’s degree is required; The earned Master’s degree must be in professional education (or related field) from a regionally accredited university; the combined Verbal Reasoning and Quantitative Reasoning GRE General Test Scores (for tests taken before August 1, 2011) on the prior 200–800 scales should be at least 1100. The combined Verbal Reasoning and Quantitative Reasoning GRE General Test Scores (for tests taken after August 1, 2011) on the new 130–170 score scales should be at least 302. Candidates who submit the MAT are expected to have a minimum score of 410; and a minimum of three years’ experience as a principal or professional educator in a leadership or supervisory role.

**Application Materials:** High Point University has established rigorous admission requirements for the Ed.D. in Educational Leadership. To be considered for admission, applicants must submit the following:

1. A completed online application submitted through the Office of Graduate Admissions at High Point University;
2. Official undergraduate and graduate transcripts from all colleges attended (other than High Point University\*). *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.* A minimum GPA of 3.0 for the earned Master’s degree is required; The earned Master’s degree must be in professional education (or related field) from a regionally accredited university;
3. Official scores on the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT) taken within the last five years. The combined Verbal Reasoning and Quantitative Reasoning GRE General Test Scores (for test taken before August 1, 2011) on the prior 200–800 scales should be at least 1100. The combined Verbal Reasoning and Quantitative Reasoning GRE General Test Scores (for tests taken after August 1, 2011) on the new 130–170 score scales should be at least 302. Candidates who submit the MAT are expected to have a minimum score of 410;
4. All professional School Administration/Teaching or other professional licenses (if applicable);
5. A current curriculum vita outlining significant leadership activities and involvement in professional organizations, professional presentations, or district-level initiatives;
6. Three professional letters of recommendation and accompanying Leadership Disposition Evaluations by individuals who are familiar with the candidate’s work and leadership potential;
7. Written responses to four essay prompts in Strategic Leadership, Data and Learning, Building Relationships, and Theory and Practice;
8. A minimum of three years experience as a principal or professional educator in a leadership or supervisory role.

**Exceptions to any admission requirement may be considered under special circumstances.**

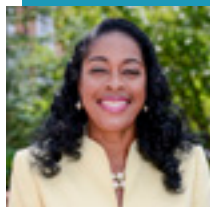
**Once Admitted:** A signed Memorandum of Understanding by the district superintendent or designee endorsing the candidate's pursuit of doctoral study and subsequent internship within that district or educational setting will be required.

**Comprehensive Exams:** Yes

**Class Time:** One weekend per month, Friday evening and Saturday, and online meetings throughout the semester.

**Transfer of Credit:** Candidates may request up to 12 credits towards the Ed.D. degree, if post-Master's or professional credit is compatible with program standards. This transfer is not automatic and must be approved by the program coordinator following a review of candidates' official transcripts or other appropriate documentation of prior academic work. All other degree requirements remain in effect. For more information about transfer of credit, contact Dr. Barbara Mallory, program coordinator.

**Admission Enrollment Classification:** Unrestricted



**Dr. Tawannah Allen**  
Associate Professor of Education  
[tallen@highpoint.edu](mailto:tallen@highpoint.edu)  
336-841-9311

### Program of Study (60 credits)

EDU-7171	Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness
EDU-7172	Leading in an Age of Accountability: Roles, Responsibilities & Functions
EDU-7173	Meeting the Challenge: Strategic Planning for 21 <sup>st</sup> Century Schools
EDU-7174	Exemplary Teaching and Learning Practices for Extraordinary Schools
EDU-7175	Using Data to Inform Learning, Teaching, and Leadership
EDU-7176	The Nature of Organizational Cultures & Shared Leadership
EDU-7271	Political Systems: Effects on Governance and Operations
EDU-7272	Community and Public Relations
EDU-7273	Intercultural Communication Skills for Contemporary School Leaders
EDU-7274	Budgeting and Finance of Public School Operations
EDU-7275	Human Resources: Approaches to Enhance School Effectiveness
EDU-7371	Education Reform in the United States: Innovative Practices to Change America's Schools
EDU-7372	Law and Policy: Governance of 21 <sup>st</sup> Century Schools
EDU-7373	Research Analysis in Education
EDU-7374	Applications of Research for Solving Problems of Practice
EDU-7375	21st Century Technologies for Effective Leadership, Communications and Strategic Planning

### **Internship Experience**

EDU-7300	Practices in Executive Leadership I: Organizing for Problem Solution
EDU-7400	Practices in Executive Leadership II: Collaborating for Problem Solution

### **Capstone Experience**

EDU-8300	Dissertation in Professional Practice: Problem Solution Implementation
EDU-8400	Dissertation in Professional Practice: Problem Solution Evaluation



**"High Point University has outstanding faculty who have a genuine interest in your growth as a professional. The distinctive design of the program provides support, educational opportunities, and an enriching learning environment that grows us as leaders and inspires us to become effective problem solvers in education."**

**– Stephanie Austin**  
Current Doctoral Student, Ed.D.

## COURSE DESCRIPTIONS

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### **EDU 7171 | Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness**

This course focuses on creating an understanding of how to develop and support the organizational change process. Candidates will study formal and informal leadership skills through discussions of the dynamics of intrinsic and extrinsic motivation. Strategies for influencing personnel and creating a personal plan for growth and self-development that includes cultivating a support network for growth as a school leader will also be covered. *Fall, Year 1. Three credits.*

### **EDU 7172 | Leading in an Age of Accountability: Roles, Responsibilities & Functions**

This course explores the scope of the superintendency and other educational leaders. An examination of the roles and responsibilities of the district leaders as defined by law, policy and public expectations will be emphasized. Topics including school board/superintendent relations, building an administrative team, and developing a shared vision that is supported by educational staff and stakeholders will be addressed. *Fall, Year 1. Three day shadowing of the district superintendent or educational designee required. Three credits.*

### **EDU 7173 | Meeting the Challenge: Strategic Planning for 21<sup>st</sup> Century Schools**

This course will begin with an examination of the Guiding Mission for N.C. Public Schools adopted by the N.C. State Board of Education in 2006. Specifically, the impact of this mission, to *Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21<sup>st</sup> Century* will provide the foundation for discussions involving district strategic planning. An examination of the processes and mechanics of creating and implementing a strategic plan will be highlighted. Various planning models that facilitate empowerment of local school and community leaders in the planning and implementation processes will be shared. Attention on developing a shared vision, team-building strategies, aligning district and school-based plans as they relate to the broader N.C. Mission will be emphasized. *Fall, Year 3. Three credits.*

### **EDU 7174 | Exemplary Teaching and Learning Practices for Extraordinary Schools**

This course focuses on the fundamentals of pedagogy and how the superintendent and other district leaders can serve as instructional change agents in the teaching and learning process. Candidates will explore research-based best practices related to student learning and identify effective K–12 teaching practices. Current educational initiatives will be discussed such as the Core Essentials Standards, STEM, Race to the Top, and Virtual Schools. The impact of policy on class organization, grouping, class size and instructional methodologies will also be emphasized. *Summer, Year 1. Three credits.*

### **EDU 7175 | Using Data to Inform Learning, Teaching, and Leadership**

This course focuses on improving instruction through the proper use of formative and summative evaluations and monitoring processes to enhance effective program implementation. Specific focus on the use of Professional Learning Communities (PLC's) as the guiding framework for collaboration will be presented. Candidates will be introduced to the skills that district leaders must possess in order to successfully promote shared decision-making to address students' needs and improve learning. *Summer, Year 1. Three credits.*

### **EDU 7176 | The Nature of Organizational Cultures and Shared Leadership**

This course is designed to assist candidates in their understanding of how complex organizations work. An exploration of formal and informal organizational dynamics including how to develop a collaborative culture for creating shared leadership and decision making to solve educational challenges will be emphasized. *Spring, Year 1. Three credits.*

### **EDU 7271 | Political Systems: Effects on Governance and Operations**

This course will focus on the variety of political forces that are exerted in a public school district's decision-making process and gaining a broader understanding of the school district as a political system. Cases will be used to explore how the school district functions by using political systems analysis. Attention will be given to the uniqueness of the superintendent/board relationship and the superintendent's role as chief executive officer in a complex political system. *Fall, Year 2. Three credits.*

### **EDU 7272 | Community and Public Relations**

This course will focus on how to locate key community constituencies and leaders. Candidates will learn the steps in developing a plan for communication that nurtures strong relationships with community constituents and their leaders. Students will be exposed to successful cases of improved public and community relations. They will learn how to assess community support along with both defining/refining the district's mission and message. This will also include effectively gauging and dealing with opposition to district initiatives. *Fall, Year 2. Three credits.*

### **EDU 7273 | Intercultural Communication Skills for Contemporary School Leaders**

This course examines the range of communication issues that are prevalent within an organization made up of individuals from different religious, social, ethnic, and educational backgrounds. A focus on language, social attributes, and an understanding of culture and customs

when delivering public, written, and electronic messaging will be explored. *Fall, Year 2. Three credits.*

### **EDU 7274 | Budgeting and Finance of Public School Operations**

This course assists candidates to understand the process for developing a district budget and the relationship of the budget to strategic plan priorities. Focus will be placed upon legal requirements, time constraints, the need for transparency and staff and public participation in the process. Candidates will examine federal, state and local funding and grant and proposal processes for funding operating and capital improvement budgets. Attention will be paid to establishing public trust through effective communication about district fiscal matters and collaborative and ethical practices. *Summer, Year 3. Three credits.*

### **EDU 7275 | Human Resources: Approaches to Enhance School Effectiveness**

This course will focus on identifying human resource needs, staffing formulas for allocation of personnel, legal and policy requirements for hiring, discipline and termination of personnel. Additional areas of emphasis will include the role of the human resource division in promoting the mission of the organization, school or district as it impacts the monitoring of human resource functions. *Spring, Year 1. Three credits.*

### **EDU 7371 | Educational Reform in the United States: Innovative Practices to Change America's Schools**

Beginning with an in-depth discussion of articles such as A Nation at Risk, candidates will explore notable attempts at major educational reform including outcomes-based education, No Child Left Behind (NCLB) and various alternatives to public education. National and International models of school reform will be presented. This course serves as a prerequisite for candidates beginning the capstone experience. *Summer, Year 2. Three credits.*

### **EDU 7372 | Law and Policy: Governance of 21<sup>st</sup> Century Schools**

This course focuses on assisting candidates to understand how law and policy may permit or prohibit district action. A focus on gaining an understanding of the Constitutional foundations of schooling and the rights of citizens, the process of policy analysis, development and implementation and relationships, and responsibilities of school personnel and school boards as defined by law and policy will be highlighted. *Spring, Year 2. Three credits.*

### **EDU 7373 | Research Analysis in Education**

This course will allow candidates to understand the criteria for selecting credible research organizations. A variety of research reports and findings on educationally relevant

issues and problems will be addressed as candidates learn to match research findings with local and practical district issues. Applications of research analyses including identifying practical school problems; creating research summaries/briefing papers that form the beginning of research-based interventions; and the creation of a review of relevant professional literature related to the identified problem will be required. *Summer, Year 2. Three credits.*

### **EDU 7374 | Applications of Research for Solving Problems of Practice**

Research application will focus on the draft of a preliminary proposal for the capstone project. The proposal will identify the selected problem/issue that will be addressed by the capstone project and will include relevant research and the plan for putting research toward solving problems of practice. The course is designed to assist candidates with the development of a capstone project proposal. *Fall, Year 3. Three credits.*

### **EDU 7300 | Practices in Executive Leadership I: Organizing for Problem Solution**

This initial internship experience is designed to provide the candidate with opportunities to work with others to apply and practice the skills needed for effective school district leadership. These efforts will be grounded in strong research and focus on activities designed to solve an important district problem of practice. The internship will be used to begin work on the implementation of the capstone project which will include leading the design committee in the work of producing a plan to address the problem/issue identified in the capstone proposal. *Spring, Year 3. 150 Hours Required. Prerequisite: The approval of the dissertation proposal by the University Doctoral Committee. Graded Credit/No Credit. Three credits.*

### **EDU 7300a | Practices in Executive Leadership I: Organizing for Problem Solution Continuation**

If continued work is needed to fulfill activities/dissertation requirements as determined by the design committee. *No credit awarded.*

### **EDU 7375 | 21st Century Technologies for Effective Leadership, Communications and Strategic Planning**

This course provides the knowledge and skills required to use technology effectively for leadership, communication, and strategic planning. Focuses on increasing personal productivity, using technology to plan and implement new initiatives, and facilitating the strategic planning process. Candidates will have the opportunity to develop their own technological expertise, reflect on their use of technology, and assess how best to utilize technology in their organization. *Three credits.*



## **EDU 7400 | Practices in Executive Leadership II: Collaborating for Problem Solution**

A continuation of Internship I. Candidates will participate in seminars as the dissertation proposal is developed and the design team assembled. Final approval of the dissertation project is required at the conclusion of EDU 7400 – Internship II as a prerequisite for enrolling in the dissertation experience. *Summer/Fall, Year 3/4. 150 Hours Required. Prerequisite: EDU 7300. Graded Credit/No Credit. Three credits.*

## **EDU 7400a | Practices in Executive Leadership II: Collaborating for Problem Solution Continuation**

If continued work is needed to fulfill activities/dissertation requirements as determined by the design committee. *No credit.*

## **EDU 8300 | Dissertation in Professional Practice: Problem Solution Implementation**

The dissertation experience represents the final culminating project in which candidates complete an in-depth analysis of research related to solving a problem of practice in her/his district. The candidate will lead a site-based team in the formation of a comprehensive implementation strategy for addressing the problem of practice. At the conclusion of the dissertation project, the candidate will defend her/his work to a university committee which includes the district superintendent or designee. As part of the defense, the

candidate will be required to demonstrate proficiency in completion of the intervention based on research and best practice, summarize these efforts at the conclusion of the project, and present the findings to the university committee. *Fall or Spring Year 4. Prerequisite: EDU 7371, completion of Comprehensive Exam and concurrent enrollment in EDU 7300/7400. Graded Credit/No Credit. Three credits.*

## **EDU 8300a | Dissertation in Professional Practice: Problem Solution Implementation Continuation**

Required course fee registration for candidates who need additional time to complete the dissertation project. *No credit.*

## **EDU 8400 | Dissertation in Professional Practice: Problem Solution Evaluation**

A continuation of the dissertation experience requiring candidates to complete the design and implementation of a district-level intervention or other appropriate initiative. Final defense and satisfactory performance on the Comprehensive Oral Examination is required. *Fall or Spring Year. Prerequisite: EDU 8300. Three credits.*

## **EDU 8400a | Dissertation in Professional Practice: Problem Solution Evaluation Continuation**

Required course fee registration for candidates who need additional time to complete the dissertation project. *No credit.*





**Dr. Dustin Johnson**  
*Chair, Department of Leadership  
Studies*  
336.841.9450  
[djohnson@highpoint.edu](mailto:djohnson@highpoint.edu)

The program for the Master of Education in Educational Leadership prepares experienced K–12 teachers to serve as educational leaders in 21<sup>st</sup> Century schools. It is intended to relate to the needs of educators in both theory and practice. It is designed for candidates who have a baccalaureate K–12 teaching license and at least three years of successful public/private school experience. The program requires 36 credits including a sequence of three internship experiences, totaling 6 credits. In order to be licensed by the state, candidates must demonstrate proficiency on a set of evidences which are aligned to the Education Leadership coursework and the internship experiences. Evidences will be evaluated by a faculty/public school review team at the conclusion of each internship experience. The curriculum provides foundations in the principles of school executive leadership and organizational management, strategies for improving school culture and using data for improvement.

**Degree:** Master of Education

**Admission Terms:** Fall (August); Spring (January); Summer (June)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30 for Fall, November 15 for Spring and March 31 for Summer.

**Application Requirements:** Applicants must have an undergraduate degree from a regionally accredited college. A current K–12 teaching license is required for admission to the school administrator licensure program.

**Required Materials Include:**

- online application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- resume;
- essay about interest in the program and goals for the degree;
- two professional reference reports;
- one principal recommendation; and
- copy of current teaching license.

**Exceptions to any admission requirement may be considered in special circumstances.**

**Comprehensive Exams:** None

**Class Time:** One weekend per month. Friday evening and Saturday | Executive Cohort Model

**Transfer of Credit:** Applicants may request up to 6 credits towards the M.Ed. degree, if post-baccalaureate or professional credit is compatible with program standards. The transfer is not automatic and must be approved by the program coordinator following a review of candidates’ official transcripts or other appropriate documentation of prior academic work. All other degree requirements remain in effect. For more information about transfer of credit, contact Dr. Dustin Johnson, program coordinator.

**Admission Enrollment Classification:** Unrestricted

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

**Program of Study (36 credits)**

**Core Courses (15 credits)**

- EDU–5010 Advanced Instructional Technology for the 21<sup>st</sup> Century
- EDU–5030 Methods of Educational Research
- EDU–5040 Diversity in Education: Societal and Organizational Perspectives
- EDU–5060 Developing Leaders in 21<sup>st</sup> Century Schools
- EDU–5070 Trends & Issues in Education

**Specialty Courses (21 credits)**

- EDU–5171 Strategies for Student Learning & Development
- EDU–5172 Implementing Distributed Leadership for Teacher Empowerment
- EDU–5173 Using Data for School Improvement
- EDU–5174 Organizational Management and Legal Issues for 21<sup>st</sup> Century Schools
- EDU–5271 Creating a Culture of School Success
- EDU–5400 School Executive Internship I
- EDU–5500 School Executive Internship II
- EDU–5600 School Executive Internship III





**Dr. Shirley Disseler**  
*Coordinator of the M.Ed. Program  
in Elementary Education*  
*Associate Professor of Education*  
336.841.9631  
[sdisseler@highpoint.edu](mailto:sdisseler@highpoint.edu)



The High Point University Master of Education in Elementary Education program builds on the most current body of knowledge of best practice relevant to teaching grades K-6. The program is designed for candidates who have a baccalaureate teaching license or who will receive a teaching license before the end of the first term of graduate enrollment. The program requires comprehensive examinations and 36 credits (i.e., professional core, instruction courses, and a capstone thesis, product of learning, or practicum experience). Candidates may select from three concentrations of specialized study which include the Content Concentration (18 credits of instruction courses in the content areas of science, mathematics, social studies and language arts), the Literacy Concentration (18 credits of coursework in reading and literacy instruction) or the STEM Concentration (18 credits of coursework in science, technology, engineering, and mathematics).

**Degree:** Master of Education

**Admission Terms:** Fall (August); Spring (January); Summer (June)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30 for Fall, November 15 for Spring and March 31 for Summer.

**Application Requirements:** Applicants must have a four-year bachelor's degree from a regionally accredited college and an acceptable GPA (3.0 or higher on a 4-point scale). For applicants with teaching licenses in other areas, successful completion of the Praxis II exam in Elementary Education must be submitted to the School of Education by completion of the first 6 hours of graduate course work. An admission decision takes into consideration the applicant's GPA, completed course work, professional work experience, personal and professional goals for the degree, as well as the information provided by references.

**Required Materials Include:**

- online application with a nonrefundable \$50 application fee;
- an official transcript showing an earned baccalaureate degree in Elementary Education K–6, as well as official transcripts from all previously attended colleges other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- resume;
- essay about interest in the program and goals for the degree;
- three professional reference reports; and
- copy of current teaching license.

**Exceptions to any admission requirement may be considered under special circumstances.**

**Prerequisite Work:** None

**Comprehensive Examinations:** Yes

**Class Time:** 4:00 pm–7:00 pm

**Transfer of Credit:** Applicants may request up to 6 credits towards the M.Ed. degree, if post-baccalaureate or professional credit is compatible with program standards. The transfer is not automatic and must be approved by the program coordinator following a review of candidates' official transcripts or other appropriate documentation of prior academic work. All other degree requirements remain in effect. For more information about transfer of credit, contact Dr. Shirley Disseler, program coordinator.

**Admission Enrollment Classification:** Unrestricted

# Master of Education in Secondary Mathematics 9–12

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## Program of Study (36 credits)

### **Core Courses: (12 credits)**

EDU–5010	Advanced Instructional Technology for the 21 <sup>st</sup> Century
<b>or</b>	
EDU–5011	Technology Integration for Elementary STEM Based Programs
EDU–5040	Diversity in Education: Societal and Organizational Perspectives
EDU–5060	Developing Leaders in 21 <sup>st</sup> Century Schools
EDU–5166	Using Data to Make Instructional Improvement

### **Content Concentration**

#### **Instructional Courses (18 credits)**

EDU–5130	Numerical Representations and Number Concepts in Elementary Mathematics
EDU–5132	Foundations of Writing Instruction
EDU–5133	Integrated Principles of Science and Social Studies Instruction
EDU–5134	Foundations of Reading Instruction
EDU–5136	Content Area Literacy

#### **One additional course from either the Literacy or STEM Capstone Experience (6 credits)**

##### **Choose one set.**

EDU–5030	Methods of Educational Research
EDU–5300	Product of Learning
<b>or</b>	
EDU–5030	Methods of Educational Research
EDU–5200	Thesis

### **Literacy Concentration**

#### **Instructional Courses (18 credits)**

EDU–5131	Literature and Informational Texts for Children and Young Adults
EDU–5132	Foundations of Writing Instruction
EDU–5134	Foundations of Reading Instruction
EDU–5135	Diagnosis & Assessment in the Teaching of Reading
EDU–5136	Content Area Literacy
EDU–5231	Supervised Practicum in Literacy Program Implementation

#### **Capstone Experience (6 credits)**

##### **Choose one set.**

EDU–5030	Methods of Educational Research
EDU–5300	Product of Learning
<b>or</b>	
EDU–5030	Methods of Educational Research
EDU–5200	Thesis

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

### **STEM Concentration**

#### **Instructional Courses (18 credits)**

EDU–5130	Numerical Representation and Number Concepts in Elementary Mathematics
EDU–5133	Integrated Principles of Science & Social Studies Instruction
EDU–5137	Integrating STEM Instruction into the Elementary Classroom
EDU–5232	STEM Infused Principles of Robotics and Technology
EDU–5233	Connected Systems and Interdependence in Science
EDU–5234	Practicum Infused STEM Strategies for K-6 Classrooms

#### **Capstone Experience (6 credits)**

##### **Choose one set.**

EDU–5030	Methods of Educational Research
EDU–5300	Product of Learning
<b>or</b>	
EDU–5030	Methods of Educational Research
EDU–5200	Thesis



The High Point University Master of Education in Secondary Mathematics program builds on the most current body of knowledge of best practice relevant to teaching grades 9–12. The program is designed for candidates who have a baccalaureate teaching license in secondary mathematics or who will receive a teaching license before the end of the first term of graduate enrollment. The program requires a comprehensive examination and 36 hours (i.e., 15 hours of professional education core, 15 hours of specialty courses, and a six hour capstone experience.) Candidates must select 18 hours of mathematics coursework from among a specialized menu of options. Upon completion of the M.Ed. degree program in Secondary Mathematics candidates are eligible for the “M” level license.

**Degree:** Master of Education

**Admission Terms:** Fall (August); Spring (January); Summer (June)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30 for Fall, November 15 for Spring and March 31 for Summer.

**Application Requirements:** Applicants must have a four-year bachelor’s degree in Mathematics or a related field from a regionally accredited college and an acceptable GPA (3.0 or higher on a 4-point scale). An admission decision takes into consideration the applicant’s GPA, completed course work, professional work experience, personal and professional goals for the degree, as well as the information provided by references.

**Required Materials Include:**

- online application with a nonrefundable \$50 application fee;
- An official transcript showing an earned baccalaureate degree in Mathematics or a related field, as well as official transcripts from all previously attended colleges other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- resume;
- essay about interest in the program and goals for the degree;
- three professional reference reports; and
- copy of current secondary mathematics 9–12 teaching license.

**Exceptions to any admission requirement may be considered under special circumstances.**

**Prerequisite Work:** None

**Comprehensive Examinations:** Yes

**Class Time:** 4:00 pm–7:00 pm

**Transfer of Credit:** Applicants may request up to 6 credits towards the M.Ed. degree, if post-baccalaureate or professional credit is compatible with program standards. The transfer is not automatic and must be approved by the program coordinator following a review of candidates’ official transcripts or other appropriate documentation of prior academic work. All other degree requirements remain in effect. For more information about transfer of credit, contact Dr. Rob Harger, program coordinator.

**Admission Enrollment Classification:** Unrestricted

**Program of Study (36 credits)**

**Core Courses (15 credits)**

**Choose one course from the following:**

- MTH–5004 Linear Algebra  
MTH–5005 Matrix Theory  
MTH–5006 Modern Algebra

**Choose one course from the following:**

- MTH–5011 Complex Variables  
MTH–5012 Advanced Calculus for Secondary Teachers

**Choose three courses from the following:**

- MTH–5001 Historical Development of Mathematics  
MTH–5002 Combinatorics  
MTH–5003 Graph Theory  
MTH–5007 Number Theory  
MTH–5008 Geometry  
MTH–5009 Mathematical Models



**Dr. Rob Harger**  
**Professor of Mathematics**  
**Chair, Department of Mathematics**  
**and Computer Science**  
336.841-9659  
[rharger@highpoint.edu](mailto:rharger@highpoint.edu)

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

- MTH–5010 Topology  
MTH–5013 Probability & Statistics  
MTH–5040 Special Topics

**Education Courses: (15 credits)**

- EDU–5010 Advanced Instructional Technology for the 21<sup>st</sup> Century  
EDU–5040 Diversity in Education: Societal and Organizational Perspectives  
EDU–5060 Developing Leaders in 21<sup>st</sup> Century Schools  
EDU–5160 Instructional Planning and Assessment in Secondary Mathematics  
EDU–5166 Using Data to Make Instructional Improvement

**Capstone Experience: (6 credits)**

- MTH–5099 Product of Learning  
EDU–5030 Methods of Educational Research

# Master of Education in Special Education with a Concentration in Intellectual Disabilities

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**Dr. Sarah Vess**  
*Coordinator of the M.Ed. Program  
in Special Education*  
Assistant Professor of Education  
336.841.9614  
[svess@highpoint.edu](mailto:svess@highpoint.edu)

The program for the Master of Education in Special Education prepares special education teachers to effectively interact with a variety of students with intellectual disabilities in grades K–12. Special emphasis is placed on transition planning, curriculum implementation and assessment. Candidates will have a choice to complete a thesis, product of learning or internship capstone experience. Completion of the degree program may lead to “M” level licensure in Adaptive Curriculum by passing the Praxis II exam.

**Degree:** Master of Education

**Admission Terms:** Fall (August); Spring (January); Summer (June)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30 for Fall, November 15 for Spring and March 31 for Summer.

**Application Requirements:** Applicants must have a four-year bachelor’s degree in Special Education K–12 from a regionally accredited college. For applicants with teaching licenses in other areas, successful completion of the Foundations of Reading and General Curriculum exams. The General Curriculum exam is made up of two sub tests, Math and Multi-subjects. In addition, Praxis II 5543: Core Knowledge and Mild to Moderate Applications is required (effective 10-1-14). This must be submitted to the School of Education by the end of the first six hours of graduate course work. In addition, applicants should have an acceptable GPA (3.0 or higher on a 4-point scale). An admission decision takes into consideration the applicant’s GPA, completed course work, professional work experience, personal and professional goals for the degree, as well as the information provided by references.

**Required Materials Include:**

- online application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- resume;
- essay about interest in the program and goals for the degree;
- three professional reference reports; and
- copy of current K–12 teaching license in Special Education.

**Exceptions to any admission requirement may be considered under special circumstances.**

**Prerequisite Work:** None

**Comprehensive Examinations:** Yes

**Class Time:** 4:00 pm–7:00 pm

**Transfer of Credit:** Applicants may request up to 6 credits towards the M.Ed. degree, if post-baccalaureate or professional credit is compatible with program standards. The transfer is not automatic and must be approved by the program coordinator following a review of candidates' official transcripts or other appropriate documentation of prior academic work. All other degree requirements remain in effect. For more information about transfer of credit, contact Dr. Sarah Vess, program coordinator.

**Admission Enrollment Classification:** Unrestricted

### Program of Study (36 credits)

#### **Core Courses (12 credits)**

- EDU–5166 Using Data to Make Instructional Improvement
- EDU–5040 Diversity in Education: Societal and Organizational Perspectives
- EDU–5060 Developing Leaders in 21<sup>st</sup> Century Schools
- EDU–5090 Individuals with Intellectual Disabilities: Legal, Ethical and Historical Perspectives

#### **Instructional Courses: Concentration in Teaching (18 credits)**

- EDU–5141 Curriculum Assessment and Planning for Students with Intellectual Disabilities
- EDU–5142 Instructional and Transition Planning for Elementary Students with Intellectual Disabilities
- EDU–5143 Occupational and Transition Planning for Secondary Students with Intellectual Disabilities
- EDU–5144 Consultation and Collaboration with Families and Community Agencies
- EDU–5145 Assistive Technology and Instructional Support for the 21<sup>st</sup> Century Classroom
- EDU–5146 Building Self-Determination and Advocacy Skills in Students with Intellectual Disabilities

#### **Capstone Experience: Choose one set. (6 credits)**

- |          |                                 |          |                                 |           |                                 |
|----------|---------------------------------|----------|---------------------------------|-----------|---------------------------------|
| EDU–5030 | Methods of Educational Research | EDU–5030 | Methods of Educational Research | EDU–5030* | Methods of Educational Research |
| EDU–5300 | Product of Learning             | EDU–5200 | Thesis                          | EDU–5240* | Clinical Internship             |

\* Leads to the license in Program EC Administrators. Students selecting this capstone track must also complete the following three courses in Educational Leadership in order to be eligible for the EC Program Administrator license: (1) EDU 5171 Strategies for Student Learning and Development; (2) EDU 5172 Implementing Distributed Leadership for Teacher Empowerment; (3) EDU 5174 Organizational Management and Legal Issues for 21<sup>st</sup> Century Schools.

\*\* Candidates who have had a prior undergraduate course in Multicultural Education will not be required to take EDU 5040 but can substitute with EDU 5080 Advanced Educational Psychology





The Master of Arts in Teaching (M.A.T.) is an accelerated teacher licensure program that is designed for candidates who already hold a baccalaureate degree from a regionally accredited institution. The 45-hour program of study includes an initial 36-hour sequence of courses in 21<sup>st</sup> Century teaching and learning, technology, and methodology which culminates in a capstone student teaching internship experience. During PHASE I of the program post-baccalaureate courses allow candidates to complete the requirements for an initial N.C. teaching license in Elementary Education K–6, including student teaching. At the completion of PHASE I and the candidate's passing scores on the Praxis II Specialty Examination in Elementary Education, the individual is eligible for the "A" (initial) N.C. teaching license. Should the individual choose not to proceed to PHASE II, he/she will have completed the requirements for the initial teaching license in Elementary Education K–6.

The individual choosing to receive the M.A.T. degree in Elementary Education K–6 must apply for graduate candidacy and be admitted to PHASE II of the program. In PHASE II the candidate enrolls in an additional 9 hours of graduate coursework in order to complete the remaining requirements for the M.A.T. degree and to be eligible for the "M" level N.C. license in Elementary Education K–6. Coursework includes research methods, educational leadership, and curriculum development. The Elementary Education Comprehensive Examination is also required at the completion of these 9 hours.

**Degree:** Master of Arts in Teaching

**Admission Terms:** Fall (August); Spring (January); Summer (June)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30 for Fall, November 15 for Spring and March 31 for Summer.

## Phase I

- An official transcript from all colleges attended other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (Core) test battery in reading, writing, and mathematics.

## Phase II

Candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program; successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and eligibility for a N.C. initial teaching license in Elementary Education for admission to the graduate candidacy and Phase II of the Program (Successful completion of the required Foliotek Electronic Evidences in EDU 5020 and EDU 5230).

**Application Requirements:** Applicants will apply to and submit all admissions requirements for Phase I directly to the Office of Graduate Admissions. Approval for admission to continue onto Phase II of the program is determined by the School of Education.

**Required Materials Include:**

Phase I

- online application with a nonrefundable \$50 application fee;
- An official transcript showing an earned baccalaureate degree as well as official transcripts from all colleges attended other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (Core) test battery in reading, writing, and mathematics;
- three reference reports;
- professional resume; and
- essay.

**Exceptions to any admission requirement may be considered under special circumstances.**

Phase II

- passing scores for the Foundations of Reading and General Curriculum exams. The General Curriculum exam is made up of two sub tests, Math and Multi-subjects. (effective 10-1-14);
- candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program;
- successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and
- eligibility for a N.C. initial teaching license in Elementary Education for admission to the graduate candidacy and Phase II of the Program.

**Prerequisite Work:** None

**Comprehensive Examinations:** Yes

**Class Time:** 4:00 pm – 7:00 pm

**Transfer of Credit:** Applicants may request up to 6 credits towards the M.Ed. degree, if post-baccalaureate or professional credit is compatible with program standards. The transfer is not automatic and must be approved by the program coordinator following a review of candidates' official transcripts or other appropriate documentation of prior academic work. All other degree requirements remain in effect. For more information about transfer of credit, contact the program coordinator.

**Admission Enrollment Classification:** Unrestricted

**Program of Study (45 credits)**

Phase I

**Elementary Core (9 credits)**

- EDU–5010 Advanced Instructional Technology for the 21<sup>st</sup> Century
- EDU–5050 Classroom Organization and Management
- EDU–5080 Advanced Educational Psychology

**Instructional Core (21 credits)**

- EDU–5130 Numerical Representations and Number Concepts in Elementary Mathematics
- EDU–5131 Literature and Informational Texts for Children and Young Adults
- EDU–5132 Foundations of Writing Instruction
- EDU–5133 Integrated Principles of Science and Social Studies Instruction
- EDU–5134 Foundations of Reading Instruction

- EDU–5135 Diagnosis and Assessment in the Teaching of Reading
- EDU–5229 Supervised Practicum in the Elementary Setting\*

**Elementary Capstone Experience (6 credits)**

- EDU–5230 Clinical Internship in Elementary Education
- EDU–5166 Using Data to Make Instructional Improvement

Phase II

**Elementary Core (9 credits)**

- EDU–5030 Methods of Educational Research
- EDU–5040 Diversity in Education: Societal and Organizational Perspectives
- EDU–5060 Developing Leaders in 21<sup>st</sup> Century Schools

*\*If interested in the literacy concentration, M.A.T. candidates may take EDU 5231 (Supervised Literacy Practicum) in place of EDU 5229 (Supervised Practicum in the Elementary Setting (if candidate is a current TA) and one additional literacy course: EDU 5136 (Content Area Literacy).*

# Master of Arts in Teaching Secondary Mathematics 9–12

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**"I enjoy all of my classes, but I have had some math classes that I have thoroughly enjoyed and that have been very challenging. Topology challenged me each and every day, but I enjoyed working hard. My professor made this class more enjoyable and was always willing to help."**

**—Brielle Spencer, MAT Secondary Mathematics Graduate Class of 2013**

The Master of Arts in Teaching (M.A.T.) Secondary Mathematics 9–12 is an accelerated teacher licensure program designed for candidates who already hold a baccalaureate degree from a regionally accredited institution. The 45 hour program includes two phases. During Phase I, the initial 36 hour sequence of courses will focus on 21<sup>st</sup> century teaching and learning which culminates in a capstone student teaching experience. Successful completion of Phase I is designed to lead to the initial teaching license in Secondary Mathematics (9–12) upon passing the required Praxis II Specialty Area Exam in Mathematics: Content Knowledge and Mathematics: Pedagogy. Should the individual choose not to proceed to Phase II, he/she will have completed only the requirements for the initial teaching license in Secondary Mathematics 9–12.

The individual choosing to receive the M.A.T. degree must apply for graduate candidacy and be admitted to Phase II of the program. In Phase II the candidate enrolls in an additional 9 hours of graduate coursework in order to complete the remaining requirements for the M.A.T. and be eligible of the "M" level N.C. license in Secondary Mathematics 9–12.

**Degree:** Master of Arts in Teaching

**Admission Terms:** Fall (August); Spring (January); Summer (June)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30 for Fall, November 15 for Spring and March 31 for Summer.

## **Application Requirements:**

### Phase I

- An official transcript showing an earned baccalaureate degree as well as official transcripts from all colleges attended other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (Core) test battery in reading, writing, and mathematics.

### Phase II

Candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program; successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and eligibility for a N.C. initial teaching license in Secondary Mathematics 9–12 for admission to the graduate candidacy and Phase II of the Program (Successful completion of the required *Foliotek* Electronic Evidences in Math, EDU 5161, EDU 5166 and EDU 5261/5040).

**Required Materials Include:**Phase I

- online application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (Core) test battery in reading, writing, and mathematics;
- three reference reports;
- professional resume; and
- essay.

Phase II

- official score report for PRAXIS II Mathematics: Content Knowledge (5161) and Principles of Learning and Teaching: Grades 7–12 (5624);
- candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program;
- successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and
- eligibility for a N.C. initial teaching license in Secondary Mathematics 9–12 for admission to graduate candidacy and Phase II of the Program. (Successful completion of the required *Foliotek* Electronic Evidences in Math, EDU 5161, EDU 5166, and EDU 5261/5040).

**Exceptions to any admission requirement may be considered under special circumstances.**

**Prerequisite Work:** None

**Comprehensive Examinations:** Yes

**Class Time:** 4:00 pm–7:00 pm

**Transfer of Credit:** Applicants may request up to 6 credits towards the M.Ed. degree, if post-baccalaureate or professional credit is compatible with program standards. The transfer is not automatic and must be approved by the program coordinator following a review of candidates' official transcripts or other appropriate documentation of prior academic work. All other degree requirements remain in effect. For more information about transfer of credit, contact the program coordinator.

**Admission Enrollment Classification:** Unrestricted

**Program of Study (45 credits)**Phase I (9 credits)**Choose one course from the following:**

- MTH–5004 Linear Algebra
- MTH–5005 Matrix Theory
- MTH–5006 Modern Algebra

**Choose one course from the following:**

- MTH–5011 Complex Variables
- MTH–5012 Advanced Calculus for Secondary Teachers

**Choose three courses from the following:**

- MTH–5001 Historical Development of Mathematics
- MTH–5002 Combinatorics
- MTH–5003 Graph Theory
- MTH–5007 Number Theory
- MTH–5008 Geometry
- MTH–5009 Mathematical Models
- MTH–5010 Topology
- MTH–5013 Probability & Statistics
- MTH–5040 Special Topics

- EDU–5010 Advanced Instructional Technology for the 21<sup>st</sup> Century
- EDU–5040 Diversity in Education: Societal and Organizational Perspectives
- EDU–5050 Classroom Organization and Management
- EDU–5070 Trends & Issues in Education\*

**or**

- EDU–5080 Advanced Educational Psychology
- EDU–5160 Instructional Planning and Assessment in Secondary Mathematics

**Capstone Experience: (6 credits)**

- EDU–5261 Clinical Internship in Secondary Mathematics
- EDU–5166 Using Data to Make Instructional Improvement

Phase II (9 credits)

- MTH–5099 Product of Learning
- EDU–5030 Methods of Educational Research
- EDU–5060 Developing Leaders in 21<sup>st</sup> Century Schools

\*Candidates enrolled in the M.A.T. program must register for the 3-credit version of EDU 5070.



The B.A. to M.Ed. Program in Educational Leadership focuses on preparing graduates for extraordinary leadership roles as well as positions centered on educational policy, practices, and educational research in the field of teacher education, teacher leadership, and educational reform efforts directed toward P–12 schools, the community, and higher education. As a practitioner’s degree, the B.A. to M.Ed. program takes into consideration the student expectations for future employment in various leadership roles and prepares them to be successful in developing appropriate career pathways.

To be eligible, students must be enrolled in their final year of undergraduate study and have demonstrated academic success in the first three years of coursework. Students accepted to the B.A. to M.Ed. Program in Educational Leadership will be permitted to enroll in nine credit hours of advanced coursework that may be applied toward the degree requirements of the M.Ed. in Educational Leadership. Upon completion of all graduate coursework and when students submit the application for graduation, the specified credits completed during the senior undergraduate year will be transferred onto students’ graduate academic record.

**Admission Term:** Fall Senior Year Only

**B.A. to M.Ed. Admission Policy:** Students may apply for conditional admission to the graduate portion of the program at the same time that they apply to the BA to M.Ed. program.

**Required Materials Include:**

- Online Graduate Admissions Application (application fee waived)
- Essay
- Recommendations (up to two may be waived by the School of Education)
- Resume
- Official transcripts from all colleges attended other than High Point University (The Office of Graduate Admissions will request your High Point University transcript for you once the application has been submitted).

Application is to join the BA to M.Ed. program during the final year of undergraduate study and for conditional admission to the graduate program following completion of their bachelor’s degree and satisfactory review of student teaching internship.

**Prerequisite Work:** None

**Comprehensive Examinations:** No

**Class Time:** 4:00 pm–7:00 pm

**Admission Enrollment Classification:** Unrestricted

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

### Program of Study (36 credits)

#### **Fall Senior Year**

EDU–4510 Advanced Instructional Technology (3)  
EDU–4540 Diversity in Education (3)

#### **Spring Senior Year**

EDU–4566 Using Data for School Improvement (3)

#### **Maymester 5th Year**

EDU–5070 Trends and Issues in Education (3)

#### **Summer 5th Year**

EDU–5060 Developing Leaders in 21st Century Schools (3)  
EDU–5271 Creating a Culture of School Success (3)  
EDU–5700 Leadership Development: Internship I (3)

#### **Fall 5th Year**

##### **Administrative Licensure Track**

EDU–5171 Strategies for Student Learning & Development (3)  
EDU–5030 Educational Research Methods (3)  
EDU–5400 School Executive Internship I (2): 150 Hours

##### **Non-Administrative Licensure Track**

EDU–5171 Strategies for Student Learning & Development (3)  
EDU–5030 Educational Research Methods (3)

#### **Spring 5th Year**

##### **Administrative Licensure Track**

EDU–5172 Implementing Distributed Leadership for Teacher Improvement (3)  
EDU–5174 Organizational Management and Legal Issues (3)  
EDU–5500 School Executive Internship II (2): 150 Hours

##### **Non-Administrative Licensure Track**

EDU–5172 Implementing Distributed Leadership for Teacher Improvement (3)  
EDU–5020 Curriculum Development (3)  
EDU–5200 Thesis (3)  
**or**  
EDU–5800 Leadership Development: Internship II (3)

**Total: 37 hours**

**Total: 36 hours**

*Students seeking the principal's license must be employed in the classroom for a minimum of two years in order to enroll in EDU 5400/5500. All required electronic State Department Evidences must also be completed at the proficiency level.*

# B.A. to M.Ed. Program in Elementary Education

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**"I loved the idea of the B.A. to M.Ed. Program. I did not want to spend two or more years in graduate school while teaching. I also was very interested in the literacy focus. I feel that I am stronger in math, so getting a degree that focuses on literacy has allowed me to work and hone in on that subject."**

**–Jennifer Carrade, B.A. to M.Ed. Program in Elementary Education Graduate Class of 2013**

The B.A. to M.Ed. Program in Elementary Education is designed for outstanding High Point University undergraduate students majoring in Elementary Education or Special Education. To be eligible, students must be enrolled in their final year of undergraduate study and have demonstrated academic success in the first three years of coursework. Students accepted into the B.A. to M.Ed. Program in Elementary Education will be permitted to enroll in nine hours of advanced coursework that may be applied toward the degree requirements of the M.Ed. degree in Elementary Education. Students will apply for admission into the M.Ed. program in Elementary Education immediately upon graduation and continue in the program during the summer and into the following academic year. Upon completion of all graduate coursework and when students submit the application for graduation, the specified credits completed during the senior undergraduate year will be transferred onto students' graduate academic record.

**Admission Term:** Fall Senior Year Only

**B.A. to M.Ed. Admission Policy:** Students may apply for conditional admission to the graduate portion of the program at the same time that they apply to the BA to M.Ed. program.

**Required Materials Include:**

- Online Graduate Admissions Application (application fee waived)
- Essay
- Recommendations (up to two may be waived by the School of Education)
- Resume
- Official transcripts from all colleges attended other than High Point University (The Office of Graduate Admissions will request your High Point University transcript for you once the application has been submitted).

Application is to join the BA to M.Ed. program during the final year of undergraduate study and for conditional admission to the graduate program following completion of their bachelor's degree and satisfactory review of student teaching internship.

***Exceptions to any admission requirement may be considered under special circumstances.***

**Prerequisite Work:** None

**Comprehensive Examinations:** Yes

**Class Time:** 4:00 pm–7:00 pm

**Transfer of Credit:** The B.A. to M.Ed. program does not accept transfer of credit. All credit toward the degree must be earned at High Point University.

**Admission Enrollment Classification:** Unrestricted

### Program of Study (36 credits)

#### Literacy Concentration

##### Core Courses: (12 credits)

EDU–4566/5166	Using Data to Make Instructional Improvement
EDU–5010	Advanced Instructional Technology for the 21 <sup>st</sup> Century
EDU–5040	Diversity in Education: Societal and Organizational Perspectives
EDU–5060	Developing Leaders in 21 <sup>st</sup> Century Schools

##### Instructional Courses: (18 credits)

EDU–4531/5131	Literature and Informational Texts for Children and Young Adults
EDU–4532/5132	Foundations of Writing Instruction
EDU–5134	Foundations of Reading Instruction
EDU–5135	Diagnosis and Assessment in the Teaching of Reading
EDU–5136	Content Area Literacy
EDU–5231	Supervised Practicum in Literacy Program Implementation

##### Capstone Experience: (6 credits)

EDU–5030	Methods of Educational Research
EDU–5300	Product of Learning
	<b>or</b>
EDU–5200	Thesis

#### Content Concentration

##### Core Courses: (12 credits)

EDU–4566/5166	Using Data to Make Instructional Improvement
EDU–5010	Advanced Instructional Technology for the 21 <sup>st</sup> Century
EDU–5040	Diversity in Education: Societal and Organizational Perspectives
EDU–5060	Developing Leaders in 21 <sup>st</sup> Century Schools

##### Instructional Courses: (18 credits)

EDU–4532/5132	Foundations of Writing Instruction
EDU–4533/5133	Integrated Principles of Science and Social Studies Instruction

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

EDU–5130	Numerical Representation & Number Concepts in Elementary Mathematics
EDU–5134	Foundations of Reading Instruction
EDU–5136	Content Area Literacy

**\*\*ONE additional course from either the Literacy or STEM concentration**

##### Capstone Experience: (6 hours)

EDU–5030	Methods of Educational Research
EDU–5300	Product of Learning
	<b>or</b>
EDU–5200	Thesis

#### STEM Concentration

##### Core Courses: (12 credits)

EDU–4511/5011	Technology Integration for Elementary STEM Based Programs
EDU–4566/5166	Using Data to Make Instructional Improvement
EDU–5040	Diversity in Education: Societal and Organizational Perspectives
EDU–5060	Developing Leaders in 21 <sup>st</sup> Century Schools

##### Instructional Courses: (18 credits)

EDU–4533/5133	Integrated Principles of Science and Social Studies Instruction
EDU–5130	Numerical Representation & Number Concepts in Elementary Mathematics
EDU–5137	Integrating STEM Instruction into the Elementary Classroom
EDU–5232	STEM Infused Principles of Robotics and Technology
EDU–5233	Connected Systems and Interdependence in Science
EDU–5234	Practicum Infused STEM Strategies for K–6 Classrooms

##### Capstone Experience: (6 credits)

EDU–5030	Methods of Educational Research
EDU–5200	Thesis
	<b>or</b>
EDU–5300	Product of Learning



# B.A. to M.Ed. Program in Special Education with a Concentration in Intellectual Disabilities

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The B.A. to M.Ed. Program in Special Education with a Concentration in Intellectual Disabilities is designed for outstanding High Point University undergraduate students majoring in Special Education-Adapted Curriculum. To be eligible, students must be enrolled in their final year of undergraduate study and have demonstrated academic success in the first three years of coursework. Students accepted into the B.A. to M.Ed. Program in Special Education with a Concentration in Intellectual Disabilities will be permitted to enroll in nine credits of advanced coursework that may be applied toward the degree requirements of the M.Ed. degree in Special Education with a Concentration in Intellectual Disabilities. Students will apply for admission into the M.Ed. program in Special Education with a Concentration in Intellectual Disabilities immediately upon graduation and continue in the program during the summer and into the following academic year. Upon completion of all graduate coursework and when students submit the application for graduation, the specified credits completed during the senior undergraduate year will be transferred onto students' graduate academic record.

**Admission Term:** Fall Senior Year Only

**B.A. to M.Ed. Admission Policy:** Students may apply for conditional admission to the graduate portion of the program at the same time that they apply to the B.A. to M.Ed. program.

## **Required Materials Include:**

- Online Graduate Admissions Application (application fee waived)
- Essay
- Recommendations (up to two may be waived by the School of Education)
- Resume
- Official transcripts from all colleges attended other than High Point University (The Office of Graduate Admissions will request your High Point University transcript for you once the application has been submitted).

Application is to join the BA to M.Ed. program during the final year of undergraduate study and for conditional admission to the graduate program following completion of their bachelor's degree and satisfactory review of student teaching internship.

***Exceptions to any admission requirement may be considered under special circumstances.***

**Prerequisite Work:** None

**Comprehensive Examinations:** Yes

**Class Time:** 4:00 pm–7:00 pm

**Transfer of Credit:** The B.A. to M.Ed. program does not accept transfer of credit. All credit toward the degree must be earned at High Point University.

**Admission Enrollment Classification:** Unrestricted

Tuitions and Fees	Cost
Tuition	\$1,039 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester
Graduation Fee	\$85

### Program of Study (36 credits)

#### **Senior Year Courses: (9 credits)**

- EDU – 4566/5166 Using Data to Make Instructional Improvement
- EDU – 4543/5143 Occupational and Transition Planning for Secondary Students with Intellectual Disabilities
- EDU – 4545/5145 Assistive Technology and Instructional Support for the 21<sup>st</sup> Century Classroom

#### **Core Courses: (9 credits)**

- EDU – 5040 Diversity in Education: Societal and Organizational Perspectives
- EDU – 5060 Developing Leaders in 21<sup>st</sup> Century Schools
- EDU – 5090 Individuals with Intellectual Disabilities: Legal, Ethical, and Historical Perspectives

#### **Instructional Courses: (12 credits)**

- EDU – 5141 Curriculum Assessment and Planning for Students with Intellectual Disabilities
- EDU – 5142 Instructional and Transition Planning for Elementary Students with Intellectual Disabilities
- EDU – 5144 Consultation and Collaboration with Families and Community Agencies
- EDU – 5146 Building Self-Determination and Advocacy Skills in Students with Intellectual Disabilities

#### **Capstone Experience: (6 credits)**

- EDU – 5030 Methods of Educational Research
- EDU – 5200 Thesis
- or**
- EDU – 5300 Product of Learning
- or**
- EDU – 5240 Clinical Internship



# Add-On License In Educational Administration

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Individuals who have been teaching or working in a public or private school setting for a minimum of three years and currently hold a master's degree from a regionally accredited college or university are eligible for the Add-On Licensure in Educational Administration program. Once all required courses are completed and the Educational Administration examination is passed, individuals would be eligible for the add-on license.

Tuitions and Fees	Cost
Tuition	\$466 per credit
Technology Fee	\$200 per semester
Parking Permit	\$130 (for 1 <sup>st</sup> permit)
Graduate Student Association	\$5 per semester

**Degree:** None

**Admission Terms:** Fall (August); Spring (January)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30 for Fall, November 15 for Spring.

**Application Requirements:** Applicants must have a master's degree from a regionally accredited college; current K–12 teaching license; and a minimum of three years of teaching or professional educator experience.

**Application Materials:** Applicants must have a master's degree from a regionally accredited college; current K–12 teaching license; and a minimum of three years of teaching or professional educator experience.

## Required Materials Include:

- online application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended other than High Point University; *\*Note: If you have attended High Point University you do not need to include your HPU transcript with your application. The Office of Graduate Admissions will request that transcript for you once application is submitted.*
- resume;
- current teaching license; and
- principal recommendation.

**Exceptions to any admission requirement may be considered in special circumstances.**

**Comprehensive Exams:** None

**Class Time:** One weekend per month. Friday evening and Saturday | Executive Cohort Model

## Program of Study (21 credits)

EDU–5171	Strategies for Student Learning & Development
EDU–5172	Implementing Distributed Leadership for Teacher Empowerment
EDU–5173	Using Data for School Improvement
EDU–5174	Organizational Management and Legal Issues for 21 <sup>st</sup> Century Schools
EDU–5271	Creating a Culture of School Success
EDU–5400	School Executive Internship I
EDU–5500	School Executive Internship II
EDU–5600	School Executive Internship III



**“Because I really went deep into my original degree (education), I found the experiences immediately useful. My classes were much smaller and the content was so much more relevant because I got to take what I learned in class every night and was able to implement it the next day in my school. It makes a huge difference to be a working professional while furthering your field in the same career. I’m so glad High Point University was able to work with my teaching schedule.”**

**– Emily Buchanan, M.Ed. Educational Leadership Graduate 2014**

## COURSE DESCRIPTIONS

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### **EDU 4510/5010 | Advanced Instructional Technology for the 21<sup>st</sup> Century**

A study of the integration of technology into the 21<sup>st</sup> Century classroom addressing the NETS Standards for Teachers and Administrators. Emphasis is placed on Web 2.0 technologies such as blogs, wikis, podcasts, and social networking sites as well as interactive technologies including whiteboards and student response systems. Students will also complete an in-depth exploration of an issue surrounding the use of technology in the classroom. Students registering for the course will complete a survey measuring the Prerequisite technology skills required for successful completion of the class. A weeklong workshop will be offered for students who need to acquire additional skills before beginning the course. *Prerequisite: Proficiency Test Required. Three credits.*

### **EDU 4511/5011 | Technology Integration for Elementary STEM Based Programs**

This graduate level course focuses on the integration of science, technology, engineering, and mathematics (STEM) into appropriately differentiated lessons for Elementary students in grades K-6. Topics of study in which students will gain expertise include but are not limited to robotics, programming with Scratch and iCreate, interactive whiteboards applications for STEM, iPad applications for STEM, and Web 2.0 technologies. As a part of the course candidates will complete a STEM-Infused, Curriculum Project. *Three credits.*

### **EDU 5020 | Curriculum Development**

Curriculum analysis, using the North Carolina Core and Essential Standards as a guide. The processes, strategies, and techniques used to produce the state curriculum will be discussed. Methods appropriate for assessing individual learning needs in this performance-based curriculum will be presented and classroom practices for meeting these needs will be introduced and practiced. Curriculum relevance, rigor, connectedness, and the integration of 21<sup>st</sup> century content and skills into educational practices will be discussed. *Three credits.*

### **EDU 5030 | Methods of Educational Research**

An examination of the current research design methodologies which are relevant to the field of education. Exploration of quantitative and qualitative approaches will be presented as candidates learn how to evaluate published research for relevance, credibility, and generalization in informing school practice. Candidates are required to complete an action research project which is designed to analyze a current diversity issue relevant to the current school setting and how this research can be applied to improving home, school/community partnerships. *Three credits.*

### **EDU 5040 | Diversity in Education: Societal and Organizational Perspectives**

This course addresses diversity issues in education extending beyond the classroom regarding school, district, and community practices. Candidates will research the implications of these practices and propose strategies to incite change in their schools and communities. Topics may include gender, socioeconomic status, sexual identity as well as racial, ethnic, and religious backgrounds. *Three credits.*

### **EDU 5050 | Classroom Organization and Management**

A discussion of classroom management strategies and techniques for maintaining an orderly and safe learning environment for all students. Functional assessment, data collection procedures and the development of interventions using the Responsiveness to Instruction model will be emphasized. Candidates will be required to complete a series of assignments that will allow for the development of skills in record keeping, data collection, and intervention implementation and evaluation. *Three credits.*

### **EDU 5060 | Developing Leaders in 21<sup>st</sup> Century Schools**

This course is designed to develop effective leadership skills in decision-making, strategic goal setting, and collaboration. Candidates will interact and work with each other to formulate their own approaches to distributed leadership as they develop a shared vision of school improvement, responsibility, and site-based accountability across all stakeholders. *Three credits.*

### **EDU 5070 | Trends and Issues in Education**

Discussion of current trends and issues in education and the historical foundations which have influenced them will be presented. Candidates will study a core set of trends and issues including topics such as 21<sup>st</sup> century schools, standards-based reform, privatization of schools, and the core principles that define democratic education in our country. Specific strands in elementary education, special education, literacy, and school administration will allow candidates enrolled in this course to focus on a more in-depth study of educational trends in issues related to their own interests and program of study. A final APA research paper related to a current issue of interest will be required. *Three credits.*

### **EDU 5080 | Advanced Educational Psychology**

This course includes an examination of the contemporary educational psychology theories of human behavior and learning most applicable in today's 21<sup>st</sup> century classrooms. Research practices and application of theories in development, instruction, and classroom management including learning styles, differentiation, and brain-based research will be emphasized. *Three credits.*

## **EDU 5090 | Individuals with Intellectual Disabilities: Legal, Ethical, and Historical Perspectives**

An in-depth examination of the historical perspectives of persons with intellectual disabilities including past and current research, theories, and issues related to causation. Relevant legislation, including compliance issues, will be addressed both historically and currently within the sociopolitical environment. Ethical issues will include self-advocacy, transition, behavior management, and collaboration among professionals, parents, and community. *Three credits.*

## **EDU 5130 | Numerical Representations and Number Concepts in Elementary Mathematics**

An investigative approach to the study of the concepts underlying the mathematics taught in grades K-6 and the connections to algebra, science, engineering, and technology. Candidates will explore relationships between number, operations, and representations in real-world contexts as they develop an understanding of the structure and coherence of mathematics. The Common Core Standards for Mathematical Practice and Standards for Mathematical Content will be emphasized to help candidates relate the concepts learned mathematical practices in the K-6 classroom. *Three credits.*

## **EDU 4531/5131 | Literature and Informational Texts for Children and Young Adults**

This graduate course will include a critical examination of the characteristics of successful literature programs and exploration of criteria for evaluating and selecting quality children's and young adult literature and informational texts across levels of text complexity and content for the purposes of enhancing teaching and learning. Emphasis will include critical and pedagogical issues in children's and young adult literature. Candidates will describe and develop theories of response to literature that integrate the language arts, technology, and visual/performing arts. *Three credits.*

## **EDU 4532/5132 | Foundations of Writing Instruction**

This course will examine process writing models, stages for encouraging writers to select, draft, revise, share, edit, and publish topics within a variety of genres. Strategies, use of literature for children and adolescents for establishing criteria of good writing demonstrated and evaluated. Writers' workshop, effective use of authentic reasons for writing, time, mini-lessons, teacher conferences, collaborative student revisions and editing groups. Strategies for teaching phonics, spelling, and grammar in context. Strategies for preparing for NC writing tests. Websites for supporting young writers and publishing their texts. Lesson/Unit planning required. *Three credits.*

## **EDU 4533/5133 | Integrated Principles of Science and Social Studies Instruction**

This course is designed to enhance elementary teacher content knowledge and use of differentiated strategies in science and social studies. Candidates will gain content knowledge by practicing various methods of teaching integrated science and social studies and develop authentic applications in real-world situations. The unifying concepts of science will be integrated with the five themes of geography utilizing an inquiry-based approach throughout the course. Science areas covered will include: physical, life, earth/space, and technology. Social studies areas covered will include: geography, world and US history, political science, economics, anthropology, sociology and psychology. The course will be taught using a place-based education approach with the environment as the unifying concept. *Three credits.*

## **EDU 5134 | Foundations of Reading Instruction**

An examination of the social, cognitive and linguistic foundations of literacy development. Critical reading of professional literature to articulate and support a philosophy of literacy development which emphasizes the interrelatedness of the language arts for English proficient and potentially English proficient students. Demonstrations of varied instructional and management strategies to develop print rich classroom environments and to teach and support children's efficient use of the syntactic, semantic, graphophonemic and pragmatic cue systems. *Three credits.*

## **EDU 5135 | Diagnosis and Assessment in the Teaching of Reading**

Procedures to assess a reader's definition of reading, attitudes, interests, use of cue systems, reading strategies and understanding of text. Evaluation of data to select, apply and modify instructional strategies. Use of assessment strategies for ongoing, systematic evaluation, diagnosis and instruction. Recording summaries of assessment data on graphic profiles and in written reports to communicate with parents, students and other educators. To become a reflective practitioner using inquiry-based professional growth and improved instruction. Research, student analysis, field experience required. Strategies for NC End of Grade tests. *Prerequisite: EDU 5134: Foundations of Reading Instruction. Three credits.*

## **EDU 5136 | Content Area Literacy**

This graduate level course will include a critical examination of the necessary conditions of content area literacy learning and an exploration of print and non-print texts across all genres (informational texts, literature, and poetry) to extend and deepen understanding of content across disciplines. Candidates will assess text complexity,

accessibility, and level of support for students in order to match text to readers. Emphasis will include planning and implementing pre-reading, reading, and post-reading instructional strategies for fostering content area literacy and an understanding of assessment as it is used to drive comprehension, vocabulary, and study skills instruction in elementary, middle and secondary content-area classes. *Three credits.*

### **EDU 5137 | Integrating STEM Instruction into the Elementary Classroom**

This course examines the methods, processes and procedures for integrating project-based STEM strategies into instruction to build inquiry, problem-solving, and critical thinking skills of K–6 learners. *Co-Requisite: EDU 5130. Three credits.*

### **EDU 4538/5138 | Literacy Support of the e-Learning Community**

This online course provides an opportunity for students to collaborate through a learning community forum regarding research-based literacy practices. Weekly modules and support from a literacy faculty member will offer students a risk-friendly environment to ask questions, share concerns, and grow in their understanding as literacy educators. Additionally, an online tutorial to independently prepare students for the Praxis II Reading Specialist exam will also be provided. *(Not Required for the degree but an elective for candidate seeking to prepare for the Praxis II Specialty Exam in Reading Specialist.) Two credits.*

### **EDU 5141 | Curriculum Assessment and Planning for Students with Intellectual Disabilities**

This course will focus on effective assessment and instruction for persons with intellectual disabilities. An investigation of the formal and informal assessment strategies used in the diagnosis and instructional planning for individuals with intellectual disabilities. Emphasis is placed on designing assessment strategies that lead to the implementation of instructional plans within the school and community setting. This course will also address effective instructional methods and strategies for students with intellectual disabilities. *Three credits.*

### **EDU 5142 | Instructional and Transition Planning for Elementary Students with Intellectual Disabilities**

Elementary Students with Intellectual Disabilities  
Students will examine the strands and goals of the North Carolina Course of Study appropriate for elementary age students with intellectual disabilities. The North Carolina Standard Course of Study and the Extended Content Standards will be utilized in developing effective instruction

for students with intellectual disabilities. Transition issues related to this population will also be addressed including community agencies that provide services to elementary age students and their families. This course includes a field-based component. *Three credits.*

### **EDU 4543/5143 | Occupational and Transition Planning for Secondary Students with Intellectual Disabilities**

Students will examine the strands and goals of the North Carolina Course of Study appropriate for elementary age students with intellectual disabilities. The North Carolina Standard Course of Study and the Extended Content Standards will be utilized in developing effective instruction for students with intellectual disabilities. Transition issues related to this population will also be addressed including community agencies that provide services to elementary age students and their families. This course includes a field based component. *Three credits.*

### **EDU 5144 | Consultation and Collaboration with Families and Community Agencies**

This course will emphasize providing supportive resources and information to students, parents, and other professionals in order to maximize student learning experiences and educational outcomes. Students will access resources and information and share these with professionals in the field of special education. This course includes a field based component. *Three credits.*

### **EDU 4545/5145 | Assistive Technology and Instructional Support for the 21<sup>st</sup> Century Classroom**

Examination of low and high levels of assistive technology and augmentative communication devices available to meet the needs of persons with intellectual disabilities. Building on this knowledge, participants will learn how to enhance instruction, assessment, accommodations, communications, and administrative duties. Collaboration with available community and school resources in conducting assistive technology assessment will be emphasized. *Three credits.*

### **EDU 5146 | Building Self-Determination and Advocacy Skills in Persons with Intellectual Disabilities**

This course will address behavior issues common for people with intellectual disabilities as well as effective instructional practices for the promotion of self-advocacy, self-determination, problem-solving, and generalization of these skills to multiple settings—including employment, post-secondary instruction, and community-based living and involvement. The establishment of respectful environments across the life-span will also be addressed. *Three credits.*

## **EDU 5160 | Instructional Planning and Assessment in Secondary Mathematics**

Candidates enrolled in this course will design and develop lesson plans and curriculum units to engage students in grades 9–12 to think critically and problem solve in the area of mathematics. Integration of 21<sup>st</sup> century strategies, content and skills will be emphasized in the application of mathematics to real world applications. The N.C. Standard Course of Study and NCTM Guidelines will be reviewed as candidates create a Curriculum Integration Project that infuses technology and literacy as required for N.C. licensure. *Three credits.*

## **EDU 4566/5166 | Using Data to Make Instructional Improvement**

This graduate level course examines how the instructional strategies used in the K–12 classrooms align with known best practices and research findings. The alignment between what is taught and the Common Core State and Essential Standards in order to develop actionable goals to improve student performance will be emphasized. Topics include building assessment literacy, rubric design, formative and summative assessment procedures, data coaching and collaborating through PLC's for total school improvement. Using technology integrated evaluation systems such as the Educational Value-Added Assessment System (EVAAS) for K–12 classrooms will also be emphasized. *Three credits.*

## **EDU 5171 | Strategies for Student Learning and Development**

Professional development is regarded as a cornerstone for the implementation of standards-based reform. This course is designed to use data to determine staff needs to plan and implement effective professional development, using professional learning communities, that will positively impact student learning and development. *Three credits.*

## **EDU 5172 | Implementing Distributed Leadership for Teacher Empowerment**

This course is designed to explore the many facets of distributed leadership in a public school setting. Candidates will be introduced to the foundational concepts that impact teacher expertise and empowerment such as building trust, understanding the change process, using the characteristics of adult learners to select teacher leaders, and the factors related to competent supervision. *Prerequisite: EDU 5060. Three credits.*

## **EDU 5173 | Using Data for School Improvement**

Success of school executives depends on the ability to interpret data and develop strategies to use that data to drive targeted, thoughtful decisions about the school's students and programs. Candidates will examine how

the instructional strategies used in the classroom align with known best practices and research findings, explore the alignment between what is being taught and state standards, and develop actionable goals to improve student performance based on the analysis of, demographic, program, and perception data. *Three credits.*

## **EDU 5174 | Organizational Management and Legal Issues for 21<sup>st</sup> Century Schools**

This course will focus on school leadership and organizational management of school executives. Topics will include management of resources, understanding the impact of legal and ethical issues in the decision-making process, conflict resolution, as well as effectively communicating expectations and establishing school-wide procedures. In this course, candidates will demonstrate the ability to work with others to monitor the effective use of financial and material resources through effective and timely communication and planning with the principal. *Three credits.*

## **EDU 5199 | Evidence Continuation**

Independent opportunity for candidates to complete required evidences for licensure under the direct supervision of a graduate faculty member in the School of Education. *One to three credits. (Credit will be awarded at the discretion of the program director and in accordance with the University's policy for the awarding of academic credit.)*

## **EDU 5200 | Thesis**

Through collaboration with a faculty member, development and fulfillment of an organized research study relative to an issue in elementary or special education. Upon completion of the study, the student will defend the research in an oral presentation to the graduate faculty and candidates. *Prerequisites: Candidates must have completed a minimum of at least 12 graduate hours with grades of A, or Co-Requisite: EDU 5030. Three credits.*

## **EDU 5200a | Thesis Continuation**

Required course fee registration for candidates who need additional time to complete the thesis requirements. *No credit.*

## **EDU 5229 | Supervised Practicum in the Elementary Setting**

This field-based practicum is designed to provide the M.A.T. candidate seeking initial licensure in elementary education with a 30-hour prerequisite experience prior to the clinical internship. This semester-long experience will provide opportunities for application of teaching principles and theories to the K-6 classroom. Candidates who have been employed as Teacher Assistants for three or more years may be permitted to substitute EDU 5231: Supervised Literary Practicum for this practicum experience. *Three credits.*

### **EDU 5230 | Clinical Internship in Elementary Education**

Candidates completing the MAT in Elementary Education will be provided with an opportunity to engage in the practical applications of the pedagogical and instructional strategies relevant to elementary education classrooms K–5. This ten week full-time internship occurs under the supervision of a graduate faculty member in elementary education and a cooperating elementary teacher in a public school setting. *Three credits.*

### **EDU 5231 | Supervised Practicum in Literacy Program Implementation**

The purpose of the course is to provide candidates with the opportunity to establish conditions that support the implementation of a comprehensive literacy workshop model. Theories, materials, instructional strategies and assessment tools introduced during the program of study are applied in the classroom or on-campus literacy center. Candidates are supervised and attend seminars focused on supporting efforts to effectively implement the many facets of a literacy workshop model. *Three credits.*

### **EDU 5232 | STEM Infused Principles of Robotics and Technology**

This course is designed to provide candidates with experience in the programming, and use of robotic software and robotics materials. Candidates will use STEM infused robotics and technology tools in lesson design for the K–6 classroom. Other STEM-infused technology tools including Vernier probe-ware, SmartBoard, inquiry-based kits, and problem-based learning curriculum materials will be utilized to enhance inquiry-based classroom instructional practices. *Three credits.*

### **EDU 5233 | Connected Systems and Interdependence in Science**

An exploration of how the living world is connected to its physical surroundings. This course takes an integrated approach to the scientific study of Earth and its inhabitants. Students examine dynamic systems ranging from single cells to organisms and ecosystems and explore how life is both constrained by and dependent upon the chemical and physical environment. Science content, based on the Science Curriculum Frameworks, is integrated with pedagogy so students not only learn about science topics but also ways they can include these topics in their own classrooms. Emphasis will be placed on addressing and correcting common misconceptions. Organizing themes for this course will include: Earth systems and evolution of life, the flow of energy, and physics of the senses. *Three credits.*

### **EDU 5234 | Practicum Infused STEM Strategies for K-6 Classrooms**

This course will center on the teaching and research of strategies applicable to the NEXT Generation Science Standards for STEM in the elementary K-6 settings. The course will include activity sessions where strategies will be developed and then replicated in the classroom setting through a 30-hour practicum experience. Candidates will participate in demonstration teaching and the modeling of best practices for elementary STEM. *Three credits.*

### **EDU 5240 | Clinical Internship in Special Education**

Students completing the M.Ed. in Special Education may choose to complete an internship experience that prepares them to assume the role of Executive Director in the Division of Exceptional Children Services. *Co-Requisite: EDU 5030. Three credits.*

### **EDU 5261 | Clinical Internship in Secondary Mathematics**

Candidates completing the MAT in Secondary Mathematics 9–12 will be provided with an opportunity to engage in the practical applications of the pedagogical and instructional strategies relevant to secondary education 9–12. This ten week full-time internship occurs under the supervision of a graduate faculty member in mathematics and a cooperating secondary mathematics teacher in a public school setting. *Three credits.*

### **EDU 5271 | Creating a Culture of School Success**

21<sup>st</sup> Century School Executives must be able to work with the entire educational community for the purpose of creating a safe, positive, and engaging learning environment. This course is designed to enable candidates to identify needs, analyze data, and make recommendations for strengthening efforts related to community involvement and the creation of a successful school culture. *Three credits.*

### **EDU 5300 | Product of Learning**

An opportunity for candidates to demonstrate, in a summative manner, mastery in pedagogy, content knowledge, and instructional implementation which are emphasized in the elementary or special education graduate degree program. This is a non-thesis product and must include a multimedia presentation to graduate faculty and students. *Co-Requisite: EDU 5030. Candidates must have completed a minimum of 12 graduate hours with grades of A or B. Three credits.*

### **EDU 5300a | Product of Learning Continuation**

Required course fee registration for candidates who need additional time to complete the thesis requirements.



Candidates must have completed a minimum of 12 graduate credits with grades of A or B. No credit.

## **EDU 5400 | School Executive Internship I**

This initial internship is designed as an orientation to the internship experience and should be taken during the candidate's first year of coursework. It will include a mandatory orientation session and requires the completion of weekly reflections which will be submitted to the internship supervisor. Candidates will be evaluated at the conclusion of EDU 5400 with the *North Carolina School Executive Evaluation Rubric for Pre-service Candidates* and will be required to demonstrate acceptable scores before progressing to EDU 5500. *Two credits.*

## **EDU 5400a | School Executive Internship I Continuation**

If continued work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team. *No credit.*

## **EDU 5500 | School Executive Internship II**

A continuation of EDU 5400, the School Executive Internship II experience is designed to help the intern continue to apply skills related to school administration in the areas of organizational management and school law. The intern will work with the university supervisor and school principal on site-based assignments and will participate in monthly seminars related to the internship experience along with weekly reflections. Candidates will be evaluated at the conclusion of EDU 5500 using the *North Carolina School Executive Evaluation Rubric for Preservice Candidates* and must demonstrate successful performance prior to enrolling in EDU 5600. *Two credits.*

**EDU 5500a | School Executive Internship II Continuation** If continued work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team. *No credit.*

## **EDU 5600 | School Executive Internship III**

This course serves as the culmination of the internship experience and should be taken concurrently with candidate's final specialty courses. Weekly reflections along with a final presentation and evaluation of the candidate's performance using the Certification of Capacity and the *North Carolina School Executive Evaluation Rubric for Preservice Candidates* are required. *Two credits.*

## **EDU 5600a | School Executive Internship III Continuation**

If continued work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team. *No credit.*

## **EDU 5700 | Leadership Development: Internship I**

This course is designed to provide students with a variety of real-world experiences to develop leadership skills, this internship will integrate leadership theory and practice while also providing students with opportunities to collaborate with, and learn from, current practitioners in the field of education. Students will attend leadership conferences, seminars, and leadership training institutes as part of the internship experience. Successful completion of this 150 internship experience is required before registering for EDU 5800 or EDU 5400/5500 School Executive Internships I/II for those seeking the K–12 School Administrator license. *Three credits.*

## **EDU 5800 | Leadership Development: Internship II**

This course serves as the culmination of the internship experience and provides students with an opportunity to apply leadership skills in an educational setting that aligns to their intended career goals. The intern will work with a university supervisor on site-based assignments involving the execution of leadership and management responsibilities. Evaluation of the student's performance will be required at the mid-term and conclusion of this 150 internship experience. *Three credits.*

## **SECONDARY MATHEMATICS COURSE DESCRIPTIONS**

### **MTH 5001 | Historical Development of Mathematics**

The major mathematical developments from ancient times to the 21<sup>st</sup> century. The concept of mathematics, changes in that concept, and how mathematicians viewed what they were creating. *Three credits.*

### **MTH 5002 | Combinatorics**

Basic principles of counting: addition and multiplication principles, enumeration techniques, including generating functions, recurrence formulas, rook polynomials, the principle of inclusion and exclusion, and Polya's theorem. This course will also cover basic concepts of graph theory: graphs, digraphs, connectedness, trees and graph colorings. *Three credits.*

### **MTH 5003 | Graph Theory**

Basic concepts of graph theory. Trees and forests. Vector spaces associated with a graph. Representation of graphs by binary matrices and list structures. Traversability. Connectivity. Matchings and assignment problems. Planar graphs. Colorability. Directed graphs. *Three credits.*

### **MTH 5004 | Linear Algebra**

Vector spaces. Bases and dimension. Changes of basis. Linear transformations and their matrices. Linear functionals.

Simultaneous triangularization and diagonalization. Rational and Jordan canonical forms. Bilinear forms. *Three credits.*

#### **MTH 5005 | Matrix Theory**

Vector spaces, linear transformations and matrices, orthogonality, orthogonal transformations with emphasis on rotations and reflections, matrix norms, projectors, least squares, generalized inverses, definite matrices, singular values. *Three credits.*

#### **MTH 5006 | Modern Algebra for Secondary Teachers**

Applications of topics selected from groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, and Galois theory. *Three credits.*

#### **MTH 5007 | Number Theory**

Introduction to elementary additive and multiplicative number theory, including divisibility properties of integers, congruence modulo  $n$ , linear and quadratic congruences, some Diophantine equations, distribution of primes, and additive arithmetic problems. *Three credits.*

#### **MTH 5008 | Geometry**

An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries. *Three credits.*

#### **MTH 5009 | Mathematical Models**

Development and application of probabilistic and deterministic models. Emphasis given to constructing models that represent systems in the social, behavioral, and management sciences. *Three credits.*

#### **MTH 5010 | Topology**

A study of the basic concepts of general topological space

including such topics as compactness, connectedness, product spaces, metric spaces, and continuous functions. *Three credits.*

#### **MTH 5011 | Complex Variables**

Operations with complex numbers, derivatives, analytic functions, integrals, definitions and properties of elementary functions, multivalued functions, power series, residue theory and applications, conformal mapping. *Three credits.*

#### **MTH 5012 | Advanced Calculus for Secondary Teachers**

A proof-oriented development of important ideas in calculus. Topics will include metric spaces, limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals. *Three credits.*

#### **MTH 5013 | Probability and Statistics for Secondary Teachers**

An introduction to statistical reasoning and methodology emphasizing topics covered in the Advanced Placement Statistics examination. Topics include: descriptive statistics, basic probability, random variables and probability distributions, data collection, basic inference for means and proportions, two-sample problems for means and proportions, chi-square tests, and simple linear regression. *Three credits.*

#### **MTH 5040 | Special Topics** *Three credits.*

#### **MTH 5099 | Product of Learning**

A capstone course which connects the student's studies to contemporary issues and to the classroom situation. *Three credits.*



# Graduate Programs in the Congdon School of Health Sciences

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The Doctor of Physical Therapy (D.P.T.) degree, which is housed in the Department of Physical Therapy, reflects the foundational beliefs in professionalism, innovation and creativity, mentored evidence-based practice, skillful intervention with patients and clients as partners, expertise in human movement, and interprofessional practice along the entire continuum of care.

The D.P.T. is a 9-consecutive semester program with integrated classroom and clinical education components. Although both components will be obvious throughout the curriculum, the didactic component will be completed within the first 7 semesters and the last 24 weeks will be almost exclusively focused on clinical practice. The didactic component will consist of 93 credits. All classes will be held on High Point University's main campus. The method of didactic instruction will vary to include team-based, small group, and case-based learning as well as traditional lecture, and laboratory experiences. Clinical experiences (24 credits) will take place on campus, but also in hospitals, clinics, nursing homes, school systems and other usual areas of physical therapy practice around the nation.

The D.P.T. degree is offered to students who have completed a minimum of a bachelor's degree. This bachelor's degree may be in any major or concentration as long as the prerequisites for admission have also been completed. As in other D.P.T. programs around the country, degrees held by most students admitted into the D.P.T. program will be in science-related areas of study.

**Degree:** Doctor of Physical Therapy (D.P.T.)

**Accreditation Status:** Effective November 9, 2016, the High Point University Doctorate of Physical Therapy degree program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org)). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

**Admission Term:** Summer (May)

**Admission Requirements:** Applications to the D.P.T. program will be submitted via the Physical Therapy Centralized Application Services (PTCAS). The Office of Graduate Admissions will review the applicants and, along with the Department Chair, determine who will be invited for an interview. After the interview, students who have been accepted will be invited to join the D.P.T. program.



**Dr. Eric Hegedus**  
*Chair & Professor, Department  
of Physical Therapy  
Lab 104*  
336-841-4596  
[ehgedus@highpoint.edu](mailto:ehgedus@highpoint.edu)

With the rolling admissions process, those who have been invited to join the program will be given a deposit deadline, which will generally be 2 weeks, to decide to join the program and confirm their acceptance with a deposit.

After the deadline, a place in the program is not guaranteed but neither is the candidate disqualified unless the class reaches its maximum size, in which case, the candidate will be placed on a wait list. This process will continue until the class is filled. There will be no limit to the wait list.

Application requirements include pre-requisite coursework, acceptable scores on the Graduate Record Exam, experience in the physical therapy profession, and letters of reference. Admission decisions will be based on the following criteria:

Tuitions and Fees	Cost
Tuition and Fees	\$41,000 per year

### Pre-Requisite Courses (minimum)

Required Courses	Credit Hours
Human (preferred) or Vertebrate Anatomy (lecture and lab)	3
Human (preferred) or Vertebrate Physiology (lecture and lab)	3
Biology I and II sequence (lecture and lab)	8
Chemistry I and II sequence (lecture and lab)	8
Physics I and II sequence (lecture and lab)	8
Statistics (Biostatistics preferred)	3
Psychology (Abnormal and Developmental Psychology recommended)	6
English Composition/Writing	3

Pre-requisite courses must have been taken within 7 years of application deadline and no single class can satisfy more than one pre-requisite. Generally, GPAs and Natural Science (Chemistry, Biology, Physics) GPAs above 3.0 are recommended.

Applicants who have more than 2 prerequisites to complete at the time of application will not be considered for admission.

*Credential Evaluation (if applicable):* For all work completed in a college or university outside the United States, a detailed credential evaluation (showing English translation of courses, grades, GPA, degree equivalency, and more) must be sent directly to the Graduate Admissions Office of High Point University from an appropriate agency.

### Graduate Record Exam

Completed GRE with scores at the 40th percentile or above on the Verbal and Quantitative sections. GRE scores must be submitted to the program from ETS and must have been completed within 5 years of application to the DPT program.

### Experience in the Physical Therapy Profession

There is no minimum requirement for volunteer/work hours. 100 hours of volunteer time or paid work in varied PT practice is recommended.

### Letters of Reference

Provide three letters of reference with one from a PT and one from a professor required; the third is your choice (not a friend or family member).

Before Entering the DPT Program, candidates must have completed all pre-requisites, have earned a minimum of a bachelor's degree from an accredited college or university or its equivalent, passed a background and sex offender check, passed a drug screen, confirmed that they meet the technical standards, and completed all application materials. Failure to pass these background checks or to meet the technical standards will not allow candidates to successfully complete the program and therefore, entry into the program would not be prudent.

**Transfer of Credit:** All D.P.T. students must complete the entire curriculum at High Point University. No transfer credit is accepted.

**Admission Enrollment Classification:** Restricted

## Program of Study

### Year 1

#### Summer Semester I (May – September)

PT–7000	Anatomy
PT–7010	Movement Science I
PT–7020	Cardiovascular and Pulmonary (CVP) I
PT–7040	Foundational Clinical Skills
PT–7080	Independent Study I
PT–7090	Professionalism and Leadership I

#### Fall Semester I (September – December)

PT–7081	Independent Study II
PT–7170	Interventions I
PT–7280	Evidence-Based Practice I
PT–7510	Movement Science II
PT–7520	Cardiovascular and Pulmonary II
PT–7600	Musculoskeletal I
PT–7810	Clinical Pathology

#### Spring Semester I (January – April)

PT–7050	Clinic I
PT–7082	Independent Study III
PT–7380	Neuroscience
PT–7610	Musculoskeletal II
PT–7680	Evidence-Based Practice II
PT–8400	Selective I

### Year 2

#### Summer Semester II (May – September)

PT–7060	Community Outreach I
PT–7083	Independent Study IV
PT–7590	Professionalism and Leadership II
PT–7770	Interventions II
PT–8020	Cardiovascular and Pulmonary III
PT–8080	Evidence-Bases Practice III
PT–8380	Adult Neurological Rehabilitation

#### Fall Semester II (September – December)

PT–7084	Independent Study V
PT–7550	Clinic II
PT–7560	Community Outreach II
PT–7690	Interprofessional Communication and Practice
PT–8385	Pediatrics
PT–8410	Selective II

#### Spring Semester II (January – April)

PT–7085	Independent Study VI
PT–8060	Community Outreach III
PT–8070	Interventions III
PT–8075	Orthotics and Prosthetics
PT–8160	Primary Care
PT–8490	Medically Complex Patients

### Year 3

#### Summer Semester III (May – September)

PT–7086	Independent Study VII
PT–8050	Clinic III
PT–8090	Professionalism and Leadership III
PT–8110	Integumentary and Specialty Practice
PT–8420	Selective III
PT–8610	Clinical Reasoning

#### Fall Semester III (September – December)

PT–7087	Independent Study VIII
PT–8590	Professionalism and Leadership IV
PT–8900	Internship I

#### Spring Semester III (January – April)

PT–8910	Internship
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*NOTE: Students will sit for Board Examination at the end of April*

## COURSE DESCRIPTIONS

### **PT 7000 | Anatomy**

Human anatomy of the following systems will be covered with the assistance of cadaver dissection: Cardiovascular, respiratory, endocrine/metabolic, gastrointestinal, genital & reproductive, hepatobiliary, lymphatic, renal & urologic, nervous, integumentary, and musculoskeletal. Surface anatomy, palpation, and imaging will also be incorporated. *CAPTE Standards 7A, 7C. Three credits.*

### **PT 7010 | Movement Science I**

Movement Science I is a foundational course that introduces biomechanical principles that serve as a foundation for physical therapy. Normal and abnormal movement biomechanics will be studied especially as they pertain to gait. Integrates material from anatomy, exercise science, kinesiology, and the musculoskeletal system. Material is delivered via lecture and lab using current technology and live human subjects. *CAPTE Standards 7A, 7C, 7D19i. Three credits.*

### **PT 7020 | Cardiovascular and Pulmonary (CVP) I**

This course will cover the histology and physiology of the heart, lungs, and blood vessels, including their integrated function. This course will focus on acute and chronic responses to exercise and physical activity, with an emphasis on the functional integration of multiple organ systems. *CAPTE Standards 7A, 7C, 7D19a, D19e, D19h, D19o, D19w. Two credits.*

### **PT 7040 | Foundational Clinical Skills**

Patient interview and communication (verbal and non-verbal), instilling an internal locus of control, theories of clinical decision-making, documentation, introduction to clinical examination and treatment paradigm, the WHO International Classification of Functioning, Disability and Health and the biopsychosocial model for describing and classifying function, transfer training, assistive device training, safety including universal precautions, confidentiality. *CAPTE Standards 7A, B, D7, D17, D19c, D27b. Two credits.*

### **PT 7050 | Clinic I**

Students are assigned to a clinical facility for half of a day throughout a 7-week clinical education experience. This course will provide students with exposure to clinical settings, interactions with patients, and mentorship from a licensed clinician. Students will focus on examination, evaluation, history taking, interventions and professional behavior. *CAPTE Standards 7D7, 8, 10-13, 16, 17, 18-34, 36-43. Two credits.*

### **PT 7060 | Community Outreach I**

Students will participate in mentored practice in the pro bono clinic serving the underserved, perform community service, and perform educational outreach. *CAPTE Standards 7D 3-5, 7, 8, 10-13, 17-26, 27b-i, 28-35, 37-43. One credit.*

### **PT 7090 | Professionalism & Leadership I**

This first in a 4 part series of courses addresses professional behaviors, ethics and values, cultural sensitivity, confidentiality, practice acts within physical therapy (PT, PTA) and other professions, Generic Abilities and the APTA's *Standards of Practice for Physical Therapy*, and the importance of the APTA and professional service. *CAPTE Standards 7B, 7D1-6, 8, 25. Two credits.*

### **PT 7170 | Interventions I**

This first in a 3 part series of courses addresses the major topics of pain science the relief of pain, local exercise, manual therapy, and nutrition in the acute stage of healing and recovery. Specific interventions include modalities (light, heat, cold, sound electrical), manual therapies (stretching, soft-tissue techniques, joint mobilization), local and early stage exercises (isometrics, activation, weightbearing, non-weightbearing, single plane, aquatic therapy), and medications for pain/inflammation (orals, injectibles, and transdermals). *CAPTE Standards 7A, 7D 27c. Three credits.*

### **PT 7280 | Evidence-Based Practice (EBP) I**

The first course in the EBP sequence will focus on the basics of acquiring and appraising research related to physical therapy practice so that the student can become a critical consumer of the Physical Therapy scientific literature. Specific topics will include accessing and critiquing scholarly literature, the scientific method, and experimental study designs. *CAPTE Standards 7B, 7D9. Two credits.*

### **PT 7380 | Neuroscience**

This course will include the major topics of neuroanatomy, neurophysiology, and neuropathology. *CAPTE Standards 7A, 7C. Four credits.*

### **PT 7510 | Movement Science II**

Movement Science II is a research-based experience in the mechanical, neuromuscular, and anatomical bases of human movement. The purpose of the course is to expand the prerequisite knowledge in basic biomechanics and apply it to investigate fundamental human movements such as walking, running, jumping, reaching and throwing. Students will also be introduced to current techniques of biomechanical analysis including the use of high-speed videography, ground reaction force analysis, and electromyography. Material is delivered via lecture and lab using current technology and live human subjects. *CAPTE Standards 7A, 7C, 7D 19d, i. Three credits.*

### **PT 7520 | Cardiovascular and Pulmonary (CVP) II**

This course will focus on evaluating cardiopulmonary function, as well as the fundamental knowledge of cardiovascular and pulmonary function diseases within the scope of an integrated healthcare setting. An overview of

standard clinical diagnostic testing methodology and clinical interpretation of each system will be included. The course also integrates components of pharmacy and exercise science. Various laboratory exercise testing procedures will be included, with an emphasis on how the underlying physiology relates to the clinical utility and interpretation of each test. *CAPTE Standards 7A, B, C, 7D 16, 7D 19a, e, o, w, 7D 20. Two credits.*

### **PT 7550 | Clinic II**

Students will be assigned to a clinical facility for half a day throughout a 7-week clinical education experience in a setting different than Clinic I. This course provides students with exposure to clinical settings, patient interactions, and mentorship from a licensed clinician. Students will focus on examination, evaluation, history taking, interventions and professional behaviors. *CAPTE Standards 7D7, 8, 10-13, 16, 17, 18-34, 36-43. Two credits.*

### **PT 7560 | Community Outreach II**

Students will participate in mentored practice in the pro bono clinic serving the underserved, perform community service, and perform educational outreach. *CAPTE Standards 7D 3-5, 7, 8, 10-13, 17-26, 27b-i, 28-35, 37-43. Two credits.*

### **PT 7590 | Professionalism and Leadership II**

This second in a 4 part series of courses is focused on practice management. The course addresses styles of leadership, ethics and morals in leadership, innovation and entrepreneurship, management, and billing practices in practice including but not limited to inpatient, outpatient, worker's compensation, and home health. *CAPTE Standards 7B, 7D3. Two credits.*

### **PT 7600 | Musculoskeletal Practice (MSK) I**

An examination and intervention paradigm is introduced and components of the musculoskeletal examination are explored. Screening, examination, evaluation, diagnosis and intervention in patients with dysfunction of the cervical spine, thoracic spine, and upper extremities. Subject matter includes chart review and patient interview, outcomes measures, appropriate screens and screening tools, motion assessment, muscle performance testing, reinforcement of palpation skills, and special tests. Evidence-based interventions will be stressed including medications for pain/inflammation, psychosocial aspects of care, manual therapy, and exercise. This course will be heavily lab-based. *CAPTE Standards 7A, 7B, 7C, 7D 8-11, 16-18, 19c, d, e, g, k-l, n-o, q-v, 20-22, 27b,c, f-i, D31. Four credits.*

### **PT 7610 | Musculoskeletal (MSK) II**

An examination and intervention paradigm is reinforced and components of the musculoskeletal examination are explored. Screening, examination, evaluation, diagnosis

and intervention in patients with dysfunction of the lumbosacral spine, and lower extremities. Subject matter includes chart review and patient interview, outcomes measures, appropriate screens and screening tools, motion assessment, muscle performance testing, and reinforcement of palpation skills, manual therapy, exercise, and special tests. This course will be heavily lab based. *CAPTE Standards 7A, B, C, D 8-11, 16-18, 19c, d, e, g, l, k, m-o, q-v, 20-22, 27b, c, f-i, D 31. Four credits.*

### **PT 7680 | Evidence-Based Practice (EBP) II**

The second course in the Evidence-Based Practice sequence will further expand the students analytical skills by focusing on quantitative data analysis, including basic statistical procedures, measurement properties (i.e. reliability and validity), and experimental methodology as it relates to research in the field of physical therapy. The second half of the course will be devoted to the use of outcome measures in physical therapy practice across the continuum of care. *CAPTE Standards 7B, 7D9, 7D12. Two credits.*

### **PT 7690 | Interdisciplinary Care**

This course is designed to help the students understand the roles of various health professions. During the course of their careers, PTs will interact with many technicians, therapists, medical practitioners, mid-level providers and technologists all of whom have important roles to play in the care of patients. In this course, students will have direct interaction with students and faculty from other health professions. They will discuss roles and review perceptions of important health care issues. The initial focus of this course will be the analysis of peer-reviewed journal articles that have a wide range of interest across medical specialties and health care fields. *CAPTE Standards 7D 7, 10, 11, 16, 20, 22, 24. One credit.*

### **PT 7770 | Interventions II**

This second in a 3 part series of courses addresses the major topics of Motor Control Theory, a regional exercise approach (eccentrics, isokinetics, multi-joint exercises, multiplanar resistance, motor control, unweighting treadmills), nutrition (balanced nutrition for health & healing), and manipulation. *CAPTE Standards 7A, 7C, 7D 27g, i. Three credits.*

### **PT 7080–7087 | Independent Study**

#### **PT 7810 | Clinical Pathology**

This course will focus on the general process of infectious and non-infectious diseases, injuries, and other medical conditions, with a focus on how understanding the disease process at a cellular level relates to prevention and clinical management. The pathophysiology of selected specific diseases will be included. *CAPTE Standards 7A, 7C. Two credits.*



## **PT 8020 | Cardiovascular and Pulmonary (CVP) III**

Students will learn the examination, evaluation, and treatment of patients whose impairments, functional limitations, and disabilities are the result of pathologies of the cardiovascular and pulmonary systems. *CAPTE Standards 7A, 7C, 7D 10, 11, 17, 18, 19a, m-o, q-w, 20-24, 26, 27 a, g-i, 31. Two credits.*

## **PT 8050 | Clinic III**

The class will be split in two with half going out on full day clinical affiliations for 7 weeks and the other ½ taking classes. The 2 halves will then switch. Students will be assigned to a clinical facility for a 7-week, full-time clinical education experience. As a full-time experience, students will be expected to independently examine, evaluate, and treat patients with a variety of diagnoses. *CAPTE Standards 7D 7, 8, 10-13, 16-34, 36-43. Two credits.*

## **PT 8060 | Community Outreach III**

Students will participate in mentored practice in the pro bono clinic serving the underserved, perform community service, and perform educational outreach. *CAPTE Standards 7D 3-5, 7, 8, 10-13, 17-26, 27b-i, 28-35, 37-43. Two credits.*

## **PT 8070 | Interventions III**

This third in a 3 part series of courses addresses the major topics of global exercise, return to function, wellness, prevention, and nutrition in high performance individuals. Specific topics to address are cardiovascular exercise (bikes, treadmills, upper extremity ergometers, stair-climbers, plyometrics and high-speed exercise, Olympic-style lifting, performance enhancement, wellness, prevention, and nutrition demands in competitive individuals. *CAPTE Standards 7A, 7D 27i, 34. Three credits.*

## **PT 8075 | Orthotics and Prosthetics**

This course is designed to provide students with opportunities to develop, integrate, and apply knowledge and skills necessary to examine and treat individuals with selected musculoskeletal conditions. Topics include management of clients with a prosthesis or orthotic. The laboratory sessions are designed to provide students with opportunities to apply examination and treatment techniques used in the management of clients with a prosthesis or orthotic. *CAPTE Standards 7A, 7D 19c, m-o, 27b. One credit.*

## **PT 8080 | Evidence-Based Practice (EBP) III**

The last course in the EBP sequence will focus on critiquing current literature and applying and integrating evidence into physical therapy practice. This course sequence will culminate with students completing a team-based independent research project synthesizing current literature in the field, and formulating a relevant Systematic Review. *CAPTE Standards 7B, 7D9. Two credits.*

## **PT 8090 | Professionalism and Leadership III**

This third in a 4 course series aims to give students additional skill sets that add value to the clinical practice in which they work. This course will specifically address leading clinical quality enhancement/quality improvement initiatives, understanding of teaching and learning styles in the Clinical Instructor role, and professional service through government advocacy. *CAPTE Standards 7D 7, 12, 14, 15, 38, 41. One credit.*

## **PT 8110 | Integumentary and Specialty Practice**

This course will address the vital functions of the integument, its diagnosis, examination, evaluation, and treatment. Common pathologies of the integument will be studied as well as the integument as a window to suspecting other pathologies like DVT and pathologies like skin cancer that require referral. In addition, specialty practice areas of physical therapy will be explored including but not limited to oncology, rheumatology, and men's and women's health. *CAPTE Standards 7A, 7C, 7D 8, 10, 11, 16, 18, 19 a, b, e, g, j, l, m, q-v, 20-24, 26, 27c, h, 31. Four credits.*

## **PT 8160 | Primary Care**

This course will address necessary skills of the physical therapist as a primary care provider including screening and referral and imaging. The new UK standards on preparing PTs to prescribe medications will also be addressed and students will become first responder certified. CPR, triage, life support, and emergency response will be stressed as well as clinical decision-making will and interprofessional relations. *CAPTE Standards 7A, 7B, 7C, 7D 2, 8, 10, 11, 16-18, 19 d, e, g, i, k, m-o, q-v, 20-26, 27 f, h, i, 33. Four credits.*

## **PT 8380 | Adult Neuro Rehab**

Management of adults with complex central nervous system (CNS), multisystem disorders and peripheral nervous system (PNS) and neuromuscular disease, will be presented. Neuropathology, clinical presentation, examination, evaluation, diagnosis, prognosis, and intervention will be stressed. The role of the physical therapist will be addressed across treatment environments and across the time course or progression of the disease; acute through chronic as appropriate. Class discussion of contemporary research and evidence-based clinical practice will be used to focus students attention on the under girding principles of neurorehabilitation and their practical application. Under the direction of a licensed physical therapist, students will be required to participate in the Department of Physical Therapy pro bono clinic. *CAPTE Standards 7A, 7B, 7C, 7D 8, 17, 18, 19c, d, f-v, 20-24, 26, 27b, c-e, g-i, 30, 31, 35. Four credits.*

## **PT 8385 | Pediatrics**

This course will focus on the normal and abnormal

developmental changes of children birth through 21 years of age. The management of common central and peripheral neurologic diseases, neuromuscular and musculoskeletal pediatric conditions will be emphasized. Pathology, genetics, clinical presentation, examination, evaluation, physical therapy diagnosis, prognosis, and intervention will be stressed. Class discussion of contemporary research and evidence-based clinical practice will be used to focus students attention on the under girding principles of neurorehabilitation and musculoskeletal interventions and their practical application. *CAPTE Standards 7A, 7B, 7C, 7D 8-11, 16-18, 19a-w, 20-24, 26, 27b, d, f-i, 30-32, 34. 36. Four credits.*

#### **PT 8400 | Selective I**

Students will have the opportunity to learn more about specialty areas in physical therapy. Sports I - Through the utilization of the elements of the physical therapist patient/client management model (examination, evaluation, diagnosis, prognosis, and intervention) students will apply clinical skills, strategies and decision making for the management of the athlete. Students will identify appropriate and relevant tests, assessments, evaluation and interventions to be used with athletes who exhibit functional limitations. Students will also develop comprehensive plans of care for athletes with a specific focus on return to play scenarios. *CAPTE Standards 7A, B, C, D-9, D-11, 7D19-d, k, m, n, o, s, 7D27-d, g, j. Two credits.*

#### **PT 8410 | Selective II**

Students will have the opportunity to learn more about specialty areas in physical therapy. Sports II - Theories and research related specifically to sports medicine and the complex demands placed on the athlete as a global system are explored. A case study format will be used to integrate comprehensive treatment planning and development of advanced strategies in therapeutic exercise to address the needs of the athlete in various settings. *CAPTE Standards 7A, B, C, D-11, 7D19-d, k, m, n, o, s, 7D31. Two credits.*

#### **PT 8420 | Selective III**

Sports III - Provides students with an integrated rehabilitative approach with a deliberate focus on learning how the neurologic system works in concert with the orthopedic system to achieve efficient human movement. Systems will include neurophysiological theories of motor control, balance, neurocognitive applications, and vestibulo-ocular control. A sports medicine philosophy will be applied to various types of orthopedic dysfunctions, integrating a multi-system approach to rehabilitation. *CAPTE Standards 7A, B, C, D-11, 7D19-d, k, m, n, o, s, 7D27-d, g, j, 7D31. Two credits.*

#### **PT 8490 | Medically Complex Patients**

This course is designed to coalesce the students' learning of the major body systems (Integumentary, musculoskeletal, neuromuscular, and cardiovascular & pulmonary) and foundational knowledge in the context of older and/or sicker patients that may be encountered in acute care and other practice settings. Polypharmacy and its negative side-effects will be covered. This course will take advantage of case studies, practice opportunities, and lecture. *CAPTE Standards 7A, 7B, 7C, 7D 8, 10, 11, 14, 17, 18, 19 c-g, l-o, q, 20-24, 26, 27b, g, h, i. Four credits.*

#### **PT 8590 | Professionalism & Leadership IV**

Students must take and pass a mock board examination. Students also will learn of the necessary processes for taking the board examination and undergoing the process of licensing. Other topics to include readiness to find employment (resume preparation, interview, negotiations), and an introduction to residencies and fellowships in physical therapy. *CAPTE Standards 7B, 7D 12, 15. Two credits.*

#### **PT 8610 | Clinical Reasoning**

This class will use a case study format to focus on unique and rare pathologies, clinical findings, and clinical presentations, which are designed to further the students' clinical reasoning skills. *CAPTE Standards 7B, 7C, 7D 11, 16. Two credits.*

#### **PT 8900 | Clinical Internship I**

Students will be assigned to a clinical facility for a 15-week, full-time clinical education experience. This course provides students with the opportunity to apply their didactic knowledge to the clinical setting, while continuing to refine their professional behaviors. Students are expected to be able to independently care for a full caseload at the end of the experience as an entry-level clinical provider. *CAPTE Standards 7D 1-8, 10-13, 16-43. Nine credits.*

#### **PT 8910 Clinical Internship II**

Students are assigned to a clinical facility for a 12-week, full-time clinical education experience. This course provides students with the opportunity to apply their didactic knowledge to the clinical setting, while continuing to refine their professional behaviors. Students are expected to be able to independently care for a full caseload at the end of the experience as an entry-level clinical provider. *CAPTE Standards 7D1-8, 10-13, 16-43. Nine Credits.*

# Master of Science in Athletic Training

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The Master of Science in Athletic Training (M.S.A.T.) degree is offered through the Department of Athletic Training which is housed in the School of Health Sciences. This academic alignment offers a variety of unique learning experiences for preparing future healthcare professionals. The M.S.A.T. is a year round 24 month curriculum that focuses on athletic training professional content and hands-on patient care experiences. The M.S.A.T. requires continuous enrollment and is uniquely designed to teach students how to function in an inter-professional healthcare team that mimics the real dynamic health systems in which they will work. Students will engage in common courses with other graduate students in Physician Assistant Studies, Physical Therapy, and Pharmacy.

## **In-depth Curriculum**

The M.S.A.T. curriculum is rooted in basic sciences, emergency care, orthopedic injury assessment and diagnosis, and therapeutic interventions while offering advanced coursework in gross anatomy with cadaver dissection, clinical decision making, applied neuromuscular and biomechanical concepts, optimizing athletic performance, and pathophysiology. The unique curriculum is enhanced through the use of high fidelity patient simulators, state-of-the art motion analysis equipment, and exceptional clinical facilities. Students will gain in-depth knowledge of evidence-based clinical practice and gain experiences in clinical decision making that are synthesized across concepts spanning the full scope of practice of an athletic trainer with particular focus on musculoskeletal assessment/diagnosis and therapeutic interventions.

The M.S.A.T. requires 70 credits of graduate coursework that is completed over the course of 24 months and requires continuous enrollment. Didactic and clinical courses are sequenced to allow for the greatest amount of depth in both content and clinical application. The Master of Science in Athletic Training curriculum includes 60 weeks of patient care experiences spread across five clinical rotations and two mini rotations. Patient care experiences begin early in the curriculum and culminate in clinical immersion rotations that allow students to participate in the full scope of athletic training clinical practice. Clinical rotations are sequenced based on the professional knowledge progression presented in the didactic component of the curriculum. The clinical curriculum is designed to ensure that students are optimally prepared to provide patient care across the lifespan in the most common athletic training practice settings. The ultimate goal of clinical education is that the student will utilize critical judgment, problem solving, clinical reasoning, and evidence in the delivery of patient care and enhancement of patient/client health and well-being.



**Dr. Jolene Henning**  
*Chair & Associate Professor,  
Department of Athletic Training  
Program Director, Athletic  
Training Education Program*  
218 Norcross Hall  
336-841-4514  
[jhenning@highpoint.edu](mailto:jhenning@highpoint.edu)

## Accreditation

The MSAT is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Successful completion of the program allows students to sit for the national Board of Certification (BOC) examination and earn the credential of certified athletic trainer (ATC). Athletic trainers (ATs) are nationally board certified and state-licensed to provide a broad spectrum of healthcare services to meet the growing demands of the physically active population. ATs are specialized in orthopedics and work collaboratively with other professionals to execute a comprehensive healthcare plan across the continuum of patient care including emergency services, diagnosis, therapeutic interventions, reconditioning, and return to a high level of function.

**Degree:** Master of Science in Athletic Training (M.S.A.T.)

**Admission Term:** Summer (June).

**Deadline for Application Materials:** January 15. Applications will be reviewed as received and admission decisions will be made on a rolling basis until all slots are filled.

**Application Requirements:** Students will submit their formal application through the Athletic Training Common Application System (AT-CAS) <http://atcas.liaisoncas.com>. Admission to the M.S.A.T. will be based on the following criteria:

1. Preferred overall undergraduate GPA 3.0 or greater
2. Preferred C or better in the following courses.

Human anatomy with lab	General Chemistry I with lab
Human physiology with lab	General Physics I with lab

*\*Courses may be in-progress at the time of application and admission is contingent upon completion with a preferred C or better.*
3. Preferred B or better in the following coursework.

Exercise physiology*	Nutrition*
Biomechanics*	

*\*Courses may be in-progress at the time of application and admission is contingent upon completion with a preferred B or better.*
4. Required minimum of 50 hours of clinical observation under the direct supervision of a certified athletic trainer.
5. Required current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers. Proof of certification required at time of interview.
6. Required 3 recommendation from individuals who can attest to the applicant's ability to succeed in graduate school
7. Non-native speakers of English with international transcripts, regardless of U.S. citizenship, must validate proficiency in the English language. Applicants may submit a satisfactory score on a language proficiency test. If the TOEFL is the chosen test, the minimum required score depends on the form of the exam taken (internet based – 79, or paper based – 550). A score of at least 6.5 is required on the IELTS.
8. Successful completion of an on-campus interview with the MSAT Admissions Committee (invitation only)

Conditional admission decisions will be made on a rolling basis but typically not later than March 1st of each calendar year. Late applications will be accepted/reviewed if space is available. Full admission will be determined at the end of the spring semester and is contingent upon completion of required prerequisites that may still be in-progress.

## Post-Admission Requirements:

1. All students conditionally admitted to and/or enrolled in the M.S.A.T. must meet the program's technical standards and expectations, with or without reasonable accommodations. Compliance with the program's technical standards alone does not guarantee a student's eligibility for the BOC certification exam. The MSAT technical standards and associated compliance statement are available at [highpoint.edu/athletictraining](http://highpoint.edu/athletictraining).



2. Verification performed by HPU Student Health Services that the following immunizations are complete in addition to the standard HPU immunization requirements.

- a. Completed Hepatitis B series
- b. Varicella vaccine or titer
- c. Meningococcal vaccine
- d. Evidence of a negative TB skin test within the past 12 months (must be a 2 part PPD test)
- e. Tetanus shot within the last 10 years

- 3. Students will be required to obtain a seasonal flu shot each fall semester.
- 4. Students will be required to submit to an annual 12 panel urine drug screen prior to engaging in clinical experiences.
- 5. Students will be required to undergo an annual criminal background check prior to engaging in clinical experiences.

Tuition and Fees	Cost
Comprehensive Fee	\$33,405 per year

**Transfer of Credit:** The MSAT program does not accept transfer credits from other programs.

**Admission Enrollment Classification:** Restricted

### Program of Study (70 credits)

#### Professional Year One (PY1)

##### Summer – 12 credits

- ATR–5000 Gross Anatomy
- ATR–5101 Foundations of Professional Practice
- ATR–5100 Fundamental Skills in Athletic Training
- ATR–5102 Managing Medical Emergencies

##### Fall – 15 credits

- ATR–5215 Musculoskeletal Assessment and Diagnosis I
- ATR–5216 Musculoskeletal Assessment and Diagnosis II
- ATR–5217 Spine, Posture, and Movement Assessment
- ATR–5225 Clinical Decision Making I
- ATR–5235 Evidence Based Practice I
- ATR–5245 Pediatric Sports Medicine Clinical Rotation

##### Spring – 13 credits

- ATR–5315 Therapeutic Interventions I
- ATR–5316 Therapeutic Interventions II
- ATR–5325 Clinical Decision Making II
- ATR–5335 Evidence Based Practice II
- ATR–5345 Collegiate Sports Medicine Clinical Rotation I

#### Professional Year Two (PY2)

##### Summer – 8 credits

- ATR–6101 General Medical Conditions
- ATR–6102 Pathophysiology
- ATR–6145 Orthopedic Sports Medicine Clinical Rotation

##### Fall – 12 credits

- ATR–6245 Collegiate Sports Medicine Clinical Rotation II\*
- ATR–6215 Leadership and Management in Athletic Training
- ATR–6235 Evidence Based Practice III
- ATR–6255 Inter-professional Seminar I
- ATR–6217 Advanced Neuromuscular Concepts

##### Spring – 10 credits

- ATR–6345 Elective Clinical Rotation\*
- ATR–6315 Optimizing Athletic Performance
- ATR–6316 Clinical Topics in Sports Medicine
- ATR–6317 Seminar in Athletic Training
- ATR–6355 Inter-professional Seminar II

*\*may be taken in fall or spring semester*

### Clinical Rotations

**Professional Year 1:** Clinical rotations in the first year of study are assigned by the Clinical Education Coordinator in collaboration with the preceptors and faculty. Clinical rotations occur in the local Piedmont Triad area and are completed concurrently with weekly coursework. As such the clinical contact hours are controlled to ensure classroom and clinical success.

**Professional Year 2:** In the second year of study students request immersion rotations from a list of predetermined clinical sites. Students have the option to complete immersion rotations in the immediate High Point area or branch out to other clinical sites within a 2 hour radius. Clinical rotations in the second year are designed to be more of a clinical immersion experience with little or no concurrent courses. Clinical immersion rotations are intended to provide students experience in the athletic trainers' full scope of clinical practice; as such the clinical demands and time commitment are greater. Clinical immersion rotations will be assigned based on the student's professional goals and interests as well as overall fit with the clinical site and preceptor.

## COURSE DESCRIPTIONS

### **ATR 5000 | Gross Anatomy**

This course is designed to familiarize the student with the clinically relevant aspects of human anatomy via an in-depth examination of anatomical structure and function. In addition to regional gross human anatomy, the course will also cover selected topics in the areas of histology and embryology related to the structures of the selected regions. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease presentation. The laboratory component of this course focuses attention on spatial relationships, anatomic variation, and relationship of organ systems. The lecture and lab sections correlate with the ATR 4900/5100 Fundamental Skills in Athletic Training course that runs concurrently. *Five credits.*

### **ATR 5100 | Fundamental Skills In Athletic Training**

This clinical skills lab focuses on fundamental athletic training skills necessary for active participation in the patient care setting. The primary focus is on an introduction to patient history and physical examination, musculoskeletal palpation, pre-participation physical examinations, injury prevention concepts, and documentation. *Prerequisite: admission to MSAT program. Two credits.*

### **ATR 5101 | Foundations of Professional Practice**

This course provides an introduction to clinical decision making through an exploration of evidence-based practice frameworks, a team approach to healthcare, legal and ethical considerations, primacy of the patient, effective communication and concepts of professionalism and cultural competence. *Prerequisite: admission to MSAT program. One credit.*

### **ATR 5102 | Managing Medical Emergencies**

A lecture, laboratory, and clinical experience that provides a comprehensive approach to the identification of risk factors, preparation of emergency action plans, and recognition and care of emergency medical conditions including those that may lead to sudden death. Students will complete a mini rotation in the emergency department in the local hospital as well as participate in a ride-along shift with Emergency Medical Services (EMS). *Prerequisite: Current certification in either American Red Cross Professional Rescuer CPR or American Heart Association Basic Life Support for Health Care Providers. Admission to MSAT program. Four credits.*

### **ATR 5215 | Musculoskeletal Assessment and Diagnosis I**

This course provides a comprehensive approach to the assessment and diagnosis of lower extremity musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. *Co-requisites: ATR 4916/5216 Musculoskeletal Assessment and Diagnosis II and ATR 4925/5225 Clinical Decision Making I. Prerequisite admission to MSAT program. Four credits.*

### **ATR 5216 | Musculoskeletal Assessment and Diagnosis II**

This course provides a comprehensive approach to the assessment and diagnosis of upper extremity and musculoskeletal injuries including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. *Co-requisites: ATR 4915/5215 Musculoskeletal Assessment and Diagnosis I and ATR 4925/5225 Clinical Decision Making I. Prerequisite admission to MSAT program. Four credits.*

### **ATR 5217 | Spine, Posture, and Movement Assessment**

This course provides a comprehensive approach to the assessment and diagnosis of musculoskeletal injuries to the spine and torso including the identification of risk factors, the role of clinical outcome measures, and appropriate referral decisions. This course will also provide a comprehensive approach to assessment of the spine posture and dynamic movement patterns as it relates to musculoskeletal injuries. *Co-requisites: ATR 5215 Musculoskeletal Assessment and Diagnosis I and ATR 5225 Clinical Decision Making I. Prerequisite admission to MSAT program. Two credits.*

### **ATR 5225 | Clinical Decision Making I**

This course provides instruction of the standard techniques and procedures for the evaluation and diagnosis of musculoskeletal injuries and common illnesses. *Co-requisites ATR 5215, 5216, and 5217. Prerequisite: admission to MSAT program. Two credits.*

### **ATR 5235 | Evidence Based Practice I**

This course investigates the concepts of evidence based practice as it relates specifically to musculoskeletal assessment and diagnosis with a primary focus on clinician- and patient-oriented outcome measures and appropriate referral decisions. Students will explore primary literature focused on clinical questions related to a comprehensive approach to injury evaluation. *Prerequisite: admission to MSAT. One credit.*

### **ATR 5245 | Pediatric Sports Medicine Clinical Rotation**

This 14 week clinical rotation focuses on the health care needs of pediatric/adolescent athletes. This rotation is completed concurrently with other weekly courses required in the first professional year of study. Students will average 14 hours per week (200 total) participating in an inter-professional sports medicine team providing care to competitive high school athletes. *Prerequisite: Admission to MSAT. Two credits.*

### **ATR 5315 | Therapeutic Interventions I**

This course explores the concepts of designing therapeutic interventions for patients with physical dysfunctions that stem from inflammation, pain, and limited movement

patterns. The primary focus is on the use of therapeutic modalities, pharmacotherapy, and manual therapy techniques. *Co-requisites: ATR 5316 Therapeutic Interventions II and ATR 5325 Clinical Decision Making II. Four credits.*

## **ATR 5316 | Therapeutic Interventions II**

This course provides an in-depth exploration of the concepts of designing therapeutic interventions and corrective exercise plans for patients with physical dysfunctions and limitations associated with orthopedic injuries, pathological movement patterns, and post-operative rehabilitation. *Co-requisites: ATR 5315 Therapeutic Interventions I and ATR 5325 Clinical Decision Making II. Four credits.*

## **ATR 5325 | Clinical Decision Making II**

Through the use of problem-based learning, case studies and standardized patients this course allows for the assessment of patient status using clinician-and patient-oriented outcome measures. Based on this assessment and with consideration of the stage of healing and goals, students will design and implement comprehensive therapeutic interventions to maximize the patient's participation and health-related quality of life. *Co-requisites: ATR 5315 Therapeutic Interventions I and ATR 5316 Therapeutic Interventions II. Two credits.*

## **ATR 5335 | Evidence Based Practice II**

This course investigates the concepts of evidence based practice as it relates specifically to therapeutic interventions with a primary focus on clinician-and patient-oriented outcome measures. Students will explore primary literature focused on clinical questions related to the design, implementation, and modification of therapeutic interventions. *One credit.*

## **ATR 5345 | Collegiate Sports Medicine Clinical Rotation I**

This 14 week clinical rotation focuses on the health care needs of collegiate athletes. This rotation is completed concurrently with other weekly courses required in the first professional year of study. Students will average 14 hours per week (200 total) participating in an inter-professional sports medicine team providing care to competitive collegiate athletes in the immediate Piedmont Triad region. *Two credits.*

## **ATR 6101 | General Medical Conditions**

This course explores the physical, mental, and social health problems seen in the physically active individual, emphasizing the recognition of signs, symptoms, and predisposing conditions related to the specific illness or disease and its recommended treatment. *Three credits.*

## **ATR 6102 | Pathophysiology**

This course provides an in-depth exploration of altered structural and physiological adaptation processes and how

they apply to assessment and treatment of disease and injury with an emphasis on conditions encountered in athletic training and health care. *Three credits.*

## **ATR 6145 | Orthopedic Sports Medicine Clinical Rotation**

This 4-week, full-time clinical immersion experience occurs in an orthopedic physician practice. Students will participate in an inter-professional health care team focused on orthopedic assessment, clinical procedures, and surgical observations with patients across the lifespan. Students will be required to gain a minimum of 150 hours of patient care experience. *Two credits.*

## **ATR 6215 | Leadership & Management In Athletic Training**

This course focuses on business management principles associated with athletic training clinical practice as well as leadership and professional development. *Three credits.*

## **ATR 6217 | Advanced Neuromuscular Concepts**

This course provides an in-depth exploration and application of the biomechanics and neuromuscular concepts of therapeutic interventions and corrective exercise plans for patients across the lifespan. This course also will include a capstone experience involving the supervision of a comprehensive orthopedic rehabilitation project. *Three credits.*

## **ATR 6235 | Evidence Based Practice III**

This course synthesizes the concepts of evidence based practice as it relates to clinical practice. Students will collect and analyze actual clinician-and patient-oriented outcomes generated in the context of their own clinical practice in order to improve patient care. *Two credits.*

## **ATR 6245 | Collegiate Sports Medicine Clinical Rotation II**

This 13-week, full-time clinical immersion rotation focuses on the health care needs of collegiate athletes. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient care. This rotation allows students to participate in the full scope of athletic training clinical practice (e.g., emergency and acute care, assessment and diagnosis, rehabilitation, reconditioning, return to sport) as part of an inter-professional sports medicine team. Students will be required to gain a minimum of 300 hours of patient care experience with physically active individuals and includes team travel. *Three credits.*

## **ATR 6255 | Interprofessional Seminar I**

This course is designed to provide students in health care professional programs with introductory knowledge of interprofessional teamwork within an evolving health care system. The purpose of the course is to introduce

concepts in interprofessional education to health profession students for collaborative patient, family, and community health care. The philosophical and theoretical foundations of interprofessional health care are explored. Interactive learning experiences provide the opportunity to develop knowledge and understanding of each professions contribution to health care. This is a foundation course for future interprofessional study of evidence-based practice, health promotion, issues of health care delivery, and clinical application of these concepts. The initial focus of this course will be the analysis of peer-reviewed journal articles that have a wide range of interest across medical specialties and health care fields. *One credit.*

#### **ATR 6315 | Optimizing Athletic Performance**

This course explores the concepts of assessing, designing, and implementing specialize performance programs to address the health and performance goals of the athletes. The primary focus is on movement instruction, nutrition, energy systems, and program design. *Three credits.*

#### **ATR 6316 | Clinical Topics In Sports Medicine**

This course provides a comprehensive approach to advanced orthopedic concepts associated with physically active individuals across the lifespan. The focus will be on surgical techniques, radiological concepts and interpretation, and advanced treatment procedures used in diverse orthopedic settings. *Two credits.*

#### **ATR 6317 | Seminar In Athletic Training**

This course serves as a formal review for the national Board of Certification, Inc. examination for certification

as an athletic trainer. Students will also discuss current professional issues pertinent to their entrance into the profession as practicing clinicians. *One Credit.*

#### **ATR 6345 | Elective Clinical Rotation**

This 14-week clinical rotation provides the athletic training student the opportunity to gain experience in a specific area of clinical practice. Areas of interest are chosen from a variety of practice foci including but not limited to out-patient rehabilitation, orthopedic assessment, primary care, emergency and acute care, dance medicine, industrial and occupational health, and athletic performance. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into actual patient care. Students will be required to gain a minimum of 300 hours of patient care experience with physically active individuals. *Three credits.*

#### **ATR 6355 | Interprofessional Seminar II**

This is the second of two courses designed to help the athletic training student understand the roles of various health professions, especially those represented at High Point University. During the course of their careers, athletic trainers will interact with many diverse technicians, therapists and technologists all of whom have important roles to play in the care of patients. The American Medical Association currently recognizes over 80 professions in the health care field. In this course, students will have direct interaction with students and faculty from other health professions. They will examine patient cases and critical health care issues in order to gain an appreciation for the collaborative nature of patient care. *One Credit.*





# Master of Physician Assistant Studies

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**Dr. Linda J. Sekhon**  
*Associate Professor of  
Physician Assistant Studies,  
Director of the Physician  
Assistant Studies program*  
336.841.9440  
[lsekhon@highpoint.edu](mailto:lsekhon@highpoint.edu)

The HPU Master of Physician Assistant Studies program is designed to span 27 months over 7 continuous semesters. The curriculum design assumes that students will develop the necessary skills to be self-directed learners and to effectively apply what they learn in the clinical setting. The curriculum is designed to blend critical thinking and intellectual inquiry with a practical need for innovation, skill, and knowledge within professional disciplines. This is accomplished through an innovative course of study integrating a set of educational experiences that focus on core medical sciences, critical thinking, cultural values, public policy issues and research applicable to the needs of the PA profession. Instructional methods utilized by the M.P.A.S. program which foster critical thinking and intellectual inquiry include Problem-Based Learning, Team-Based Learning, and experiential learning through Simulated Patient Care and Supervised Clinical Practice Experiences

The M.P.A.S. degree requires 109 credits of coursework. The Didactic Phase of the program takes place over 4 continuous semesters and involves the successful completion of graduate-level academic coursework. The curriculum is structured around active-learning strategies, practical lab sessions, simulated case presentations and problem-based learning sessions, with opportunities for off-campus clinical interaction. The Clinical Phase takes place during the second year and spans a total of 12 months. Students will participate in supervised clinical rotations during which time they will participate in the evaluation and management of patients in a wide variety of clinical areas.

**Degree:** Master of Physician Assistant Studies (M.P.A.S.)

**Accreditation Status:** The ARC-PA has granted **Accreditation-Provisional** status to the **High Point University Physician Assistant Program** sponsored by High Point University.

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

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

**Admission Term:** The HPU Physician Assistant Studies program will begin each June and will span 27 months over 7 continuous semesters.

**Admission Requirements:** Applicants are considered for on-campus interview based on the following aspects identified within their CASPA application:

1. Prerequisite Coursework
2. Grade Point Averages
3. Graduate Record Examination Scores<sup>1</sup>
4. Health Care Experience
5. References
6. Earned Bachelor's Degree<sup>2</sup>
7. Ability to perform the program required Technical Standards

<sup>1</sup>The GRE must have been taken within the previous five years. GRE scores should be submitted directly to CASPA. The High Point University GRE code for the M.P.A.S. program is 7291.

<sup>2</sup>Applicants must provide evidence of an earned bachelor's degree from a United States regionally accredited college or university prior to enrollment.

**International Applicants:** International students are welcome to apply as long as they have met the minimum admissions requirements, including an earned bachelor's degree from a U.S. regionally accredited college or university. In addition, international applicants must certify they have adequate and available funds to maintain and support their stay in the United States for the purpose of earning a Master of Physician Assistant Studies Degree at High Point University.

Tuitions and Fees	Cost
Tuition and Fees	\$34,765 per year

**PAS Course Requirements and Prerequisites:** PAS courses are open to enrolled Physician Assistant Studies students only. Successful completion of prior semester PA course work or departmental permission is required. Students must successfully complete Didactic Phase courses to progress into the Clinical Phase of the program.

**Transfer of Credit:** All PA students must complete the entire PA curriculum at High Point University. No advanced placement or advanced standing is granted, nor is transfer credit or credit for experiential learning accepted.

**Applicability of Graduate School Policies:** Specific ARC-PA accreditation requirements supersede many of the policy statements found on pages 10–30 of this Bulletin. Students who are enrolled in the M.P.A.S. program should consult with the Program Director about any policy-related questions or concerns.

**Admission Enrollment Classification:** Restricted

### Program of Study

#### Summer Semester I

- PAS–5101 Gross Anatomy
- PAS–5103 Fundamentals of the Medical Profession
- PAS–5107 Applied Biomedical Science
- PAS–5111 Population Health
- PAS–5151 Health Care Provider Communication Skills

#### Fall Semester

- PAS–5203 Health Care Ethics and Policy
- PAS–5205 Interprofessional Seminar I
- PAS–5211 Evidence-based Medicine I
- PAS–5221 Pathophysiology I
- PAS–5231 Clinical Decision Making I
- PAS–5241 Pharmacology and Pharmacotherapeutics I
- PAS–5251 History and Physical Examination I
- PAS–5261 Clinical Methods and Procedures I

*Students must successfully complete all Summer Semester I coursework before they can register for Fall Semester coursework.*

#### Spring Semester

- PAS–5305 Interprofessional Seminar II
- PAS–5307 Fundamentals of Surgery
- PAS–5311 Evidence-based Medicine II
- PAS–5321 Pathophysiology II
- PAS–5331 Clinical Decision Making II
- PAS–5341 Pharmacology and Pharmacotherapeutics II
- PAS–5351 History and Physical Examination II
- PAS–5361 Clinical Methods and Procedures II

*Students must successfully complete all Fall Semester coursework before they can register for Spring Semester coursework.*

#### Summer Semester II

- PAS–5401 Introduction to Clinical Education
- PAS–5411 Evidence-based Medicine III
- PAS–5421 Pathophysiology III
- PAS–5431 Clinical Decision Making III
- PAS–5441 Pharmacology and Pharmacotherapeutics III
- PAS–5451 History and Physical Examination III
- PAS–5461 Clinical Methods and Procedures III

*Students must successfully complete all Spring Semester coursework before they can register for Summer Semester II coursework.*

#### Clinical Year

- PAS–6103 Clinical Seminar I
- PAS–6110 Family Medicine
- PAS–6120 Inpatient Medicine
- PAS–6130 Emergency Medicine
- PAS–6140 General Surgery
- PAS–6150 Pediatrics
- PAS–6160 Women's Health
- PAS–6170 Behavioral Medicine
- PAS–6175 Elective I
- PAS–6176 Elective II
- PAS–6199 Master's Project I

*Students must successfully complete all Summer Semester II coursework before they can register for their Clinical Year.*

- PAS–6203 Clinical Seminar II
- PAS–6299 Master's Project II
- PAS–6303 Clinical Seminar III
- PAS–6399 Master's Project III

## COURSE DESCRIPTIONS

### PAS 5101 | Gross Anatomy

This course is designed to familiarize the student with the clinically relevant aspects of human anatomy via an in-depth examination of anatomical structure and function. In addition to regional gross human anatomy, the course will also cover selected topics in the areas of histology and embryology related to the structures of the selected regions. Emphasis is placed on relationship of structure and normal variants with clinical correlation to pathology and disease presentation. The laboratory component of this course focuses attention on spatial relationships, anatomic variation, and relationship of organ systems. The lecture and lab sections correlate with the Applied Biomedical Science course that runs concurrently. The knowledge gained in this course will be essential for success in future courses in Clinical Decision Making and History and Physical Examination, as well as in the Clinical Phase of the Program. *Five credits.*

### PAS 5103 | Fundamentals of the Medical Profession

This course is designed to aid students in the transition into the medical profession and serves as an introduction to professional practice issues. Areas of discussion include history of the physician assistant profession, the PA-Physician team, professional organizations, health information technology, and intellectual honesty and professional conduct. The knowledge gained in this course will be essential to success in the experiential components of the Clinical Decision Making courses as well as in the Clinical Phase of the program. *One credit.*

### PAS 5107 | Applied Biomedical Science

This course is designed to run concurrently and complement anatomy lectures by providing scientific concepts and skills specific to the practice of medicine. Areas of study to include:

- *Surface Anatomy and physical examination:* to include palpation: feeling internal structures through the skin and living anatomy: palpation of arterial pulses, skeleton, muscles and blood vessels, sounds of the heart and lungs. Demonstration of competency in identifying clinically important anatomic features.
- *Histology:* To provide a basic understanding of the structural organization of tissues. Designed to bridge anatomic principles with the diagnosis of disease states including; vascular diseases, liver disease, kidney disease and others that reveal themselves at the cellular level and are diagnosed by using histological techniques.
- *Cell Biology:* To provide a basic understanding of the medical aspects of cellular activity in the human body. Designed to provide the basic knowledge necessary

to understand the alterations that occur at the level of individual cells in disease states.

- *Radiologic Imaging:* Designed to utilize imaging modalities to describe normal anatomy and radiological findings.

The knowledge gained in this course will be essential to success in the Clinical Decision Making courses as well as in the Clinical Phase of the program. *Four credits.*

### PAS 5111 | Population Health

This course is designed to provide an overview of population health including review of the public health system, introduction to core epidemiology principles, identifying best practices for health promotion and disease prevention, and understanding the primary social determinants of health and their role in creating health inequities within the US. The root causes of inequities in health outcomes and the relative effectiveness of the health care system in caring for all patients will be explored. The course will focus on the roles of history, power, privilege and structural inequality and its relation to the health of populations. Students will learn how to identify vulnerable populations and to respond to the health disparities vulnerable groups often experience. They will learn the role of cultural competence in health care provision and develop the skills to capably provide patient-centered care across cultural boundaries. Additionally they will learn about the effects of emerging global health concerns on health care locally and globally. Concepts mastered in this course will be essential to success in the experiential components of the Clinical Decision Making series of courses, as well as in the Clinical Phase of the program. *Two credits.*

### PAS 5151 | Health Care Provider Communication

This course is designed to teach students the fundamentals of patient-centered communication skills, components of the medical interview, basic counseling and patient education techniques, respect for the patient as an individual and behavioral change counseling strategies. These five components are learned in a layered fashion and reinforced through the introduction to writing a medical narrative. The knowledge and skills gained in this course will be essential to success in the History and Physical Examination series of courses, the Clinical Decision Making series of courses and the Clinical Phase of the program. *Two credits.*

### PAS 5203 | Health Care Ethics and Policy

This course is designed to introduce students to health care ethics, law and policy. Students learn to appreciate the inseparable relationship between medicine and

ethics, recognize key ethical obligations and challenges common in medical practice, identify sources of ethical value commonly used in ethical reasoning, and apply a systematic approach to clinical ethical practice. Students explore ways in which health care policy, legislation, and care delivery models impact the practice of medicine and provision of health care to the US population. Knowledge of concepts gained in this course will be essential to success in the experiential components of the Clinical Decision Making series of courses as well as in the Clinical Phase of the program. *One credit.*

### **PAS 5205 | Interprofessional Seminar**

This course is the first in a series designed to help the PA student understand the roles of various health professions, especially those represented at High Point University. During the course of their careers, professional PAs will interact with many diverse technicians, therapists and technologists all of whom have important roles to play in the care of patients. The American Medical Association currently recognizes over 80 professions in the health care field. In this course, students will have direct interaction with students and faculty from other health professions. They will discuss roles and review perceptions of important health care issues. The initial focus of this course will be the analysis of peer-reviewed journal articles that have a wide range of interest across medical specialties and health care fields. The course will convene once monthly for a single 2-hour time slot. The skills gained in this course will be essential to success in the Clinical Phase of the program. *One credit.*

### **PAS 5211 | Evidence-based Medicine I**

This is the first in a series of three courses. Students will participate in a focused review of the basic concepts of research design and statistics as they apply specifically to the medical research literature, in order to form a basis for sound, evidence-based, high-value/cost-conscious based, clinical decision making. This course is designed to teach students the core elements of evidence-based medicine including developing clinical questions, searching the medical literature, appraising the literature, and applying evidence appropriately to the care of an individual patient. These four elements will be explored based on the types of clinical questions including etiology/harm, diagnosis, therapy, prognosis with additional attention spent critiquing systematic reviews and treatment guidelines. Components are learned in a layered fashion and reinforced through the application to specific case vignettes. This course supports the development of professional oral and written communication skills in preparation for the Master's Project. The knowledge gained in this course will also be

critical to success in the Clinical Decision Making series of courses as well as in the Clinical Phase of the program. *One credit.*

### **PAS 5221 | Pathophysiology I**

This is the first in a series of courses designed to run concurrently and complement Clinical Decision Making I, Pharmacology and Pharmacotherapeutics I and Evidence-based Medicine by providing insights into molecular and pathophysiologic mechanisms of disease that inform evidence-based medical practice and pharmacotherapeutics. A working understanding of basic human physiology is assumed as a prerequisite. Areas of study will include:

- *Immunology:* A review of basic immunology and basic pathophysiologic derangements of the immune system including: innate and adaptive immunity, B- and T-cell development and effector function, hypersensitivity and clinical immunology. Connections will be made to select rheumatologic, dermatologic, hematologic and auto-immune conditions.
- *Genetics:* A review of the organization and function of the human genome as well as common genetic diseases. Pathophysiology vis à vis abrogation of genetic mechanisms will be a focus of this portion of the course. A strong working understanding of cell biology as introduced in the "Applied Biomedical Science" course is a prerequisite.
- *Infectious Disease:* Identification and recognition of common pathogens by age group and body system will be the primary focus of this portion of the course.

This course will serve as a foundation for understanding the clinical presentation of genetic, immunologic and infectious diseases in Clinical Decision Making I, II, and III as well as in the Clinical Phase of the curriculum. *Two credits.*

### **PAS 5231 | Clinical Decision Making I**

This is the first in a series of courses designed to provide an intensive study of human diseases and disorders, using a lifespan approach from pediatrics to geriatrics, in the areas of clinical medicine including epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, prevention, laboratory medicine, and prognosis. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation. We will also focus on critical disease processes which may be threatening to life or function. Students will acquire problem-focused evaluation,

diagnosis and patient management skills. This course will begin with an introduction to Pediatrics, Geriatrics and Emergency Medicine providing students with a foundation of knowledge that will be integrated throughout the series of CDM courses. Concomitant study of pathophysiology will acquaint students with genetic and immunologic mechanisms of disease. Specific organ system-based areas of study will include Oncology, Hematology, Rheumatology, Infectious Disease and Dermatology. Students will be expected to apply knowledge obtained in pathophysiology, pharmacology, clinical skills and procedures and evidence-based medicine to these specific areas of study. Mastery of the concepts and topics in this course will be critical to successful performance in the Clinical Phase of the program. *Seven credits.*

### **PAS 5241 | Pharmacology and Pharmacotherapeutics I**

This course is designed to run concurrently with and complement Clinical Decision Making I. It is the first in a series of courses designed to develop the skills and knowledge-base related to the principles of pharmacology as they pertain to therapeutic agents, both prescription and non-prescription. Major principles of pharmacodynamic and pharmacokinetic properties will initially be reviewed, followed by an introduction to pharmacogenetics and pharmacogenomics. Subsequent discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of dynamic and kinetic properties, uses, side effects, and toxicities. Emphasis will be placed on the principles of altered dynamic/kinetic properties related to age, race, ethnicity and genetics as well as cost/benefit of pharmacological interventions including

patient education with regards to drug administration, potential adverse side effects and drug-drug and drug-food interactions. Students will also become familiar with prescription writing and the laws governing this privilege in North Carolina. Areas of study will include Oncology, Hematology, Rheumatology, Infectious Disease and Dermatology. Skills developed in this course will be critical in progressing through the clinical phase of the program. *Two credits.*

### **PAS 5251 | History and Physical Examination I**

This is the first in a series of courses designed to develop knowledge and skills required to obtain and record the complete medical history and perform a physical examination. This includes use of appropriate diagnostic equipment, proper examination techniques, and the use of accurate medical terminology to document findings. Emphasis is placed on developing skills in recognition of the "range of normal" physical findings. The course emphasizes patient-centered interviewing, acquiring a medical database, and performing a comprehensive physical examination. A combination of lectures, discussion, case studies and performance skills labs will be used to present and practice the necessary concepts and skills.

Lab sessions are used to optimize teaching of concepts. The student will be required to demonstrate Competency Based Learning during the performance of the required procedures and skills. In the laboratory section of this course the emphasis is in "hands-on" experiences in which students practice and perform select procedures on classmates, simulated patients, models, and/or partial task trainers. *Two credits.*



**PAS 5261 | Clinical Methods and Procedures I**

This is the first in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, and is designed to complement the content covered in Clinical Decision Making and Pathophysiology. The course provides a foundation of clinical skills and diagnostic modalities to prepare the student for common professional responsibilities and practices in patient care. Course content includes theory and practice of selected clinical laboratory techniques and procedures, with emphasis on effective utilization of the clinical laboratory in the diagnosis and management of disease states. Students learn to select, perform, interpret and evaluate clinical laboratory imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs. In the laboratory section of this course the emphasis is in "hands-on" experiences in which students practice and perform select procedures on classmates and/or partial task trainers. Simulations and models will also be utilized. Mastery of the concepts developed in this course will be critical to success in the Clinical Phase of the program. *Two credits.*

**PAS 5305 | Interprofessional Seminar II**

This is the second of two courses designed to help the PA student understand the roles of various health professions, especially those represented at High Point University. During the course of their careers, professional PAs will interact with many diverse technicians, therapists and technologists all of whom have important roles to play in the care of patients. The American Medical Association currently recognizes over 80 professions in the health care field. In this course, students will have direct interaction with students and faculty from other health professions. They will discuss roles and review perceptions of important health care issues. The initial focus of this course will be the analysis of peer-reviewed journal articles that have a wide range of interest across medical specialties and health care fields. The course will convene once monthly for a single 2-hour time slot. The skills gained in this course will be essential to success in the Clinical Phase of the program. *One credit.*

**PAS 5307 | Fundamentals of Surgery**

This course is designed to introduce the student to basic skills and concepts needed in the surgery rotation. The surgery rotation and the skills contained therein are required competencies for successful completion of the program. The primary focus will be on the skills needed for competent presence in the surgical suite as well as the pre-, intra- and post-operative care of the surgical patient. Selected surgical conditions will be selected

as prototypes for the study of pathophysiology, clinical presentation and identification of surgical problems. Surgical techniques and procedures, including common outpatient and emergency interventions will also be addressed. Additionally, anesthetic techniques will be reviewed. Mastery of the skills and concepts presented in this course will be critical to success in the Clinical Phase of the program. *One credit.*

**PAS 5311 | Evidence-based Medicine II**

This is the second in a series of three courses. Students will participate in a focused review of the basic concepts of research design and statistics as they apply specifically to the medical research literature, in order to form a basis for sound, evidence-based, high-value/cost-conscious based, clinical decision making. This course is designed to build on the core elements of evidence-based medicine learned in Evidence-Based Medicine I by focusing on efficient practices that empower providers to identify and answer clinical questions using widely available medical informatics. The available evidence will be integrated with the patient's perspective of illness and the developing provider's clinical expertise via case scenario application. The course continues the emphasis on developing professional oral and written communication skills in preparation for the Master's Project. The knowledge gained in this course will also be critical to success in the Clinical Decision Making series of courses as well as in the Clinical Phase of the program. *One credit.*

**PAS 5321 | Pathophysiology II**

This is the second in a series of courses designed to run concurrently with and complement Clinical Decision Making II, Pharmacology and Pharmacotherapeutics II and Evidence-based Medicine II by providing insights into molecular and pathophysiologic mechanisms of disease that inform evidence-based medical practice and pharmacotherapeutics. A working understanding of basic human physiology is assumed as a prerequisite. Areas of study will include:

- *Cardiovascular:* A discussion of basic pathophysiologic mechanisms underlying cardiovascular disease including dysrhythmias, heart failure, atherosclerosis and hypertension.
- *Pulmonary:* A discussion of the pathophysiology of obstructive and restrictive lung diseases including asthma, COPD, pneumoconioses and fibrosis.
- *Renal:* A discussion of pathophysiologic mechanisms resulting in hypertension as well as acute and chronic renal failure.
- *Genitourinary/Reproductive:* A discussion of

pathophysiology of both male and female urinary and reproductive system disease. This will include mechanisms of central control.

- *Gastroenterology*: A discussion of the pathophysiology of infectious, autoimmune, nutritional and metabolic derangements of GI function.
- *Endocrine*: A discussion of the pathophysiology of thyroid, parathyroid, pituitary, hypothalamic, adrenal, bone and reproductive derangements.

This course will serve as a foundation for understanding the clinical presentation of disease in the above organ systems in Clinical Decision Making II as well as in the clinical phase of the curriculum. *Two credits.*

### **PAS 5331 | Clinical Decision Making II**

This is the second in a series of courses designed to provide an intensive study of human diseases and disorders, using a lifespan approach from pediatrics to geriatrics, in the areas of clinical medicine including epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, prevention, laboratory medicine, and prognosis. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation. We will also focus on critical disease processes which may be threatening to life or function. Students will acquire problem-focused evaluation, diagnosis and patient management skills. Concomitant study of pathophysiology will acquaint students with molecular and organ-based mechanisms of disease. Specific organ system-based areas of study will include Cardiology, Pulmonary Medicine, Nephrology, Genitourinary, Gastroenterology, Endocrine and Reproductive Medicine. Students will be expected to apply knowledge obtained in pathophysiology, pharmacology, diagnostic methods and evidence-based medicine to these specific areas of study. Mastery of the concepts and topics in this course will be critical to successful performance in the Clinical Phase of the program. *Seven credits.*

### **PAS 5341 | Pharmacology and Pharmacotherapeutics II**

This course is designed to run concurrently with and complement Clinical Decision Making II. It is the second in a series of courses designed to develop skills related to the principles of pharmacology as they pertain to therapeutic agents, both prescription and non-prescription. Mastery of concepts and outcomes from Pharmacology and Pharmacotherapeutics I is essential for success in this course. Discussion will include the principal mechanisms of action of the major classes of

therapeutic agents, understanding of pharmacodynamics, uses, side effects, and toxicities. Emphasis will be placed on the principles of altered pharmacodynamics related to age, race, and ethnic groups as well as cost/benefit of pharmacological interventions including patient education with regards to drug administration, potential adverse side effects and drug-drug and drug-food interactions. Areas of study will include Cardiology, Pulmonary Medicine, Nephrology, Genitourinary, Gastroenterology, Endocrine and Reproductive Medicine. Skills developed in this course will be critical in progressing through the clinical phase of the program. *Two credits.*

### **PAS 5351 | History and Physical Examination II**

This is the second in a series of courses designed to develop knowledge and skills required to obtain and record the complete medical history and perform a physical examination. In this course students develop a deeper understanding of the history and physical examination skills specific to various organ systems. This includes use of appropriate diagnostic equipment, proper examination techniques, and the use of accurate medical terminology to document findings. Emphasis is placed on developing skills in recognition of the "range of normal" physical findings and beginning to recognize selected abnormalities. The course emphasizes patient-centered interviewing, acquiring a medical database, and performing problem-focused physical examinations. A combination of lectures, discussion, case studies and performance skills labs will be used to present and practice the necessary concepts and skills.

Lab sessions are used to optimize teaching of concepts. The student will be required to demonstrate Competency Based Learning during the performance of the required procedures and skills. In the laboratory section of this course the emphasis is in "hands-on" experiences in which students practice and perform select procedures on classmates, simulated patients, models, and/or partial task trainers. This course will help students develop the skills necessary to participate in the experiential learning activities of Clinical Decision Making II. These skills will be crucial to successful completion of the clinical phase of the program. *Two credits.*

### **PAS 5361 | Clinical Methods and Procedures II**

This is the second in a series of courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, and is designed to complement the content covered in Clinical Decision Making II and Pathophysiology II. The course provides a foundation of clinical skills and diagnostic modalities to prepare the student for common professional responsibilities

and practices in patient care. Course content includes theory and practice of selected clinical laboratory techniques and procedures, with emphasis on effective utilization of the clinical laboratory in the diagnosis and management of disease states. Students learn to select, perform, interpret and evaluate clinical laboratory imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs. In the laboratory section of this course the emphasis is in “hands-on” experiences in which students practice and perform select procedures on classmates and/or partial task trainers. Simulations and models will also be utilized. Mastery of the concepts developed in this course will be critical to success in the Clinical Phase of the program. *Two credits.*

#### **PAS 5401 | Introduction to Clinical Education**

This course is designed to prepare students to begin their core clinical education experiences. Topics will include communication in the clinical setting, the use of electronic health records, Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) training, professionalism, introduction to systems-based practices that improve healthcare safety, and an in-depth discussion of program requirements for successful progression through the clinical education experiences. *One credit.*

#### **PAS 5411 | Evidence-based Medicine III**

This is the final course in a series of three courses. Students will participate in a focused review of the basic concepts of research design and statistics as they apply specifically to the medical research literature, in order to form a basis for sound, evidence-based, high-value/cost-conscious based, clinical decision making. This course is designed to teach students the essential skills required for effective and efficient publication of peer-reviewed evidence-based medicine articles. The essential skills include identifying highly-relevant clinical questions or topics, performing a thorough review of the literature summarizing the current state of the topic, identifying the ideal publication venue for disseminating the information, determining the most appropriate article type and format within the given publication, writing a letter of interest to the journal editor, identifying the journal articles primary readership, drafting an introduction that compels the audience to read the article, writing (and re-writing) the manuscript in order to complete the article in alignment with the author guidelines for submission, and interacting professionally with the editorial staff as needed to guide the manuscript through the peer-review and production processes. These nine activities will be accomplished by groups of students as they co-author a journal article and

complete their final preparation for the Master’s Project. The knowledge gained in this course will also be critical to success in the Clinical Decision Making series of courses as well as in the Clinical Phase of the program. *One credit.*

#### **PAS 5421 | Pathophysiology III**

This is the third and final in a series of courses designed to run concurrently with and complement Clinical Decision Making III, Pharmacology and Pharmacotherapeutics III and Evidence-based Medicine III by providing insights into molecular and pathophysiologic mechanisms of disease that inform evidence-based medical practice and pharmacotherapeutics. A working understanding of basic human physiology is assumed as a prerequisite. Areas of study will include:

- *Orthopedics:* A discussion of the basic science underlying common metabolic and traumatic diseases of bone
- *Neuroscience:* A discussion of the basic molecular function of the nervous system with special attention to seizure disorders, common neurologic disorders and behavioral health
- *Ophthalmology/Otorhinolaryngology:* A discussion of the pathophysiology behind the common sensory and infectious disorders of the eyes, ears, nose, sinuses, throat, larynx and neck
- *Nutrition:* A review of disorders of protein, carbohydrate and lipid metabolism as well as the pathophysiology underlying common nutritional disorders

This course will serve as a foundation for understanding the clinical presentation of disease in the above organ systems in Clinical Decision Making III as well as in the clinical phase of the curriculum. *Two credits.*

#### **PAS 5431 | Clinical Decision Making III**

This is the final in a series of three courses designed to provide an intensive study of human diseases and disorders, using a lifespan approach from pediatrics to geriatrics, in the areas of clinical medicine including epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, prevention, laboratory medicine, and prognosis. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient’s clinical presentation. We will also focus on critical disease processes which may be threatening to life or function. Students will acquire problem-focused evaluation, diagnosis and patient management skills. Concomitant study of pathophysiology will acquaint students with molecular



and organ-based mechanisms of disease. Specific organ system-based areas of study will include Orthopedics, Neurology, Behavioral Medicine, EENT, Nutrition, and Integrative Medicine. Students will be expected to apply knowledge obtained in pathophysiology, pharmacology, diagnostic methods and evidence-based medicine to these specific areas of study. Mastery of the concepts and topics in this course will be critical to successful performance in the Clinical Phase of the program. *Seven credits.*

### **PAS 5441 | Pharmacology and Pharmacotherapeutics III**

This course is designed to run concurrently with and complement Clinical Decision Making III. It is the third and final in a series of courses designed to develop skills related to the principles of pharmacology as they pertain to therapeutic agents, both prescription and non-prescription. Mastery of concepts and outcomes from Pharmacology and Pharmacotherapeutics I & II is essential for success in this course. Discussion will include the principal mechanisms of action of the major classes of therapeutic agents, understanding of pharmacodynamics, uses, side effects, and toxicities. Emphasis will be placed on the principles of altered pharmacodynamics related to age, race, and ethnic groups as well as cost/benefit of pharmacological interventions including patient education with regards to drug administration, potential adverse side effects and drug-drug and drug-food interactions. Areas of study will include Orthopedics, Neurology, Behavioral Medicine,

EENT, Nutrition and Integrative Medicine. Skills developed in this course will be critical in progressing through the clinical phase of the program. *Two credits.*

### **PAS 5451 | History and Physical Examination III**

This is the final in a series of courses designed to develop knowledge and skills required to obtain and record the complete medical history and perform a physical examination. In this course students continue to develop a deeper understanding of the history and physical examination skills specific to various organ systems.

This includes use of appropriate diagnostic equipment, proper examination techniques, and the use of accurate medical terminology to document findings. Emphasis is placed on developing skills in recognition of the "range of normal" physical findings and beginning to recognize selected abnormalities. The course emphasizes patient-centered interviewing, acquiring a medical database, and performing a problem-focused and a comprehensive physical examination. A combination of lectures, discussion, case studies and performance skills labs will be used to present and practice the necessary concepts and skills.

Lab sessions are used to optimize teaching of concepts. The student will be required to demonstrate Competency Based Learning during the performance of the required procedures and skills. In the laboratory section of this course the emphasis is in "hands-on" experiences in which students practice and perform select procedures on classmates, simulated patients, models, and/or partial task



trainers. The focus in H&P III will be on Musculoskeletal, Neurologic/Behavioral, ENT, Nutritional Assessment and the Diabetic Patient. This course will complement the experiential learning that occurs in Clinical Decision Making III; the skills gained will be critical in successful progression to the clinical phase of study. *Two credits.*

#### **PAS 5461 | Clinical Methods and Procedures III**

This is the final in a series of three courses designed to develop a functional understanding of the appropriate uses and interpretations of clinical diagnostic testing, and is designed to complement the content covered in Clinical Decision Making and Pathophysiology. The course provides a foundation of clinical skills and diagnostic modalities to prepare the student for common professional responsibilities and practices in patient care. Course content includes theory and practice of selected clinical laboratory techniques and procedures, with emphasis on effective utilization of the clinical laboratory in the diagnosis and management of disease states. Students learn to select, perform, interpret and evaluate clinical laboratory imaging and other diagnostic tests used for diagnosing, treating, and managing patient needs. In the laboratory section of this course the emphasis is in “hands-on” experiences in which students practice and perform select procedures on classmates and/or partial task trainers. Simulations and models will also be utilized. Mastery of the concepts developed in this course will be critical to success in the Clinical Phase of the program. *Two credits.*

#### **PAS 6103 | Clinical Seminar I**

This course is the first in a series of three seminar style courses designed to aid the PA student in being successful in clinical rotations and in making the transition to the professional practice environment. Topics will include billing and coding, electronic medical records systems, patient safety, quality control/improvement, as well as special concerns during the inpatient medicine rotation. In addition to scheduled topics and guest speakers, students will be responsible for presenting case- and/or topic-related material to their classmates. Students may present unique cases or discuss novel topics that may be helpful to other students in their rotations. Seminar will meet on campus for a total of four, approximately three hour, sessions during the two day end-of-rotation activities. *One credit.*

#### **PAS 6110-6176 | Supervised Clinical Practice Experience (core)**

The supervised clinical practice experience (SCPE) rotations are the culminating learning activities of the physician assistant program. SCPE are comprised of seven core rotations that all students must take and

two elective rotations in any of the medical specialties or subspecialties. During the seven core rotations and two elective rotations, students work with a practicing clinician (referred to as the preceptor) and are actively participating in the health care system as part of the health care team.

#### **PAS 6110 | Family Medicine**

This five-week clinical course provides the physician assistant student with experience in practicing the principles of Family Medicine. Students will gain experience in outpatient evaluation of pediatric and adult patients, including preventive medicine and acute and chronic illness. *Four credits.*

#### **PAS 6120 | Inpatient Medicine**

This five-week clinical course provides the physician assistant student with an opportunity to learn, understand and gain supervised experience in practicing the principles of inpatient medicine. The focus of this rotation is providing care for patients in the hospital setting with an emphasis on internal medicine. *Four credits.*

#### **PAS 6130 | Emergency Medicine**

This five-week clinical course provides the physician assistant student with experience in triage, evaluation, and management of patients of all ages in the emergency room setting. The student will have the opportunity to learn skills needed for the appropriate triage, stabilization, diagnosis and management of patients with significant traumatic injuries, acute illnesses, acute complications of chronic illnesses as well as the management of less life-threatening problems. *Four credits.*

#### **PAS 6140 | General Surgery**

This five-week clinical course provides the physician assistant student with an opportunity to learn, understand, and gain supervised experience in the principle and practice of General Surgery. Students will gain experience in the operating room as well as pre- and postoperative assessment and outpatient follow-up. The overall focus of this rotation is evaluation and care of patients with commonly encountered conditions requiring surgical management. By the end of this experience it is expected that the physician assistant student develop the necessary skills to first-assist a surgeon in a surgical setting. *Four credits.*

#### **PAS 6150 | Pediatrics**

This five-week clinical course provides the physician assistant student with experience in outpatient and/or inpatient management of pediatric patients. The student will have the opportunity to perform well child exams,

problem oriented exams, evaluate common pediatric illnesses, and the care of the newborn. *Four credits.*

#### **PAS 6160 | Women's Health**

This five-week clinical course provides the physician assistant student with experience in managing common gynecologic disorders. Obstetrics experience will include labor and delivery plus routine prenatal and postpartum care. *Four credits.*

#### **PAS 6170 | Behavioral Medicine**

This five-week clinical course provides the physician assistant student with experience in caring for ambulatory and/or hospitalized patients with psychiatric disorders. The student will perform basic psychiatric evaluations, monitor medications, and support the clinical management plan for patients following psychiatric evaluation and treatment. *Four credits.*

#### **PAS 6175 | Elective I**

This five-week clinical course provides the physician assistant student with the opportunity to gain experience in a specific area of interest. Areas of interest are chosen from a variety of surgical, family medicine, or internal medicine specialties or subspecialties. The student will be able to recognize conditions treatable by these specialties, so they can refer patients appropriately and/or work in a supportive role for such specialists. *Four credits.*

#### **PAS 6176 | Elective II**

This five-week clinical course provides the physician assistant student with the opportunity to gain experience in a specific area of interest. Areas of interest are chosen from a variety of surgical, family medicine, or internal medicine specialties or subspecialties. The student will be able to recognize conditions treatable by these specialties, so they can refer patients appropriately and/or work in a supportive role for such specialists. *Four credits.*

#### **PAS 6203 | Clinical Seminar II**

This course is the second in a series of three seminar style courses designed to aid the PA student in being successful in clinical rotations and in making the transition to the professional practice environment. Topics will include systems-based practice, PA-physician-health care team relationship, cost-containment, medico-legal issues, insurance systems and prior authorization. In addition to scheduled topics and guest speakers, students will be responsible for presenting case- and/or topic-related material to their classmates. Students may present unique cases or discuss novel topics that may be helpful to other students in their rotations. Seminar will meet on campus for a total of four, approximately three hour,

sessions during the two day end-of-rotation activities. *Prerequisite: PAS 6103. One credit.*

#### **PAS 6303 | Clinical Seminar III**

This course is the last in a series of three seminar style courses designed to aid the PA student in being successful in clinical rotations and in making the transition to the professional practice environment. Topics will include licensing and credentialing; finding a job; workplace stress and provider burnout and the impaired provider. In addition to scheduled topics and guest speakers, students will be responsible for presenting case- and/or topic-related material to their classmates. Students may present unique cases or discuss novel topics that may be helpful to other students in their rotations. Seminar will meet on campus for a total of four, approximately three hour, sessions during the two day end-of-rotation activities. *Prerequisite: PAS 6203. One credit.*

#### **PAS 6199, 6299, 6399 | Master's Project I-III**

The Master's Project builds on the evidence-based medicine course series completed during the didactic phase of the program by having students participate individually in the conception, development, and production of a paper of publishable quality. The paper will incorporate the basic concepts of research design and statistics as they apply specifically to the medical research literature, in order to recommend sound, evidence-based, high-value/cost conscious clinical guidance to an audience of their peers. This course is designed to teach students the essential skills required for effective and efficient publication of peer-reviewed evidence-based medicine articles. The essential skills include identifying highly-relevant clinical questions or topics, performing a thorough review of the literature summarizing the current state of the topic, identifying the ideal publication venue for disseminating the information, determining the most appropriate article type and format within the given publication, writing a letter of interest to the journal editor, identifying the journal articles primary readership, drafting an introduction that compels the audience to read the article, writing (and re-writing) the manuscript in order to complete the article in alignment with the author guidelines for submission, and interacting professionally with the editorial staff as needed to guide the manuscript through the peer-review and production processes. These nine activities will be accomplished by each individual student with direct faculty mentorship. *One credit for each course.*





The Fred Wilson School of Pharmacy is committed to training clinicians who are dedicated to patient care in all settings and who possess the skill and knowledge to practice pharmacy at the highest level possible. Our curriculum includes a focus on the basic pharmaceutical knowledge and skills necessary to make quality critical decisions combined with clinical training in various settings. Students that acquire the knowledge and skill and are capable communicators will form the core from which the leaders of tomorrow are developed.

The integrated curriculum weaves foundational basic pharmaceutical science courses with applied courses and practical clinical experiences throughout the Pharm.D. program to develop strong problem-solving skills by providing the opportunity to combine classroom learning with real world application.

The High Point University School of Pharmacy faculty hold membership in one of the two departments within the school. The Basic Pharmaceutical Sciences (BPS) department of the School of Pharmacy comprises 14 faculty members with expertise in Pharmacology & Toxicology, Medicinal Chemistry or Pharmaceutical Chemistry. Faculty divide their efforts between teaching, research and service.

The Clinical Sciences (CS) department of the School of Pharmacy is composed of 21 faculty members. The members of the Clinical Sciences department have expertise in the different specialty practice areas of pharmacy and in the social and administrative sciences. Faculty in the CS department also split their efforts between teaching, research and service. High Point University seeks faculty that are exceptional teachers and productive scientifically. Faculty are expected to regularly contribute to the scientific body comprising the field of pharmacy.



**Dr. Ron Ragan**  
*Dean of the Fred Wilson  
School of Pharmacy*  
Norcross Hall 251  
336-841-9193  
[rragan@highpoint.edu](mailto:rragan@highpoint.edu)

**Degree:** Doctor of Pharmacy (Pharm.D.)

**Accreditation Status:** High Point University School of Pharmacy's Doctor of Pharmacy program has been granted Precandidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312-644-3575; FAX 312-664-4652, web site <http://www.acpe-accredit.org>.

**Admission Term:** Fall.

**Deadline for Application Materials:** March 1.

**Application Requirements:** The Fred Wilson School of Pharmacy uses a holistic approach to consideration of applicants to our program. The School of Pharmacy utilizes PharmCAS for on-line applications. In addition, applicants must submit a supplemental application that provides additional information to help the committee evaluate students' qualifications.

Grade Point Averages (GPA) are calculated for all pre-pharmacy courses (Cumulative GPA) and for a subgroup of math and science courses (chemistry, biology, math) which is considered the Core GPA. The minimum preferred Cumulative and Core GPAs to be considered for admission are 2.60 on a 4.00 scale. PCAT scores are required for consideration of an application that is not part of the Early Assurance program at HPU, but no minimum has been established. Nonacademic factors also considered for admission include written communication skills, individual and group interview performance, letters of reference, diversity, pharmacy practice experience, leadership, involvement in extracurricular activities, and meeting all technical standards established by the HPU School of Pharmacy. All admission performance records are maintained in the School of Pharmacy for a minimum of three years.

#### **Technical Standards for High Point University School of Pharmacy Students:**

- **Observation:** A candidate must be able to observe demonstrations and experiments in the basic sciences, including, but not limited to, physiological and pharmacological demonstrations in animals, evaluation of microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities.
- **Communication:** A candidate must be able to communicate effectively and sensitively with patients. Communication includes speech, reading, writing and computer literacy. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. A candidate must be able to communicate effectively and efficiently in oral and written forms with all members of the health care team in a timely manner. For example, students should be able to participate in large and small group discussions as well as interact with patients individually and in groups.
- **Sensory/Motor:** A candidate must have sufficient motor function to perform function that require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. A candidate must be able to execute motor movements to provide general care and emergency treatments to patients. For example, students should be able to provide first aid treatments, perform cardiopulmonary resuscitation, administer immunizations, and compound medications inclusive of using techniques for preparing sterile solutions.
- **Intellectual (Conceptual, Integrative and Quantitative Abilities):** A candidate must have the ability to measure, calculate, reason, and analyze. A candidate must be able to synthesize and apply complex information promptly and accurately. A candidate must be fully alert and attentive at all times in clinical settings.
- **Behavioral/Social Attributes:** A candidate must possess the emotional health required for full utilization of his or her intellectual abilities and the exercise of good judgment. A candidate must possess the ability to develop mature, sensitive, and effective relationships with patients. A candidate must be able to tolerate emotionally and physically taxing workloads and to function effectively under stress. A candidate must be able to adapt to changing environments, to display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. A candidate must possess compassion, integrity, interpersonal skills, and motivation to excel in pharmacy practice.

**Transfer of Credit:** Completion of the Pharm.D. degree requires students to complete the 65 credit hour undergraduate pre-professional curriculum and the 152 credit hour professional curriculum. High Point University School of Pharmacy is a transfer-friendly professional program that will accept appropriate transfer credit under the following circumstances:

Tuitions and Fees	Cost
Comprehensive Fee	\$38,780 per year

## Pre-professional Transfers

Students admitted to the School of Pharmacy who have completed pre-professional coursework at another university may transfer up to 65 pre-professional credit hours to meet program graduation requirements. See <http://www.highpoint.edu/pharmacy/applicationprocess> for the complete application process.

## Professional Transfers

If space is available in a given class cohort, the School of Pharmacy will consider up to 36.5 transfer credits for the first year of the professional program based on course equivalency.

Students who wish to transfer into the High Point University School of Pharmacy from another ACPE-accredited pharmacy program must:

- Submit a letter to the Associate Dean of Student and Professional Affairs stating their desire to transfer.
- Submit official transcripts and send PCAT scores to the High Point University School of Pharmacy.
- Request that a letter be sent from the Dean's office of the student's current school to the Dean of the High Point University School of Pharmacy stating whether or not the student is in good professional and academic standing and is eligible to continue at that institution.
- Meet the HPU School of Pharmacy's pre-pharmacy course requirements and meet current admission standards.

If the student meets these requirements, he or she will interview with the Dean and Associate Dean as well as selected members of the Admissions Committee. Upon consulting with the Associate Dean and members of the Admissions Committee, the committee will decide whether or not the transfer will be allowed. The Associate Dean will communicate the decision to the Dean's Office at the school from which the student is transferring.

**Admission Enrollment Classification:** Restricted



### Pre-Pharmacy Program of Study

#### High Point University Students

Required Courses	Credits	Suggested Semester
Physics <sup>a</sup>		
English I (College Writing)	4	Year 1 Fall
*Chemistry with Lab	4	Year 1 Fall
*Principles of Biology with Lab	4	Year 1 Fall
Calculus <sup>b</sup>	4	Year 1 Fall
President's Seminar	1	Year 1 Fall
*Chemistry II with Lab	4	Year 1 Spring
*Human Anatomy with Lab	4	Year 1 Spring
First Year Seminar	4	Year 1 Spring
Human Communication	4	Year 1 Spring
Professional Writing	4	Year 2 Fall
*Organic Chemistry I with Lab	4	Year 2 Fall
*Human Physiology with Lab	4	Year 2 Fall
Humanities or Social Science	4	Year 2 Fall
Organic Chemistry II with Lab	4	Year 2 Spring
*Microbiology with Lab	4	Year 2 Spring
Humanities or Social Science	4	Year 2 Spring
<b>Total</b>	<b>65</b>	

<sup>a</sup>Denotes class considered core in the prepharmacy curriculum.

<sup>a</sup>Students are exempted from the Physics requirement if their high school transcript confirms a grade of "B" or higher in a one-credit Physics course.

<sup>b</sup>HPU Students who score below 600 on the math section of the SAT must complete a prerequisite math course.

#### Transfer Students or Students with a Prior Degree

Required Courses	Credits
*Chemistry I with Lab	4
*Chemistry II with Lab	4
*Organic Chemistry I with Lab	4
*Organic Chemistry II with Lab	4
*General Biology with Lab	4
*Human Physiology or Anatomy/Physiology <sup>a</sup>	4
*Microbiology with Lab	4
*Calculus I <sup>b</sup>	3
Physics <sup>c</sup>	3
Communications <sup>d</sup>	3
English I (College Writing) <sup>e</sup>	3
English II (Professional Writing or similar) <sup>e</sup>	3
Humanities or Social Science	6
Elective courses <sup>f</sup>	---
<b>Total</b>	<b>65</b>

<sup>a</sup>Denotes class considered core in the prepharmacy curriculum.

<sup>a</sup>Although 4 credits of Physiology are required, 6-8 hours of Anatomy and Physiology are recommended. If one combined Anatomy and Physiology course is taken, it should cover all major organ systems and include one hour of lab. Physiology courses in Biology, Exercise Science, Kinesiology, and other disciplines are accepted.

<sup>b</sup>Calculus for Life Sciences, Psychology, or Business will be accepted.

<sup>c</sup>Students are exempted from the Physics requirement if their high school transcript confirms a grade of "B" or higher in a one-credit Physics course.

<sup>d</sup>Interpersonal or Human Communication is recommended, but Public Speaking is acceptable.

<sup>e</sup>English Composition courses should be taken which are writing-intensive with one being a Professional Writing course, if available. A 3-credit writing intensive literature course may be accepted in lieu of one of these courses.

<sup>f</sup>Elective courses are needed to reach the minimum requirement of 65 total hours. Recommended electives include Statistics, Economics, and courses from the Social Sciences, Behavioral Sciences, and/or Humanities. No more than one credit-hour will be accepted from courses that focus predominantly on the improvement of skills, for example instruction in music performance.



## Professional Pharmacy Program of Study

Required Courses	Credits
<b>First Professional Year: Fall</b>	
Introduction to Medicinal Chemistry & Lab	2 + 1
Physiology of Wellness and Disease	4
Pharmaceutical Calculations	1
Introduction to Pharmacy Practice & Lab with Immunization	3 + 2
Introduction to Pharmacology	3
Deans' Introduction to Pharmacy	1
Case Recitation I: Bridging Basic & Clinical Sciences	1
<b>Semester Total</b>	<b>18</b>

<b>First Professional Year: Spring</b>	
Medical Chemistry & Pharmacology	3
Pharmaceutics & Lab	3 + 1
Immunology	2
Pharmacokinetics & Pharmacodynamics	2
Ambulatory Care Skills I & Clinical Skills Lab I	3 + 1
Introduction to Therapeutics	2
Case Recitation II: Bridging Basic & Clinical Sciences	1
Longitudinal Practice Experience I	0.5
<b>Semester Total</b>	<b>18.5</b>

<b>First Professional Summer</b>	
Introductory Pharmacy Practice Experience: Community	4
<b>Semester Total</b>	<b>4</b>

<b>Second Professional Year: Fall</b>	
Research Design and Analysis	3
Integrated Pharmaceutical Sciences I	4
Health Care Systems I	3
Pharmacotherapy I	4
Clinical Skills Lab II	1
Ambulatory Care Skills II	3
Longitudinal Practice Experience II	0.5
<b>Semester Total</b>	<b>18.5</b>

Required Courses	Credits
<b>Second Professional Year: Spring</b>	
Integrated Pharmaceutical Sciences II	4
Natural Products	3
Pharmacoeconomics	2
Health Care Systems II	2
Pharmacotherapy II	4
Clinical Skills Lab III	1
Longitudinal Practice Experience III	0.5
<b>Semester Total</b>	<b>16.5</b>

<b>Second Professional Summer</b>	
Introductory Pharmacy Practice Experience: Hospital	4
<b>Semester Total</b>	<b>4</b>

<b>Third Professional Year: Fall</b>	
Integrated Pharmaceutical Sciences III	4
Interprofessional Education I	1
Pharmacotherapy III	4
Clinical Skills Lab IV	1
Certificate I (Required)	2
Pharmacy Management	3
Longitudinal Practice Experience III	0.5
Electives (0 – 6 hours) – 6 Cr. Required Total	Variable
<b>Semester Total</b>	<b>15.5+</b>

<b>Third Professional Year: Spring</b>	
Population Health & Pharmacoepidemiology	3
Pharmacy Law & Ethics	3
Interprofessional Education II	1
APPE Preparation Recitation	1
Pharmacotherapy IV	4
Clinical Skills Lab V	1
Longitudinal Practice Experience IV	1
Electives (0 – 6 hours) – 6 Cr. Required Total	Variable
<b>Semester Total</b>	<b>14+</b>

**Professional Pharmacy Program of Study (Cont.)**

Required Courses	Credits
<b>Fourth Professional Year: Fall/Spring</b>	
Required Advanced Pharmacy Practice Experience I	4
Required Advanced Pharmacy Practice Experience II	4
Required Advanced Pharmacy Practice Experience III	4
Required Advanced Pharmacy Practice Experience IV	4
Elective Advanced Pharmacy Practice Experience I	4
Elective Advanced Pharmacy Practice Experience II	4
Elective Advanced Pharmacy Practice Experience III	4
Elective Advanced Pharmacy Practice Experience IV	4
Elective Advanced Pharmacy Practice Experience V	4
Board Preparatory Course	1
<b>P4 Year Clerkship Total</b>	<b>37</b>
<b>PROFESSIONAL TOTAL</b>	<b>152</b>

**Successful completion of the Doctor of Pharmacy degree requires:**

1. Pass all required didactic courses with a grade of "C" or above
2. Pass six hours of elective didactic courses including a minimum of two hours from each department in the School of Pharmacy. Electives from outside the School of Pharmacy may be proposed by students.
3. Pass all experiential courses with a grade of "C" or above
4. Complete all required co-curricular, including ten hours of community service
5. Remain in good standing academically and professionally



## COURSE DESCRIPTIONS

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### **PBS 7000 | Intro to Medicinal Chemistry**

Through a combination of chemistry, biochemistry, and pharmacology, the course will cover stereochemistry, solubility and hydrophobicity, phase 1 and 2 transformations, physicochemical properties that affect metabolism of drugs, and the application of these concepts for drugs of the nervous system. *P1 Fall Course. Two credits.*

### **PBS 7010 | Intro to Medicinal Chemistry Laboratory**

Laboratory experiences will enable students to consider manipulation of drug structures and likely pharmacologic actions based on these changes. Activities will involve a mix of direct observation of drug effects on tissues, manipulation of drug effects and doses in medical mannequins, and computer-based modeling. *P1 Fall Course. One credit.*

### **PBS 7020 | Physiology of Wellness and Disease**

The physiologic processes for a broad range of diseases affecting the nervous, cardiovascular, pulmonary, integumentary, gastrointestinal hepatic, renal and endocrine systems will be learned through a range of lectures and activities. *P1 Fall Course. Four credits.*

### **PBS 7030 | Pharmaceutical Calculations**

Mathematical calculations will be mastered through active problems for a range of pharmaceutical product preparations, drug dose calculations, physiologic function calculations, and health risk markers. *P1 Fall Course. One credit.*

### **PBS 7040 | Intro to Pharmacology**

The course will cover theoretical concepts of pharmacology and an introduction to the mechanisms of drug action, dose-response relations, pharmacokinetics, absorption, distribution and metabolism, and the toxicity of pharmacological agents. In addition, the course will cover basic principles of cell biology including but not limited to chromosomal structure, process and regulation of transcription and translation, enzymes, as well as lipid, polysaccharide and fatty acid biochemistry. *P1 Fall Course. Three credits.*

### **PCS 7000 | Introduction to Pharmacy Practice**

Through a series of lectures and activities, techniques for filling prescriptions properly, obtaining appropriate information from electronic medical records, using effective techniques for patient interviewing and counseling, utilizing appropriate skills for patient assessment, and building a professional profile document will be taught. Additionally, basic drug information will be taught by introducing students to use electronic resources and specialized texts, performing systematic searches, and implementing appropriate techniques for interviewing and responding to drug information questions. *P1 Fall Course. Three credits.*

### **PCS 7010 | Introduction to Pharmacy Practice Laboratory with Immunization**

Small group activities and individual practice will be used to teach students appropriate techniques for obtaining information from electronic medical records, conducting patient interviews and medication counseling, performing patient assessment, utilizing drug information resources, and providing appropriate responses to drug information questions. Additionally, students will work with standardized clients to demonstrate proper technique for skills including patient communication and assessment. Students will also develop immunization knowledge and practice immunization technique through completion of the American Pharmacists Association (APhA) Pharmacy-Based Immunization Delivery certificate program. *P1 Fall Course. Two credits.*

### **PCS 7020 | Dean's Introduction to Pharmacy**

Classes will involve discussions and exercises to familiarize students with the profession of pharmacy, developing and displaying professionalism, and academic success. *P1 Fall Course. One credit.*

### **PCS 7030 | Case Recitation I: Bridging Basic and Clinical**

The course uses case examples to develop visual and written integration of concepts taught in basic science courses. Students will work in groups and individually to design concept maps and explanatory captions in order to develop logical iterative ways of thinking as well as provide students with a process to identify relationships between scientific concepts and their clinical application. Peer assessment processes will allow students to further reinforce the material learned while advancing their professionalism. *P1 Fall Course. One credit.*

### **PBS 7300 | Medicinal Chemistry & Pharmacology**

The course will apply concepts learned in Intro to Medicinal Chemistry to drugs used for treatment of cardiovascular diseases, diabetes, pulmonary diseases, immune system disorders, osteoporosis, epilepsy and seizures, thyroid disorders, cancers, men and women's health as well as large molecule drugs. *P1 Spring Course. Three credits.*

### **PBS 7310 | Pharmaceutics**

The course will provide instruction regarding theory and issues involved in incorporating chemicals into stable dosage forms that are suitable for human medication as well as the routes of drug administration. The basics of the appropriate handling and use of various dosage forms will also be presented. Pharmaceutical product formulations and different manufacturing or preparation processes for drugs will be taught and prepared in the associated laboratory. *P1 Spring Course. Three credits.*

### **PBS 7320 | Pharmaceutics and Clinical Chemistry Laboratory**

Pharmaceutical products for different routes and uses will be prepared using proper techniques and assayed to allow quality measures to be calculated. Laboratory tests will also be measured and results used to calculate assay precision as well as organ function or disease risk. *P1 Spring Course. One credit.*

### **PBS 7330 | Immunology**

The course will provide a basic knowledge of the immune response and its involvement in health and disease. Course material will cover the principles of immunology, development of the immune system, innate immunity, immunoglobulin structure and genetics, antigen-antibody reactions, the major histocompatibility complex reactions and antigen presentation, T cell receptors, T cell activation and effector functions, cytokines, phagocytic cell function, immune responses to infectious organisms and tumors, autoimmune diseases, autoimmunity, allergies, and immune deficiencies. *P1 Spring Course. Two credits.*

### **PBS 7340 | Pharmacokinetics and Pharmacodynamics**

Course builds on material covered in Introduction to pharmacology by providing an introduction to biopharmaceutics, mathematics of pharmacokinetics, PK compartment modeling, nonlinear pharmacokinetics, genetic factors affecting PK, and factors affecting drug absorption and bioavailability. Clinical applications of pharmacokinetics will also be covered. *P1 Spring Course. Prerequisite: PBS 7030. Two credits.*

### **PCS 7300 | Longitudinal Patient Care I**

Students will be assigned patients to be intermittently followed during their first three years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient needs and challenges in accessing healthcare. During the final Longitudinal Patient Care course, this will culminate in a comprehensive assessment of patient needs designed to achieve an outcome of optimal healthcare. *P1 Spring Course. One-half credit.*

### **PCS 7310 | Ambulatory Care Skills I**

This is a problem-based discussion of interventions with OTC drugs used in community pharmacy practice for common ambulatory medical problems. The top 200 drugs will also be reviewed and discussed. *P1 Spring Course. Prerequisite: PCS 7000. Three credits.*

### **PCS 7320 | Clinical Skills Lab I**

Case vignettes will be used for students to practice patient interviews, perform basic physical assessment, and perform simple point-of-care tests. Hands-on activities with

common over-the-counter products and treatments will engage students in the management of diseases likely to be encountered in the community pharmacy (e.g., smoking cessation). *P1 Spring Course. Prerequisite: PCS 7010. One credit.*

### **PCS 7330 | Introduction to Therapeutics**

Students will be introduced to key concepts and allowed to practice skills necessary for success in subsequent Pharmacotherapy course series. Clinical chemistry, interpreting laboratory values, assessing patient cases, and writing consult notes will be emphasized. Smoking cessation and general considerations for special populations will also be included in this course. *P1 Spring Course. Two credits.*

### **PCS 7340 | Case Recitation II: Bridging Basic & Clinical Sciences**

The course uses case examples to develop visual and written integration of concepts taught in basic science courses. Students will work in groups and individually to design concept maps and explanatory captions to develop logical iterative ways of thinking and provide students with a process to identify relationships between scientific concepts and their clinical application. Peer assessment processes will allow students to further reinforce the material learned while advancing their professionalism. *P1 Spring Course. One credit.*

### **PEX 7300 | Introductory Pharmacy Practice Experience (IPPE) in Community Pharmacy**

Students will be assigned to complete a four-week summer rotation in a community pharmacy approved by the Office of Experiential Education. Under the supervision of an HPU Preceptor, students will complete a required student workbook with assignments focused in the following areas: communication skills and professionalism, state and federal pharmacy law, interpretation of prescriptions, documentation, brand and generic drugs, simple compounding, exploring dosage forms, third-party payers, OTC and self care, counseling, Code of Ethics, and opportunities for pharmaceutical care in the community pharmacy. *P1 Summer Course. Prerequisite: PCS 7310. Four credits.*

### **PBS 7500 | Research Design and Analysis**

The course is designed to introduce the scientific methodology, research design, statistical concepts and other metrics in pharmaceutical research. Topics will include research philosophy, biomedical ethics, clinical research design, descriptive and inferential statistical methodology, and assessment of clinical research literature. *P1 Summer Course. Three credits.*

### **PBS 7510 | Integrated Pharmaceutical Sciences I**

The course will provide the physiological basis, medicinal chemistry and pharmacology of drugs used in the treatment

diseases that are covered from a treatment perspective in Pharmacotherapy 1. Topics will include pathophysiology, etiology and risk factors, drug targets, mechanisms of action, as well as medication and side effects of the major drug classes used in treating the respective disorders and disease states. General areas to be covered include cardiovascular, renal dysfunction, diabetes and metabolic syndrome, contraception, pregnancy and menopause as well as incontinence. *P1 Summer Course. Prerequisites: PBS 7300, PBS 7020. Four credits.*

### **PCS 7500 | Clinical Skills Lab II**

This lab will utilize standardized clients, case vignettes, and hands-on activities to engage students in the management of patients with disease states and topics covered in Ambulatory Care Skills II and Pharmacotherapy I. Standardized client interactions simulating different healthcare venues (e.g., inpatient hospital, ambulatory clinic, emergency room, community pharmacy, etc.) and case vignettes will be used to enable students to master key patient care skills, such as basic physical assessment, patient interviews, review of medical records, performance of laboratory tests, interpretation of laboratory results, preparing consult notes, filling patient prescriptions, and counseling patients as needed. An emphasis will be placed on the top 200 drugs. *P1 Summer Course. Prerequisite: PCS 7320. One credit.*

### **PCS 7510 | Longitudinal Patient Care II**

Continued from part I, students will continue with assigned patients who they will intermittently follow during their first three years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient diseases, drug and non-drug needs and improve their personal communication skills. Also students will seek perspectives of other patient caregivers and healthcare providers. *P1 Summer Course. One-half credit.*

### **PCS 7520 | Health Care Systems I**

Students will become familiar with participants, organizations, and settings, which are involved in the provision, payment, and regulation of health-related services. *P1 Summer Course. Three credits.*

### **PCS 7530 | Ambulatory Care Skills II**

This course is an introduction to the concepts of community pharmacy practice and creation of specialty Ambulatory Care services with an emphasis on the top 200 drugs. *P1 Summer Course. Prerequisite: PCS 7310. Three credits.*

### **PCS 7540 | Pharmacotherapy I**

Students will learn the therapeutic management of several disease states including cardiovascular disorders, renal disorders, endocrine disorders, and disorders related to

men's and women's health. Material learned in this course will be complemented by practice in Clinical Skills Lab II and interleaved with content covered in the Integrated Pharmaceutical Sciences I course. In this course, lecture, case studies, team-based learning, and cross-teaching by basic sciences faculty will be used to develop clinical decision-making strategies that students will use in their practical experiences. *P1 Summer Course. Four credits.*

### **PBS 7800 | Integrated Pharmaceutical Sciences II**

The course will provide the physiological basis, medicinal chemistry and pharmacology of drugs used in the treatment diseases that are covered from a treatment perspective in Pharmacotherapy 2. Topics will include pathophysiology, etiology and risk factors, drug targets, mechanisms of action, medication and side effects of the major drug classes used in treating the respective disorders and disease states. General areas to be covered include pulmonary and respiratory disease, infectious diseases, fungal infections, HIV, hepatic and gastrointestinal disorders. *P2 Spring Course. Four credits.*

### **PBS 7810 | Natural Products**

Nonprescription natural products such as vitamins, minerals, and herbals, will be examined from a chemistry, pharmacology, toxicology, and therapeutics standpoint to promote a comprehensive understanding of their product quality and manufacturing oversight, actions, safety, and evidence for efficacy. *P2 Spring Course. Three credits.*

### **PCS 7800 | Clinical Skills Lab III**

This lab will utilize standardized clients, case vignettes, and hands-on activities to engage students in the management of patients with disease states covered in Pharmacotherapy II. Standardized client interactions simulating different healthcare venues (e.g., inpatient hospital, ambulatory clinic, emergency room, community pharmacy, etc.) and case vignettes will be used to enable students to master key patient care skills, such as physical assessment, patient interviews, review of medical records, performance of tests when needed, interpretation of laboratory results, preparing consult notes, filling patient prescriptions, and counseling patients as needed. *P2 Spring Course. One credit.*

### **PCS 7810 | Pharmacoeconomics**

Calculation of economic value in relationship to patient benefits for different drug interventions will be performed using multiple methods. Reading and critiquing articles about pharmacoeconomics will be practiced. *P2 Spring Course. Two credits.*

### **PCS 7820 | Health Care Systems II**

Drug errors, drug interactions, and systems to prevent drug-related problems will be reviewed. Multiple drug-induced diseases will be discussed using case-based considerations

for their proper recognition, work-up, and intervention. *P2 Spring Course. Two credits.*

### **PCS 7830 | Longitudinal Patient Care III**

Continued from part II, students will continue with assigned patients who they will intermittently follow during their first 3 years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient diseases, drug and non-drug needs and improve their personal communication skills. Also students will seek perspectives of other patient caregivers and healthcare providers. *P2 Spring Course. One-half credit.*

### **PCS 7840 | Pharmacotherapy II**

Students will learn the therapeutic management of several disease states including respiratory diseases, infectious diseases, and disorders of the gastrointestinal system. Material learned in this course will be complemented by practice in Clinical Skills Lab III, and this course will be interleaved with content covered in the Integrated Pharmaceutical Sciences II and Medicinal Chemistry of Natural Products courses. In this course, lecture, case studies, team-based learning, and cross-teaching by basic sciences faculty will be used to develop clinical decision-making strategies that students will use in their practical experiences. *P2 Spring Course. Four credits.*

### **PEX 7800 | Introductory Pharmacy Practice Experience (IPPE) in Hospital Pharmacy**

Students will be assigned to complete a four-week summer rotation in an institutional pharmacy setting, approved by the Office of Experiential Education. Under the supervision of an HPU Preceptor, students will complete a required student workbook with assignments focused in the following areas: communication and professionalism, drug distribution process, drug info research, prep IV's (USP 797), medication histories, controlled substances, ADE/ADR reporting, functions of committees, introduction to The Joint Commission & Centers for Medicare and Medicaid Services, medication safety strategies, basic calculations, electronic medical record, and USP Compounding Standards. *P2 Summer Course. Prerequisite: PCS 7820. Four credits.*

### **PBS 8000 | Integrated Pharmaceutical Sciences III**

The course will provide the physiological basis, medicinal chemistry and pharmacology of drugs used in the treatment of diseases that are covered from a therapeutic perspective in Pharmacotherapy III. Topics will include pathophysiology, etiology and risk factors, drug targets, mechanisms of action, medication and side effects of the major drug classes used in treating the respective disorders and disease states. General areas to be covered include psychiatric and neurological disorders. *P3 Fall Course. Four credits.*

### **PCS 8000 | Clinical Skills Lab IV**

This lab will utilize standardized clients, case vignettes, and hands-on activities to engage students in the management of patients with disease states covered in Pharmacotherapy III. Standardized client interactions simulating different healthcare venues (e.g., inpatient hospital, ambulatory clinic, emergency room, community pharmacy, etc.) and case vignettes will be used to enable students to master key patient care skills, which may include physical assessment, patient interviews, review of medical records, performance of tests when needed, interpretation of laboratory results, preparing consult notes, filling patient prescriptions, and counseling patients as needed. *P3 Fall Course. One credit.*

### **PCS 8010 | Interprofessional Education I**

Students will collaborate with students from other health profession schools to identify optimum ways to work in a collaborative manner. *P3 Fall Course. One credit.*

### **PCS 8020 | Pharmacotherapy III**

Students will learn the therapeutic management of several disease states including neurologic disorders, psychiatric disorders, disorders of the bones and joints, immunologic disorders, and dermatologic disorders. Material learned in this course will be complemented by practice in Clinical Skills Lab IV and interleaved with content covered in the Integrated Pharmaceutical Sciences III course. In this course, lecture, case studies, team-based learning, and cross-teaching by basic sciences faculty will be used to develop clinical decision-making strategies that students will use in their practical experiences. *P3 Fall Course. Four credits.*

### **PEL 8000-8009 | Certificate Course**

Students select from a menu of targeted disease certificate offerings (e.g., asthma, diabetes, heart failure, etc.). Through review of expert practice guidelines, performance of skills laboratories, and work-up for several patients, students will learn the process required to become clinically expert in a selected disease state. This course will include a research project proposal. *P3 Fall Course. Two credits.*

### **PEL 8010-8030 | Electives**

Students select from a menu of elective courses designed to give the student exposure to areas outside of the core curriculum or advanced coverage of topics covered within core courses. Elective courses may be taken outside of the SOP. *P3 Fall Course. Variable credit.*

### **PCS 8030 | Longitudinal Patient Care IV**

Continued from part III, students will continue with assigned patients who they will intermittently follow during their first 3 years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient diseases, drug and non-drug needs, and improve

their personal communication skills. Also, students will seek out perspectives of other patient caregivers and healthcare providers. *P3 Fall Course. One-half credit.*

### **PCS 8040 | Pharmacy Management**

The fundamental business knowledge needed to manage the financial and human resources of a pharmacy will be reviewed through a series of lectures and projects. *P3 Fall Course. Three credits.*

### **PCS 8300 | Population Health and Pharmacoepidemiology**

An introductory course designed to familiarize the student with epidemiologic terminology, to examine epidemiologic literature and effectively interpret and critique articles. *P3 Spring Course. Three credits.*

### **PCS 8310 | Pharmacy Law & Ethics**

The pharmacy law material needed to practice and pass licensure exams in North Carolina will be reviewed along with ethical case vignettes. *P3 Spring Course. Three credits.*

### **PCS 8320 | Interprofessional Education II**

Students will collaborate with students from other health profession schools to identify optimum ways to work in a collaborative manner. *P3 Spring Course. One credit.*

### **PCS 8330 | Longitudinal Patient Care V**

Continued from part IV, students will continue with assigned patients who they will intermittently follow during their first three years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient diseases, drug and non-drug needs, and improve their personal communication skills. Also, students will seek out perspectives of other patient caregivers and healthcare providers. *P3 Spring Course. Prerequisite: PCS 8030. One credit.*

### **PEL 8300-8330 | Electives**

Students select from a menu of elective courses designed to give the student exposure to areas outside of the core curriculum or advanced coverage of topics covered within core courses. Elective courses may be taken outside of the SOP. *P3 Spring Course. Credit varies.*

### **PEX 8300 | APPE Preparation Recitation**

This course reviews important material and skills needed to function well in the advanced experiential rotations in the P4 year. It will include a comprehensive test of vital material that students must know to enter into advanced practice rotations. *P3 Spring Course. One credit.*

### **PCS 8340 | Pharmacotherapy IV**

Students will learn the therapeutic management of several

disease states including hematologic and oncologic disorders as well as the principles of critical care and toxicology. The latter portion of this course will also serve as a capstone to cover comprehensive cases involving material in all pharmacotherapy courses throughout the curriculum. Material learned in this course will be complemented by practice in Clinical Skills Lab V. In this course, lecture, case studies, team-based learning, and cross-teaching by basic sciences faculty will be used to develop clinical decision-making strategies that students will use in their practical experiences. *P3 Spring Course. Four credits.*

### **PCS 8350 | Clinical Skills Lab V**

This lab will utilize standardized clients, case vignettes, and hands-on activities to engage students in the management of patients with disease states covered in Pharmacotherapy IV. Standardized client interactions simulating different healthcare venues (e.g., inpatient hospital, ambulatory clinic, emergency room, community pharmacy, etc.) and case vignettes will be used to enable students to master key patient care skills, such as physical assessment, patient interviews, review of medical records, performance of tests when needed, interpretation of laboratory results, preparing consult notes, filling patient prescriptions, and counseling patients as needed. *P3 Spring Course. One credit.*

### **PEX 8500 | Advanced Pharmacy Practice Experience (APPE) in Community Pharmacy Practice – Required 1**

Students will complete a 4-week (160 hour) community pharmacy rotation in a community pharmacy practice, where they will apply the broad clinical and practice skills learned throughout the first three years of the curriculum, under the mentorship and guidance of a licensed pharmacist preceptor. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

### **PEX 8510 | Advanced Pharmacy Practice Experience (APPE) in Hospital Pharmacy Practice – Required 2**

Students will complete a 4-week (160 hour) hospital pharmacy rotation in a hospital or health system pharmacy, where they will apply the broad clinical and practice skills learned throughout the first three years of the curriculum, under the mentorship of a licensed pharmacist preceptor. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

### **PEX 8520 | Advanced Pharmacy Practice Experience (APPE) in Inpatient Medicine Practice – Required 3**

Students will complete a 4-week (160 hour) inpatient hospital pharmacy rotation in a hospital or health system pharmacy working with a multidisciplinary health care team, where they will apply the broad clinical and practice skills learned throughout the first three years of the curriculum. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

**PEX 8530 | Advanced Pharmacy Practice Experience (APPE) in Ambulatory Care Clinical Practice – Required 4**

Students will complete a 4-week (160 hour) ambulatory care clinical rotation in a clinic or office practice environment working with a multidisciplinary health care team, where they will apply the broad clinical and practice skills learned throughout the first three years of the curriculum. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

**PEX 8600 | Advanced Pharmacy Practice Experience (APPE) Elective 1**

Students will complete a 4-week (160 hour) pharmacy rotation in areas of high interest, where they are given opportunities to experience and perform activities from a broad menu of opportunities. Rotations may include additional community, hospital or clinical experiences, specialty pharmacy practice experiences involving focused clinical areas, compounding, research, academia, drug information, and others. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

**PEX 8610 | Advanced Pharmacy Practice Experience (APPE) Elective 2**

Students will complete a 4-week (160 hour) pharmacy rotation in areas of high interest, where they are given opportunities to experience and perform activities from a broad menu of opportunities. Rotations may include additional community, hospital or clinical experiences, specialty pharmacy practice experiences involving focused clinical areas, compounding, research, academia, drug information, and others. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

**PEX 8620 | Advanced Pharmacy Practice Experience (APPE) Elective 3**

Students will complete a 4-week (160 hour) pharmacy rotation in areas of high interest, where they are given opportunities to experience and perform activities from a broad menu of opportunities. Rotations may include additional community, hospital or clinical experiences, specialty pharmacy practice experiences involving focused clinical areas, compounding, research, academia, drug information, and others. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

**PEX 8630 | Advanced Pharmacy Practice Experience (APPE) Elective 4**

Students will complete a 4-week (160 hour) pharmacy rotation in areas of high interest, where they are given opportunities to experience and perform activities from a broad menu of opportunities. Rotations may include additional community, hospital or clinical experiences, specialty pharmacy practice experiences involving focused

clinical areas, compounding, research, academia, drug information, and others. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

**PEX 8640 | Advanced Pharmacy Practice Experience (APPE) Elective 5**

Students will complete a 4-week (160 hour) pharmacy rotation in areas of high interest, where they are given opportunities to experience and perform activities from a broad menu of opportunities. Rotations may include additional community, hospital or clinical experiences, specialty pharmacy practice experiences involving focused clinical areas, compounding, research, academia, drug information, and others. *P4 Academic Year. Prerequisite: PEX 8300. Four credits.*

**PEX 8700 | Pharm.D. Capstone Course**

Fourth year pharmacy students at HPU SOP will complete a one-credit hour PharmD Capstone Course. This course will provide a comprehensive pharmacy review to assist students in preparing for the NAPLEX® and state law exam. The primary focus of the PharmD Capstone course concerns safe medication use, including the preparation of accurate dosages, safe compounding technique, and the ability to recognize when a medication or dose is unsafe and should not be dispensed. Course content is matched by item to current NABP competencies. The course is designed with required online quizzes beginning the February prior to graduation. In April, all fourth year students will return to campus to complete the live, classroom-based component of the course. *P4 Academic Year. One credit.*





## ADMINISTRATIVE STAFF

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**Nido R. Oubein**, 2005, *President*. B.S., M.B.A., LL.D.

**Dennis G. Carroll**, 1988, *Provost*. B.A., M.A., Ed.D

**D. Andrew Bills**, 2005, *Senior Vice President for Enrollment*. B.A.

**Roger D. Clodfelter**, 1996, *Senior Vice President for Communications*. B.A.

**Christopher H. Dudley**, 1999, *Senior Vice President for Development*. B.S., M.S.

**Gail C. Tuttle**, 1985, *Senior Vice President for Student Life*. B.Bus., M.P.A.

**Jeffrey M. Adams**, 1996, *Vice President for Research and Planning*. B.A., M.A., Ph.D.

**Deborah S. Butt**, 2013, *Vice President for Financial Affairs*. B.B.A., C.PA.

**Stephen L. Potter**, 2011, *Vice President for Facilities and Auxiliary Operations*. B.S.

**Daniel R. Hauser**, 2014, *Athletic Director*. B.S., M.S.

## NORCROSS GRADUATE SCHOOL

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**Jeffrey M. Adams**, 1996, *Vice President for Research and Planning*. B.A., M.A., Ph.D.

**Andrew S. Modlin**, 2014, *Associate Vice President for Graduate Admissions*. B.A., M.B.A.

**Lars C. Farabee**, 2007, *Assistant Vice President for Graduate Admissions*. B.A., M.A.

**Jenna Antignano**, 2013, *Coordinator of Graduate Operations*. B.A.

**Lauren Saul**, 2013, *Graduate Recruiter*. B.A., M.B.A.

**Carene Kelsey**, 2014, *Graduate Recruiter*. B.A., M.Ed.

## FACULTY

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**Adrienne L. Anderson**, 2016, *Assistant Professor of Education*. B.S., M.Ed., Virginia Polytechnic Institute & State University; Ph.D., University of North Carolina at Charlotte.

**Thomas W. Albritton, Jr.**, 1989, *Associate Professor of Education and Associate Dean, School of Education*. B.A., M.A., Wake Forest University; Ph.D., Florida State University.

**Tawannah G. Allen**, 2015, *Associate Professor of Education*. B.S., M.Ed., North Carolina Central University; M.S.A., Fayetteville State University; Ed.D., University of North Carolina at Chapel Hill.

**Mark E. Archambault**, 2013, *Associate Professor of Physician Assistant Studies*. B.A., Lycoming College; M.H.Sc., Lock Haven University of Pennsylvania; D.H.Sc., Nova Southeastern University.

**Kristina W. F. Bell**, 2009, *Instructor of Communication*. B.F.A., North Carolina School of the Arts; M.A., University of North Carolina at Greensboro.

**Vernon L. Biaett, Jr.**, 2014, *Assistant Professor of Event Management*. B.A., University of Utah; M.S., Ph.D., Arizona State University.

**Allison H. Blosser**, 2016, *Assistant Professor of Education*. B.A., Texas Christian University; M.A., Michigan State University; Ph.D., Loyola University.

**Comfort Boateng**, 2015, *Assistant Professor of Basic Pharmaceutical Sciences*. B.S., University of Cape Coast, Ghana; Ph.D., Florida Agricultural and Mechanical University.

**Jane C. Bowser**, 2007, *Assistant Professor of Education*. B.S., High Point University; M.S., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro.

**Courtney L. Bradley**, 2015, *Assistant Professor of Clinical Sciences and Applied Laboratory Coordinator*. B.S., Pharm.D., University of North Carolina at Chapel Hill.

**Matthew E. Brophy**, 2010, *Assistant Professor of Philosophy*. B.A., University of California at Santa Barbara; M.A., California State University at Long Beach; Ph.D., University of Minnesota.

**Ashlyn W. Bruning**, 2013, *Assistant Professor of Physician Assistant Studies*. B.S., Greensboro College; M.M.S., Wake Forest University.

## FACULTY

- Shannon B. Campbell**, 2014, *Associate Professor of Communication*. B.S., Missouri State University; M.A., University of Southern Illinois; Ph.D., University of Texas at Austin.
- Lisa J. Carnell**, 1989, *Professor of Mathematics*. B.A., M.A., Ph.D., University of North Carolina at Greensboro.
- Leslie M. Cavendish**, 2011, *Assistant Professor of Education*. B.A. Central College; M.A., Ph.D., University of Iowa.
- Bradley A. Clark**, 2015, *Associate Professor of Basic Pharmaceutical Sciences*. B.S., Ph.D., University of Georgia College of Pharmacy.
- Julienne S. Connor**, 2015, *Assistant Professor of Physician Assistant Studies*. B.S., Wake Forest University; M.S.P.A.S., Pace University.
- Robin L. Cooke**, 2015, *Assistant Professor of Clinical Sciences*. B.S., Medical University of South Carolina; Pharm.D., University of North Carolina at Chapel Hill.
- Julie B. Cooper**, 2016, *Associate Professor of Clinical Sciences*. B.S., North Carolina State University; Pharm.D., University of North Carolina at Chapel Hill.
- Stephanie O. Crofton**, 2001, *Charles T. Ingram Professor of Economics and Associate Dean of the Earl N. Phillips School of Business*. B.A., Converse College; M.S., Ph.D., Auburn University.
- James V. Davis** (2014), *Associate Professor of Education and Coordinator of the Ed.D. Program in Educational Leadership*. B.A., M.Ed., Ph.D., University of North Carolina at Charlotte.
- Steven L. Dischiavi**, 2015, *Clinical Assistant Professor of Physical Therapy*. B.S., Slippery Rock University; M.P.T., State University of New York Health Science Center; D.P.T., A.T., Still University.
- Shirley A. Disseler**, 2010, *Associate Professor of Education; Coordinator of the M.Ed. program in Elementary Education*. B.A., Campbell University; M.Ed., Ed. D. University of North Carolina at Charlotte.
- Jean B. Douglas**, 2016, *Assistant Professor of Clinical Sciences*. B.S., University of North Carolina at Chapel Hill; Pharm.D., University of Tennessee.
- Nahed M. Eltantawy**, 2008, *Associate Professor of Communication*. B.A., M.A., American University in Cairo; Ph.D., Georgia State University.
- Paul R. Forshey**, 2012, *Assistant Professor of Management*. B.S., M.Ed., Pennsylvania State University; Ph.D., University of Wisconsin at Milwaukee.
- Katherine A. Fowkes**, 1993, *Professor of Communication*. B.A., Reed College; M.A., Ph.D., University of Texas.
- Edward J. Fuselier, Jr.**, 2009, *Assistant Professor of Mathematics*. B.S., Southeastern Louisiana University; Ph.D., Texas A&M University.
- Jenny G. Fuselier**, 2009, *Assistant Professor of Mathematics*. B.S., Ph.D., Texas A&M University.
- Peter Gal**, 2014, *Professor of Pharmacy and Associate Dean for Academic Affairs, Fred Wilson School of Pharmacy*. B.S., St. John's University; Pharm.D., State University of New York at Buffalo.
- James L. Goodman**, 2009, *Assistant Professor of Communication*. B.S., High Point College; M.B.A., University of Georgia; M.F.A., University of North Carolina at Greensboro.
- Adam Graham-Squire**, 2011, *Assistant Professor of Mathematics*. B.A., Whitman College; M.S., Ph.D., University of North Carolina at Chapel Hill.
- Joy B. Greene**, 2014, *Professor of Pharmacy and Assistant Dean for Experiential Education, Fred Wilson School of Pharmacy*. Pharm.D., University of North Carolina at Chapel Hill.
- Linda B. Gretton**, 2011, *Assistant Professor of Communication*. B.S., Boston University; M.A., Northeastern University; Ph.D., University of North Carolina at Greensboro.
- Nancy Groh**, 1992, *Assistant Professor of Athletic Training*. B.A., University of the Pacific; M.S., University of Oregon; Ed.D., University of North Carolina at Greensboro.
- Stefan Hall**, 2012, *Associate Professor of Communication*. B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., Bowling Green State University.
- Cynthia B. Hanson**, 2011, *Associate Professor of Marketing*. B.A., University of North Carolina at Chapel Hill; M.B.A., Duke University; Ph.D., University of Maryland.
- Robert T. Harger**, 1996, *Professor of Mathematics*. B.S., Appalachian State University; M.A., Wake Forest University; Ph.D., North Carolina State University.
- Bobby L. Hayes**, 1998, *Assistant Professor of Communication*. B.A., Mars Hill College; Ph.D., Walden University Institute for Advanced Studies.
- Theresa A. Hegedus**, 2015, *Assistant Professor of Education*. B.S., University of Pittsburgh; M.Ed., Elon University; Ph.D., University of North Carolina at Greensboro.
- Scott E. Hemby**, 2014, *Professor and Department Chair of Basic Pharmaceutical Sciences*. B.S., Barton College; M.A., Emory University; Ph.D., Wake Forest University.

## FACULTY

**Jolene M. Henning**, 2011, *Associate Professor of Athletic Training and Director of the Master of Science in Athletic Training program*. B.A., Catawba College; M.Ed., University of Virginia; Ed.D., Ball State University.

**Robert M. Hirth**, 2014, *Assistant Professor of Management*. B.A., Truman State University; M.B.A., J.D., University of Kansas; Ph.D., University of Arkansas.

**Robin R. Hughes**, 2015, *Assistant Professor of Physician Assistant Studies*. B.S., Emory University; M.S.P.A.S., Pace University.

**Judy L. Isaksen**, 2004, *Professor of Communication*. B.A., M.A., Ph.D., University of South Florida.

**Dustin N. Johnson**, 2007, *Associate Professor of Education, Chair of the Department of Leadership Studies, and Program Coordinator for M.Ed. in Educational Leadership*. B.S., University of North Carolina at Greensboro; M.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill.

**James C. Johnson, III**, 2015, *Assistant Professor of Physician Assistant Studies*. B.A., University of North Carolina at Chapel Hill; M.P.A.S., University of Nebraska.

**Mary Jayne Kennedy**, 2015, *Professor of Pharmacy and Department Chair of Clinical Sciences*. B.S., University of North Carolina at Chapel Hill; Pharm.D., Medical University of South Carolina.

**Sojung C. Kim**, 2012, *Assistant Professor of Communication*. B.A., Korea University; M.A., Indiana University; Ph.D., University of Wisconsin at Madison.

**Jo Y. Lacy**, 2014, *Assistant Professor of Accounting*. B.S., Hampton University; M.B.A., University of Virginia; Ph.D., George Washington University.

**Ron H. Lamb**, 2004, *Associate Professor of Mathematics*. B.S., M.S., Virginia Commonwealth University; Ph.D., North Carolina State University.

**Bradley J. Lambert**, 2009, *Assistant Professor of Communication*. B.A., University of North Carolina at Chapel Hill; M.A.T., Vanderbilt University, M.F.A., American University.

**Brandon W. Lenoir**, 2015, *Assistant Professor of Political Communication*. B.S., Idaho State University; M.A., Ph.D., University of Pittsburgh.

**Steven A. Lifland**, 1998, *Professor of Finance*. B.S., M.B.A., Ph.D., Old Dominion University.



## FACULTY

- Sheri D. Lim**, 2015, *Assistant Professor of Physician Assistant Studies*. B.S., Pennsylvania State University; D.O., Philadelphia College of Osteopathic Medicine.
- Earle (Buddy) W. Lingle**, 2014, *Professor of Pharmacy and Associate Dean for Student and Professional Affairs, Fred Wilson School of Pharmacy*. B.S., M.S., University of North Carolina at Chapel Hill; Ph.D., University of Texas at Austin.
- David W. Little**, 1995, *Associate Professor of Management*. B.S., United States Military Academy; M.B.A., Western Carolina University; Ph.D., Capella University.
- Barbara J. Mallory**, 2012, *Associate Professor of Education*. B.S., M.A.E., M.L.S., Ed.S., Ed.D., East Carolina University.
- Michael J. McCully**, 1993, *Associate Professor of Economics*. B.A., Austin College; M.A., Ph.D., University of Notre Dame.
- Virginia M. McDermott**, 2010, *Associate Professor of Communication; Strategic Communication Graduate Program Director*. B.A., The College of New Jersey; M.A., Texas State University; Ph.D., University of Illinois at Urbana-Champaign.
- Charisse E. McGhee-Lazarou**, 2011, *Assistant Professor of Communication*. B.A., Oberlin College; M.A. Harvard University.
- Sara M. McMillin**, 2016, *Assistant Professor of Basic Pharmaceutical Sciences*. B.A., Appalachian State University; Ph.D., George Washington University.
- Stephen C. Meyers**, 2013, *Medical Director, Physician Assistant Studies Program*. B.S., University of North Carolina at Chapel Hill; M.D., University of Louisville School of Medicine.
- Randy R. Moser**, 2014, *Assistant Professor of the Practice of Marketing*. B.S., Pennsylvania State University; M.B.A., Temple University.
- Tjai M. Nielsen**, 2012, *Associate Professor of Management*. B.S., Virginia Polytechnic Institute and State University; M.A.Ed., Western Carolina University; Ph.D., University of Tennessee.
- Anh-Dung Nguyen**, 2012, *Associate Professor of Athletic Training*. B.S., Indiana University of Pennsylvania; M.S.Ed., Old Dominion University; Ph.D., University of North Carolina at Greensboro.
- Lindsay C. Piechnik**, 2011, *Assistant Professor of Mathematics*. B.A. Duke University; M.A., M.Phil., Ph.D., Columbia University.
- David G. Pitonzo**, 2013, *Associate Professor of Physician Assistant Studies*. B.A., State University of New York at Stony Brook; M.S., University of Colorado Health Sciences Center; Ph.D., Oregon Health and Sciences University.
- Robert A. Powell**, 2012, *Instructor of Communication*. B.A., Asbury College; M.A., Kent State University.
- Laurence J. Quinn**, 2013, *Assistant Professor of the Practice of Marketing*. A.B., Fordham University; M.B.A., American University.
- David Radanovich**, 2015, *Assistant Professor of the Practice of Communication*. B.A., Ohio University; M.S., Quinnipiac University.
- Ronald E. Ragan**, 2012, *Professor of Pharmacy and Dean of the Fred Wilson School of Pharmacy*. B.S., M.S., Ph.D., University of Kansas.
- Paul B. Ringel**, 2005, *Associate Professor of History*. A.B., Princeton University; J.D., Boston College; Ph.D., Brandeis University.
- Ross P. Roberts**, 2010, *Assistant Professor of Accounting*. B.S., North Carolina A&T State University; M.S., University of Delaware; Ph.D., Drexel University.
- Suryadipta Roy**, 2008, *Associate Professor of Economics*. B.Sc., Calcutta University; M.A., Delhi School of Economics; M.A., Ph.D., West Virginia University.
- Jan A. Ruzicka**, 2015, *Assistant Professor of Basic Pharmaceutical Sciences*. B.S., Ph.D., Pharm.D., University of Georgia; M.S., Ohio State University.
- Aurijit Sarkar**, 2016, *Assistant Professor of Basic Pharmaceutical Sciences*. B.S., Devi Ahilya University, India; M.S., Shri GS Institute of Technology and Science, India; Ph.D. Virginia Commonwealth University.
- Linda J. Sekhon**, 2012, *Associate Professor of Physician Assistant Studies, Director of the Physician Assistant Studies program*. B.S., Gannon University; M.M.S., Saint Francis College; D.H.Sc., Nova Southeastern University.
- Christina H. Sherrill**, 2015, *Assistant Professor of Clinical Sciences*. Pharm.D., University of North Carolina at Chapel Hill.
- Dean C. Smith**, 2013, *Assistant Professor of Communication*. B.M., University of North Carolina School of the Arts; M.S.L., Yale University; Ph.D., University of North Carolina at Chapel Hill.
- Jordan R. Smith**, 2015, *Assistant Professor of Clinical Sciences*. B.S., Pharm.D., University of Michigan.

## FACULTY

**Kent D. Stewart**, 2015, *Associate Professor of Basic Pharmaceutical Sciences*. B.S., Pennsylvania State University; Ph.D., University of California at Los Angeles.

**Sean M. Stewart**, 2014, *Assistant Professor of Communication*. B.A., M.A.J., Marshall University; Ph.D., Virginia Commonwealth University.

**Peter M. Summers**, 2011, *Assistant Professor of Economics*. B.A., M.A., Ph.D., University of Iowa.

**Patricia M. Swafford**, 2012, *Associate Professor of Management*. B.S., M.S., Clemson University; Ph.D., Georgia Institute of Technology.

**Erica P. Thornton**, 2015, *Assistant Professor of Athletic Training*. B.S., State University of New York at Brockport; M.S., University of Florida.

**Mariann W. Tillery**, 1991, *Professor of Education; Dean of the School of Education*. B.A., University of North Carolina at Greensboro; M.S., Ph.D. North Carolina State University.

**James Y. Trammell**, 2008, *Associate Professor of Communication*. B.A., Asbury College, M.A., University of Georgia; Ph.D., University of Iowa.

**R. Wilfred Tremblay**, 2007, *Professor of Communication; Dean of the Nido R. Qubein School of Communication*. B.S., Arkansas State University; M.S., Boston University; Ed.D., University of Pittsburgh.

**Sarah F. Vess**, 2011, *Assistant Professor of Education; Coordinator of the M.Ed program in Special Education*. B.S. Western Carolina University, M.Ed. University of Georgia, Ed.D. University of Georgia.

**Elyse J. Watkins**, 2014, *Assistant Professor of Physician Assistant Studies*. B.A., Virginia Commonwealth University; B.S., George Washington University; M.S., California State University at Bakersfield.

**Phillips C. Watson**, 2010, *Assistant Professor of the Practice of Communication*. B.A., Swarthmore College, M.B.A., Harvard Graduate School of Business Administration.

**James B. Wehrley**, 1994, *Associate Professor of Finance, the W. Roger Soles Professor of Management & Leadership, and Dean of the Earl N. Phillips School of Business*. B.B.A., University of Wisconsin at Whitewater; M.B.A., Baylor University; Ph.D., Virginia Polytechnic Institute and State University.

**Yan Yang**, 2010, *Assistant Professor of Communication*. B.A., University of China, Beijing; M.A., University of Nevada. Ph.D. University of Florida.

**Laurie M. Zack**, 2007, *Associate Professor of Mathematics*. B.S., University of Arkansas; M.S., Ph.D., North Carolina State University.

**Barbara H. Zwadyk**, 2016, *Associate Professor of Education*. B.A., Greensboro College; M.Ed., Ed.D., University of North Carolina at Greensboro.



# 2016–17 Graduate Calendar

## Schools of Communication, Business, and Education

Fall 2016	
Orientation	Saturday, August 20 <sup>th</sup>
First day of class	Monday, August 22 <sup>nd</sup>
Last day to add a class	Friday, August 26 <sup>th</sup>
Last day to drop with no record and receive a 100% tuition refund	Tuesday, August 30 <sup>th</sup>
Fall Break (no class; university offices open)	Friday, October 14 <sup>th</sup> (5:00 pm) – Sunday, October 23 <sup>rd</sup>
Last day to withdraw with a grade of “W”	Friday, October 28 <sup>th</sup>
Withdraw with grade of “WP” or “WF” with instructor approval	Monday, October 31 <sup>st</sup> – Wednesday, November 23 <sup>rd</sup>
Spring 2017 registration open	Tuesday, November 1 <sup>st</sup> – Thursday, December 1 <sup>st</sup>
Thanksgiving Holiday – No Classes (University offices remain open on November 25 <sup>th</sup> )	Wednesday, November 23 <sup>rd</sup> – Friday, November 25 <sup>th</sup>
Final Exams	Monday, December 12 <sup>th</sup> – Thursday, December 15 <sup>th</sup>
University offices closed	Monday, December 26 <sup>th</sup> – Sunday, January 1 <sup>st</sup>

May Graduate Term 2017	
First day of class	Monday, May 8 <sup>th</sup>
Last day to add a class; last day to drop with no record and receive a 100% tuition refund	Wednesday, May 10 <sup>th</sup>
Students eligible to withdraw with a grade of “W” (no tuition refund)	Thursday, May 11 <sup>th</sup> – Friday, May 12 <sup>th</sup>
Students may withdraw with a grade of “WP” or “WF” with instructor approval	Monday, May 15 <sup>th</sup> – Friday, May 19 <sup>th</sup>
Memorial Day – No Classes (University closed)	Monday, May 29 <sup>th</sup>
Last day of class	Friday, June 2 <sup>nd</sup>

June 2017 – 8-Week Graduate Term	
First day of class	Monday, June 5 <sup>th</sup>
Last day to add a class; last day to drop with no record and receive a 100% tuition refund	Wednesday, June 7 <sup>th</sup>
Students eligible to withdraw with a grade of “W” (no tuition refund)	Thursday, June 8 <sup>th</sup> – Friday, June 9 <sup>th</sup>
Students may withdraw with a grade of “WP” or “WF” with instructor approval	Monday, June 12 <sup>th</sup> – Friday, June 23 <sup>rd</sup>
Last day of class	Friday, July 28 <sup>th</sup>

Spring 2017	
First day of class	Monday, January 9 <sup>th</sup>
Last day to add a class	Friday, January 13 <sup>th</sup>
MLK Jr. Day – No Classes (University Offices Open)	Monday, January 16 <sup>th</sup>
Last day to drop with no record and receive 100% tuition refund	Tuesday, January 17 <sup>th</sup>
Eligible to withdraw with a grade of “W” (no refund)	Friday, March 17 <sup>th</sup>
Withdraw with grade of “WP” or “WF” with instructor approval	Monday, March 20 <sup>th</sup> – Friday, April 7 <sup>th</sup>
Summer 2017 registration open	Monday, February 27 <sup>th</sup> – Friday, June 16 <sup>th</sup>
Fall 2017 registration open	Monday, February 27 <sup>th</sup> – Friday, July 8 <sup>th</sup>
Spring Break	Friday, March 3 <sup>rd</sup> (5:00 pm) – Sunday, March 12 <sup>th</sup>
Easter Break – No Classes (University Offices closed on March 25 <sup>th</sup> )	Friday, April 14 <sup>th</sup> – Monday, April 17 <sup>th</sup>
Final Exams	Monday, May 1 <sup>st</sup> – Thursday, May 4 <sup>th</sup>
Commencement	Saturday, May 6 <sup>th</sup>

June 2017 – 4-Week Graduate Term	
First day of class	Monday, June 5 <sup>th</sup>
Last day to add a class; last day to drop with no record and receive a 100% tuition refund	Friday, June 9 <sup>th</sup>
Students eligible to withdraw with a grade of “W” (no tuition refund)	Monday, June 12 <sup>th</sup> – Friday, June 16 <sup>th</sup>
Students may withdraw with a grade of “WP” or “WF” with instructor approval	Monday, June 19 <sup>th</sup> – Friday, June 30 <sup>th</sup>
Last day of class	Friday, June 30 <sup>th</sup>
Fourth of July (University closed)	Tuesday, July 4 <sup>th</sup>

July 2017 – 4-Week Graduate Term	
First day of class	Tuesday, July 3 <sup>rd</sup>
Last day to add a class; last day to drop with no record and receive a 100% tuition refund	Friday, July 6 <sup>th</sup>
Students eligible to withdraw with a grade of “W” (no tuition refund)	Friday, July 7 <sup>th</sup> – Monday, July 10 <sup>th</sup>
Students may withdraw with a grade of “WP” or “WF” with instructor approval	Tuesday, July 11 <sup>th</sup> – Monday, July 17 <sup>th</sup>
Last day of class	Friday, July 28 <sup>th</sup>

# 2016 – 2017 Graduate Calendar

## Physician Assistant Studies Program

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Course meeting dates will be provided by the program. Course attendance dates will vary by cohort. As an enrollment restricted program, M.P.A.S. students must adhere to the Withdrawal and Refund policies found on pages 18 – 19 of this Bulletin.

Fall 2016 (Cohort I)	
First day of class	Monday, August 29 <sup>th</sup>
Last day to withdraw with a grade of "W" and receive a 50% tuition refund	Friday, September 2 <sup>nd</sup>
Supervised Clinical Experience I	Monday, August 29 <sup>th</sup> – Friday, September 30 <sup>th</sup>
Supervised Clinical Experience II	Friday, November 7 <sup>th</sup> – Friday, December 9 <sup>th</sup>
Supervised Clinical Experience III	Friday, November 7 <sup>th</sup> – Friday, December 9 <sup>th</sup>
Thanksgiving holiday – No classes (University Offices remain open on November 25 <sup>th</sup> )	Wednesday, November 23 <sup>rd</sup> – Friday, November 25 <sup>th</sup>

Spring 2017 (Cohort I)	
First day of class	Monday, December 12 <sup>th</sup>
Last day to withdraw with a grade of "W" and receive a 50% tuition refund	Friday, December 16 <sup>th</sup>
Supervised Clinical Experience IV	Monday, December 12 <sup>th</sup> – Friday, January 27 <sup>th</sup>
Christmas Break (University Offices closed)	Monday, December 26 <sup>th</sup> – Sunday, January 1 <sup>st</sup>
MLK Jr. Day – No classes (University Offices open)	Monday, January 16 <sup>th</sup>
Supervised Clinical Experience V	Monday, January 30 <sup>th</sup> – Friday, March 3 <sup>rd</sup>
Supervised Clinical Experience VI	Friday, March 6 <sup>th</sup> – Friday, April 7 <sup>th</sup>

Summer 2017 (Cohort I)	
First day of class	Monday, April 10 <sup>th</sup>
Last day to withdraw with a grade of "W" and receive a 50% tuition refund	Friday, April 14 <sup>th</sup>
Supervised Clinical Experience VII	Monday, April 10 <sup>th</sup> – Friday, May 12 <sup>th</sup>
Easter Break – No classes (University Offices closed on April 14 <sup>th</sup> )	Friday, April 14 <sup>th</sup> – Monday, April 17 <sup>th</sup>
Memorial Day – No classes (University Offices closed)	Monday, May 29 <sup>th</sup>
Supervised Clinical Experience VIII	Tuesday, May 30 <sup>th</sup> – Friday, June 30 <sup>th</sup>
Supervised Clinical Experience IX	Monday, July 3 <sup>rd</sup> – Friday, August 4 <sup>th</sup>
Fourth of July – No classes (University Offices closed)	Tuesday, July 4 <sup>th</sup>

Fall 2016 (Cohort II)	
First day of class	Monday, August 29 <sup>th</sup>
Last day to withdraw with a grade of "W" and receive a 50% tuition refund	Friday, September 2 <sup>nd</sup>
Thanksgiving holiday – No classes (University Offices remain open on November 25 <sup>th</sup> )	Wednesday, November 23 <sup>rd</sup> – Friday, November 25 <sup>th</sup>
Final Exams	Friday, December 16 <sup>th</sup> – Thursday, December 22 <sup>nd</sup>
University Offices closed	Monday, December 25 <sup>th</sup> – Sunday, January 1 <sup>st</sup>

Spring 2017 (Cohort II)	
First day of class	Monday, January 9 <sup>th</sup>
Last day to withdraw with a grade of "W" and receive a 50% tuition refund	Friday, January 13 <sup>th</sup>
MLK Jr. Day – No classes (University offices open)	Monday, January 16 <sup>th</sup>
Spring Break	Friday, March 3 <sup>rd</sup> – Sunday, March 12 <sup>th</sup>
Easter Break – No classes (University offices closed on April 17 <sup>th</sup> )	Friday, April 14 <sup>th</sup> – Monday, April 17 <sup>th</sup>
Final Exams	Monday, May 8 <sup>th</sup> – Friday, May 12 <sup>th</sup>

Summer 2017 (Cohort II)	
First day of class	Monday, May 22 <sup>nd</sup>
Last day to withdraw with a grade of "W" and receive a 50% tuition refund	Friday, May 26 <sup>th</sup>
Memorial Day – No classes (University Offices closed)	Monday, May 29 <sup>th</sup>
Fourth of July – No classes (University Offices closed)	Tuesday, July 4 <sup>th</sup>
Final Exams	Thursday, August 17 <sup>th</sup> – Saturday, August 19 <sup>th</sup>
Clinical Preparation Week	Monday, August 21 <sup>st</sup> – Friday, August 25 <sup>th</sup>

Summer 2017 (Cohort III)	
Orientation	Thursday, June 1 <sup>st</sup> – Friday, June 2 <sup>nd</sup>
First day of class	Monday, June 5 <sup>th</sup>
Last day to withdraw with a grade of "W" and receive a 50% tuition refund	Monday, June 7 <sup>th</sup>
Fourth of July – No classes (University Offices closed)	Tuesday, July 4 <sup>th</sup>
Final Exams	Wednesday, August 16 <sup>th</sup> – Friday, August 18 <sup>th</sup>

Fall 2016 – 08/18/16 to 12/14/16	
Tuition Statements Issued	June 6
Tuition Payments Due	July 8
Semester Begins	August 18
Orientation	August 18, 19 & 22
Financial Aid Student Disbursement	August 19
First Day of Class	August 23
Last day to drop with a grade of "W" and receive a 50% tuition refund	August 24
Fall Break Begins (end of classes)	October 14
Fall Break Ends (7:00 a.m.) / Classes Resume	October 24
Thanksgiving Holiday Begins (after classes)	November 22
Thanksgiving Holiday Ends (7:00 a.m.) / Classes Resume	November 28
Last Class Day of Semester	December 7
Exams	December 8 – 14
Semester Ends	December 14

Spring 2017 – 01/10/17 to 05/04/17	
Spring Course Registration	November 1
Tuition Statements Issued	November 18
Tuition Payment Due	December 15
Semester Begins – First Day of Class	January 10
Financial Aid Student Disbursement	January 11
Martin Luther King, Jr. Day (no class; University Offices open)	January 16
Last day to drop with a grade of "W" and receive a 50% tuition refund	January 16
Mid-Semester Break Begins (end of classes)	March 3
Mid-Semester Break Ends (7:00 a.m.) / Classes Resume	March 13
Good Friday (No Classes)	April 14
Easter Monday (No Classes)	April 17
Last Class Day of Semester	April 27
Exams	April 28 – May 4
Semester Ends	May 4

Summer 2017	
Summer Course Registration	March 1
Tuition Statements Issued	March 20
Tuition Payment Due (regardless of course start date)	April 18
Semester Begins	May 15
Financial Aid Student Disbursement	May 16
Last day to drop with a grade of "W" and receive a 50% tuition refund	May 19

**Note:** Students will take only ONE (1) of the below courses in summer. Which course you take will be decided by the program. Please be advised the above dates apply to ALL courses in the Summer 2017 registration term, regardless of individual course start dates.

**Summer 2017 Individual Course Dates**

- IPPE Block 1: May 15 – June 9
- IPPE Block 2: June 12 – July 7
- IPPE Block 3: July 10 – Aug 11



# 2016 – 2017 Graduate Calendar

## Doctor of Physical Therapy & Master of Science in Athletic Training

Course meeting dates will be provided by the program. Course attendance dates will vary by cohort. As enrollment restricted programs, D.P.T. and M.S.A.T. students must adhere to the Withdrawal and Refund policies found on page 22 of this Bulletin.

Summer 2017 – D.P.T.	
Orientation	Wednesday, May 17 <sup>th</sup> – Friday, May 19 <sup>th</sup>
First day of classes	Monday, May 22 <sup>nd</sup>
Last day to withdraw with a grade of “W” and receive a 50% tuition refund	Friday, May 23 <sup>rd</sup>
Memorial Day (No class; University closed)	Monday, May 29 <sup>th</sup>
Fourth of July (No class; University closed)	Tuesday, July 4 <sup>th</sup>
Semester Ends	Friday, September 1 <sup>st</sup>

Summer 2017 – M.S.A.T.	
Orientation	Thursday, June 1 <sup>st</sup> – Friday, June 2 <sup>nd</sup>
First day of classes	Monday, June 5 <sup>th</sup>
Last day to withdraw with a grade of “W” and receive a 50% tuition refund	Wednesday, June 7 <sup>th</sup>
Memorial Day (No class; University closed)	Monday, May 29 <sup>th</sup>
Fourth of July (No class; University closed)	Tuesday, July 4 <sup>th</sup>
Semester Ends	Friday, August 18 <sup>th</sup>

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