



Norcross Graduate School

Graduate School Bulletin 2010-2011



www.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



Welcome to High Point University's Norcross Graduate School!

Start planning your professional future today! Choosing the right graduate program can be an overwhelming decision with so many programs and options available. It takes time to discover and learn what your personal goals are and if they match the school of your choice. Let me make the decision easier for you. The Norcross Graduate School **can** provide you with an extraordinary graduate degree with fantastic faculty who care about your success. Our contemporary program and curriculum as well as state of the art facilities can help make your future brighter. See the difference High Point University can make for you.

The Norcross Graduate School invites you to experience a program committed to you. All our advisors are available to answer your questions. Please contact us anytime and take advantage of our open door. We are here to help you reach the next step in your educational journey.

Tracy Collum
Associate Dean, Norcross Graduate School

High Point University

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Connect with Norcross Graduate School

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/hpugradschool



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

Master of Business Administration

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Dr. Wes Davenport
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The program for the Master of Business Administration offers a practical, leading edge professional graduate business education that emphasizes data-driven decision-making, communication skills, and global issues. In the classroom, current business knowledge is delivered through the use of case studies, simulations, and a variety of projects. Teaching emphasis and excellence are recognized by the ACBSP (Association of Collegiate Business Schools and Programs) accreditation. The School of Business is a member of the AACSB (Association to Advance Collegiate Schools of Business). The program consists of 11 graduate courses (33 semester hours), which may be completed within 21 months.

Degree: Master of Business Administration

Admission Term: Fall (August) only

Deadlines for Application Materials: Applications receive primary consideration when completed by the priority deadline of March 31. Applicants who do not meet the priority deadline, but still wish to be considered for admission may submit applications by the final deadline of June 1.

Application Materials: 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). An admission decision takes into consideration the applicant's GMAT score, 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:

- application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- three reference reports on form provided; and
- Graduate Management Admissions Test (the High Point University GMAT Code is ZZG5V04).

**Note* GRE scores may be substituted for the GMAT. Also the GMAT requirement may be waived if an applicant has an earned master's degree or higher from a regionally accredited college or university.*

Transfer of Credit: The MBA program does not accept transfer of credit. All credit toward the degree must be earned in High Point University courses.

Class Time: 6:00 pm – 9:00 pm

Prerequisite Courses: Three hours each of accounting and economics are required. If needed, these courses are offered at the graduate level. When taken after graduate admission, the courses constitute additional semester hours that must be completed beyond those required for the degree.

Common Professional Courses: These are one-hour courses in areas that include: management, marketing, international business, management information systems, business law, business ethics, statistics, finance, and strategic management. Needed courses are identified during the admission review and are included in a student's individualized M.B.A. program of study, which accompanies an offer of admission; they are offered at the graduate level.

Program of Study (33 semester hours)

ACC 5130	Managerial Accounting	MKT 5110	Marketing in a Global Economy
BUA 5030	Communications for Managers	PHL 5010	Managerial Ethics
BUA 5310	The Legal and Regulatory Environment of Business		
ECO 5090	Managerial Economics in a Global Economy		
FIN 5330	Financial Markets and Corporate Strategy		
MGT 5020	Leadership and Organizational Behavior		
MGT 5290	Global Supply Chain and Operations Management		
MGT 5750	Strategic Management		
MIS 5400	Information Systems in Practice: Managerial Challenges and Opportunities		

Prerequisite Courses

MBA 5000 Foundations of Accounting (3)

An accelerated and in-depth introduction to the conceptual foundations and practices of financial and managerial accounting. This course is designed to show students the relationship of the cost function to other accounting and organizational functions, and to increase the understanding of costs and cost behavior. Topics include cost information for planning and control, determining the cost of a product or service, analyzing the balance sheet, income statement, statement of cash flows, and the statement of equity to make better managerial decisions. MBA 5000 must be completed before enrolling in ACC 5130.

MBA 5010 Foundations of Economics (3)

A study of the combined elements of Macro and Micro Economic Analysis for graduate students with no background in Principles of Economics. This is an accelerated course designed to provide students with an understanding of economic concepts necessary to continue graduate level courses requiring both Macro and Micro Economics. MBA 5010 must be completed before enrolling in ECO 5090.

Common Professional Courses (CPC)

MBA 5020 Foundations of Management (1)

Business foundation course to provide preparatory coursework in management

MBA 5030 Foundations of Marketing (1)

Business foundation course to provide preparatory coursework in marketing

MBA 5040 Foundations of International Marketing (1)

Business foundation course to provide preparatory coursework in marketing and/or international business

MBA 5050 Foundations of Management Information Systems (1)

Business foundation course to provide preparatory coursework in management information systems

MBA 5060 Foundations of Business Law and Ethics (1)

Business foundation course to provide preparatory coursework in business law and ethics

MBA 5070 Foundations of Statistics (1)

Business foundation course to provide preparatory coursework in business statistics

MBA 5080 Foundations of International Management (1)

Business foundation course to provide preparatory coursework in management and international business

MBA 5090 Foundations of Finance (1)

Business foundation course to provide preparatory coursework in finance

MBA 5100 Foundations of International Business (1)

Business foundation course to provide preparatory coursework in international business

MBA 5110 Foundations of Strategic Management (1)

Business foundation course to provide preparatory coursework in strategic management

Core Courses

ACC 5130 Managerial Accounting (3)

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: MBA 5000 or undergraduate or graduate equivalent.*

BUA 5030 Communications for Managers (3)

This course is designed to examine and improve the communications skills of managers. The course will focus on issues in communication essential to effective leadership in business settings and will include both verbal and nonverbal forms of communication. Special attention is given to crisis communications, reputation management, practical communication principles and theories applicable in real world settings, everyday communications in the modern business environment – including written and oral interactions, the development of critical thinking skills and the development of understanding of language for building and maintaining corporate integrity.

BUA 5310 The Legal and Regulatory Environment of Business (3)

The primary purpose of this course is to help managers understand the maze of government regulations. After an introduction to the basics of administrative law, students will cover areas of regulation including labor and employment law, environmental law, securities regulation, and antitrust law. Students will also study intellectual property law and legal issues relating to consumer protection, commercial speech, and the regulation of advertising.

ECO 5090 Managerial Economics in a Global Economy (3)

A study of how economics helps managers make better decisions. An emphasis is placed on forecasting an organization's sales through tools such as regression analysis. Other topics include how organizations can optimize their production decisions, manage their costs, and respond profitably to regulation and deregulation. Throughout the course, the effects of globalization and global economic policies are discussed. *Prerequisites: MBA 5010 or undergraduate or graduate equivalent.*

FIN 5330 Financial Markets and Corporate Strategy (3)

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.

MGT 5020 Leadership and Organizational Behavior (3)

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.

MGT 5290 Global Supply Chain and Operations Management (3)

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. Co-requisite: ECO 5090 or MBA 5070 or undergraduate or graduate equivalent.*

MGT 5750 Strategic Management (3)

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: ECO 5090, FIN 5330, MGT 5290, and MKT 5110.*

MIS 5400 Information Systems in Practice: Managerial Challenges and Opportunities (3)

The course addresses contemporary information systems implementation, operations, and management issues. Students will consider how information technology can be used to achieve business goals and leverage information for competitive advantage.

MKT 5110 Marketing in a Global Economy (3)

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.

PHL 5010 Managerial Ethics (3)

Recognition of and response to ethical issues, which occur in managerial settings. Case studies will be used to stimulate reflection on individual and societal moral values and to help students identify recurring problems of values arising in their managerial settings. The seminar focuses also on how ethical issues arise in the practice of management and how the use of ethical theory can be employed to clarify these issues.



Dr. Dustin Johnson
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The program for the Master of Education in Educational Leadership prepares experienced K-12 teachers to serve as educational leaders in 21st 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 semester hours including a sequence of three internship experiences, totaling 6 credit hours. 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)

Priority Closing Date for Application Materials: Applications receive primary consideration when completed by the priority deadline: March 15 for Summer; April 15 for Fall; and November 15 for Spring. After a deadline, applications may be accepted as long as both the review committee and applicants can respond appropriately for the admission term.

Admission Decisions: Rolling.

Application for Admission: 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). An admission decision takes into consideration the applicant's GPA, completed course work, professional work experience (a minimum of 3 years teaching or related school experience is required), personal and professional goals for the degree, as well as the information provided by references.

Required application materials include:

- application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- two reference reports on form provided;
- one principal recommendation on form provided;
- copy of current teaching license; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) if applicable.

**Note * GRE or MAT scores are required for applicants who have a bachelor's degree GPA that is less than 3.0. The High Point University GRE Code is 5293; the MAT Code is 1584.*

Prerequisite Work: None

Class Times: 4:00 pm – 7:00 pm

Program of Study (36 semester hours)

Core Courses (15 hours)

EDU 5010	Advanced Instructional Technology for the 21st Century
EDU 5030	Methods of Educational Research
EDU 5060	Distributed Leadership in 21st Century Schools
EDU 5070	Trends & Issues in Education (Online)
EDU 5040	Multicultural Education in a Diverse Society

Specialty Courses (21 hours)

EDU 5161	Organizational Management of 21st Century Schools
EDU 5162	Creating a Culture of School Success
EDU 5163	Strategies for Student Learning & Development
EDU 5164	Implementing Distributed Leadership for Teacher Empowerment
EDU 5165	Using Data for School Improvement
EDU 5167	School Executive Internship I
EDU 5168	School Executive Internship II
EDU 5169	School Executive Internship III

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.

Degree: None

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

Priority Closing Date for Application Materials: Applications receive primary consideration when completed by the priority deadline: March 15 for Summer; April 15 for Fall; and November 15 for Spring. After a deadline, applications may be accepted as long as both the review committee and applicants can respond appropriately for the admission term.

Admission Decisions: Rolling

Prerequisites to Apply: 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:

Required application materials include:

- application form with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- current teaching license; and
- principal recommendation on form provided.

A Graduate Record Examination (GRE) score report is not required.

Class Time: 4:00 pm – 7:00 pm

Program of Study (21 semester hours)

EDU 5161	Organizational Management of 21st Century Schools
EDU 5162	Creating a Culture of School Success
EDU 5163	Strategies for Student Learning & Development
EDU 5164	Implementing Distributed Leadership for Teacher Empowerment
EDU 5165	Using Data for School Improvement
EDU 5167	School Executive Internship I
EDU 5168	School Executive Internship II
EDU 5169	School Executive Internship III



"The Master of Education in Educational Leadership program at High Point University is phenomenal. Not only do students receive the most current research-based instruction, but they also receive top of the line customer service. The professors are extremely knowledgeable, and it is evident that they truly love their job. They incorporate relevant materials/opportunities in their courses so students can experience realistic examples that exist in all facets of education. Due to the structure of the program, I have been able to continue working while furthering my academic career. Thank you High Point University for allowing me the opportunity to become a member of your community of graduate students."
- Wendy Klutz

Master of Education in Elementary Education

The program for the Master of Education in Elementary Education builds on the most current body of knowledge of best practice and practical expertise (theory and practice) relevant to teaching grades K-6. The program is designed for candidates who have a baccalaureate K-6 teaching license or who will receive a K-6 teaching license before the end of the first term of graduate enrollment. The program requires comprehensive examinations and 36 hours (i.e., professional core (15 hours), literacy or content-based instructional courses (15 hours), and a capstone experience (6 hours) which includes an intense literacy practicum, thesis option, or product of learning). The capstone experience also includes a research methodology course which serves as the prerequisite experience for the practicum, thesis, or development of the product.

Degree: Master of Education

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

Priority Closing Date for Application Materials: Applications receive primary consideration when completed by the priority deadline: March 15 for Summer; April 15 for Fall; and November 15 for Spring. After a deadline, applications may be accepted as long as both the review committee and applicants can respond appropriately for the admission term.

Admission Decisions: Rolling.

Application Materials: 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). 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 application materials include:

- application with a nonrefundable \$50 application fee;
- an official transcript showing an earned baccalaureate degree in Elementary Education K-6 (including High Point University). For those 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;
- resume;
- essay about interest in the program and goals for the degree;
- three reference reports on form provided;
- copy of current teaching license; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT), if applicable.

**Note* Testing is required for applicants who have a bachelor's degree GPA that is less than 3.0. The High Point University GRE Code is 5293; the MAT Code is 1584.*

Prerequisite Work: None

Class Time: 4:00 pm – 7:00 pm

Comprehensive Examinations: Yes

Program of Study (36 semester hours)

Core Courses: (15 hours)

EDU 5010 Advanced Instructional Technology for the 21st Century

EDU 5020 Curriculum Development

EDU 5040 Multicultural Education in a Diverse Society

EDU 5060 Distributed Leadership in 21st Century Schools

EDU 5070 Trends & Issues in Education (Online)

Instructional Courses: Literacy Concentration (15 hours)

EDU 5134 Foundations of Reading Instruction

EDU 5135 Diagnosis & Assessment in the Teaching of Reading

EDU 5132 Foundations of Writing Instruction

EDU 5131 Literature for Children & Adolescents

EDU 5136 Literacy Across the Curriculum

Capstone Experience: Literacy Concentration (6 hours)

EDU 5231 Supervised Practicum in Literacy Instruction

EDU 5030 Methods of Educational Research

Instructional Courses: Content Concentration (15 hours)

EDU 5130 Mathematics in the Elementary School

EDU 5132 Foundations of Writing Instruction

EDU 5133 Strategies for Science & Social Studies Instruction in the Elementary School

EDU 5134 Foundations of Reading Instruction

EDU 5137 Integrating Instruction in the Elementary School

Capstone Experience: Content Concentration (6 hours)

Choose one set.

EDU 5030 Methods of Educational Research

EDU 5300 Product of Learning

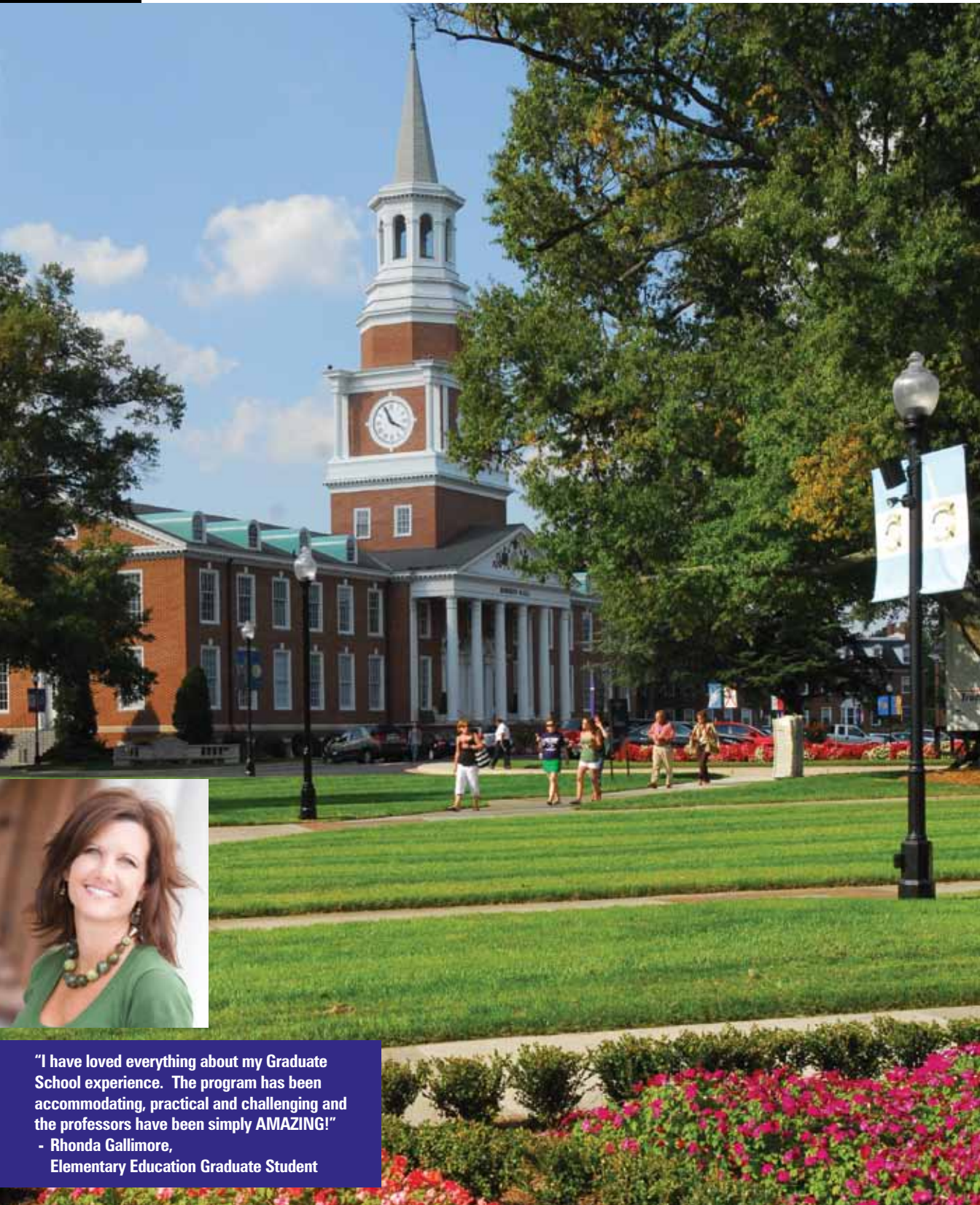
or

EDU 5030 Methods of Educational Research

EDU 5200 Thesis

Elementary Education Fifth Year Program

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"I have loved everything about my Graduate School experience. The program has been accommodating, practical and challenging and the professors have been simply AMAZING!"

- Rhonda Gallimore,
Elementary Education Graduate Student

Open only to selected High Point University students

The Elementary Education Fifth Year Program is designed for High Point University students majoring in Elementary Education. 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 Fifth Year Program will be permitted to enroll in nine hours of advanced coursework that may be applied toward completion of the M.Ed. degree in Elementary Education upon completion of the undergraduate baccalaureate degree program. Students will apply to be admitted into the M.Ed. program in Elementary Education immediately upon graduation and continue in the program during the summer and into the fifth year following graduation from the undergraduate program.

Graduate credits will be assigned to the graduate course work completed during the senior year only to satisfy completion requirements for the Master of Education in Elementary Education.

Admission Term: Fall Senior Year Only

Application for Admission: Students apply to the Fifth Year Program during the second semester of their junior year.

Required application materials:

- Official transcript, letters of recommendation and completion of the Fifth Year Application, which can be obtained through the School of Education.

Program of Study (36 semester hours)

Senior Year (Fall): (6 hours)

EDU 4531 Literature for Children and Adolescents

EDU 4532 Foundations of Writing Instruction

Senior Year (Spring): (3 hours)

EDU 4540 Multicultural Education in a Diverse Society

Graduate Summer I: (6 hours)

EDU 5134 Foundations of Reading Instruction

EDU 5136 Literacy Across the Curriculum

Graduate Summer II: (6 hours)

EDU 5135 Diagnosis and Assessment in the Teaching of Reading

EDU 5020 Curriculum Development

Graduate Fall 5th Year: (6 hours)

EDU 5010 Advanced Instructional Technology for the 21st Century

EDU 5060 Distributed Leadership in 21st Century Schools

EDU 5070 Trends and Issues in Education (Online)

Graduate Spring 5th Year: (6 hours)

EDU 5030 Methods of Educational Research

EDU 5231 Supervised Practicum in Literacy Instruction

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

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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)

Priority Closing Date for Application Materials: Applications receive primary consideration when completed by the priority deadline: March 15 for Summer; April 15 for Fall; and November 15 for Spring. After a deadline, applications may be accepted as long as both the review committee and applicants can respond appropriately for the admission term.

Admission Decisions: Rolling.

Application Materials: 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 Praxis II exam in Special Education 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 application materials include: (1) application with a nonrefundable \$50 application fee; (2) one official transcript from all colleges attended (including High Point University); (3) resume; (4) essay about interest in the program and goals for the degree; (5) three reference reports on form provided; (6) copy of current K-12 teaching license in Special Education; and (7) GRE or MAT, if applicable.

Graduate Record Examination (GRE) or Miller Analogies Test (MAT). Testing is required for applicants who have a bachelor's degree GPA that is less than 3.0. The High Point University GRE Code is 5293; the MAT Code is 1584.

Prerequisite Work: None

Class Time: 4:00 pm – 7:00 pm

Program of Study (36 semester hours)

Core Courses: (12 hours)

EDU 5010 Advanced Instructional Technology for the 21st Century
 EDU 5040 Multicultural Education in a Diverse Society
 EDU 5060 Distributed Leadership in 21st Century Schools
 EDU 5090 Individuals with Intellectual Disabilities: Legal, Ethical and Historical Perspectives

Instructional Courses: Concentration in Teaching (18 Hours)

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 21st Century Classroom
 EDU 5146 Building Self-Determination and Advocacy Skills in Persons with Intellectual Disabilities

Capstone Experience: Choose one set. (6 hours)

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 5161 Organizational Management for 21st Century Schools; (2) EDU 5163 Strategies for Student Learning and Development; and (3) EDU 5164 Implementing Distributed Leadership for Teacher Empowerment.

Education Course Descriptions

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Graduate Core Courses

EDU 5010 Advanced Instructional Technology (3)

A study of the integration of technology into the 21st 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 pre-requisite 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

EDU 5020 Curriculum Development (3)

Curriculum analysis, using the North Carolina Standard course of Study 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 21st century content and skills into educational practices will be discussed.

EDU 5030 Methods of Educational Research (3)

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.

EDU 5040 Multicultural Education in a Diverse Society (3)

This course examines the diversity found in today's school community. Students will explore the multicultural nature of contemporary classrooms and will gain a better understanding of those learners' behavior in relation to the mores of a public school education. Through class seminars and in-school projects, participants will develop strategies and materials for helping diverse learners to be more successful in school. Ethnic groups represented in schools will be studied with a historical, political, and societal focus. Topics that will be addressed include language, disability, gender, ethnicity, race, and socioeconomic status.

EDU 5050 Classroom Organization and Management (3)

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.

EDU 5060 Distributed Leadership in 21st Century Schools (3)

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. *Fall/Summer I*

EDU 5070 Trends and Issues in Education (3)

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 21st 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. *(Offered online during Summer I and Fall)*

EDU 5080 Advanced Educational Psychology (3)

This course includes an examination of the contemporary educational psychology theories of human behavior and learning most applicable in today's 21st 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.

EDU 5090 Individuals with Intellectual Disabilities: Legal, Ethical, and Historical Perspectives (3)

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.

Elementary Education Courses

EDU 5130 Mathematics in the Elementary School (3)

Review of research relative to math education in grades K-5. Findings will be related to current classroom practices. The North Carolina Standard Course of Study in mathematics will be reviewed and used for the development of materials for the classroom. *Spring*

EDU 5131 Literature for Children & Adolescents (3)

This is a graduate level course focused on literature for children and adolescents. Emphasis will be placed on classical contexts for modern and contemporary "greats" and favorites, and on various effective ways to teach and use these works in the classroom. Research into the literature and into issues of pedagogy will be included. *Fall*

EDU 5132 Foundations of Writing Instruction (3)

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. *Fall*

EDU 5133 Strategies for Science and Social Studies Instruction in the Elementary School (3)

Current research on literacy and best practices in science and social studies will be reviewed as it relates to classroom practice, safety, technology, and assessment and the needs of preparing students for the 21st century global society. National standards and the North Carolina Standard Course of Study will be the guiding focus for the inquiry methodologies of instruction. The creation of interdisciplinary lessons/units will incorporate the arts and healthful living components to demonstrate the applications of science and social studies. *Spring*

EDU 5134 Foundations of Reading Instruction (3)

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. *Fall/Summer I*

EDU 5135 Diagnosis and Assessment in the Teaching of Reading (3)

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 532: Foundations of Reading Instruction; Spring/Summer II*

EDU 5136 Literacy Across the Curriculum (3)

This course examines the necessary conditions of content area literacy learning, assess text difficulty and match text to readers, plan and implement pre-reading, reading, and post-reading instructional strategies for fostering literacy. Assessment used to drive comprehension, vocabulary, and study skills instruction in middle and secondary content-area classes. *Spring*

EDU 5137 Integrating Instruction in the Elementary School (3)

Examination of the methods, processes, and procedures for implementing integrated lessons and units in the elementary classroom. The N.C. Standard Course of Study, curriculum mapping and other resources will be utilized by students in developing integrated units for use in their classrooms. *Spring*

Capstone Options

EDU 5200 Thesis (3)

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*

EDU 5200a Thesis Continuation (0)

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

EDU 5300 Product of Learning (3)

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 503. Candidates must have completed a minimum of at least 12 graduate hours with grades of A or B.*

EDU 5300a Product of Learning Continuation (0)

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

EDU 5230 Clinical Internship in Elementary Education (3)

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. *(Offered Fall, Spring, May Term)*

EDU 5231 Supervised Practicum in Literacy Instruction (3)

A culminating, supervised semester long literacy practicum in the teacher's classroom. The purpose of the course is to provide each teacher with the opportunity, at the beginning of the semester to establish classroom conditions that support student learning through the systematic and purposeful integration of the instructional, assessment and organizational strategies introduced during the program of study. Theories, materials, and strategies introduced during the program are applied in the classroom. Teachers are supervised and attend seven seminars focused on supporting each teacher's efforts to effectively implement classroom literacy instruction and assessment. *Co-Requisite: EDU 5030*

EDU 5240 Clinical Internship in Special Education (3)

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*

Students selecting this capstone track must also complete the following three courses in Educational Leadership in order to be eligible for the EC Executive Director license:

- EDU 5161 Organizational Management for 21st Century Schools
- EDU 5163 Strategies for Student Learning and Development
- EDU 5164 Implementing Distributed Leadership for Teacher Empowerment

Special Education Courses

EDU 5141 Curriculum Assessment and Planning for Students with Intellectual Disabilities (3)

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.

EDU 5142 Instructional and Transition Planning for Elementary Students with Intellectual Disabilities (3)

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.

EDU 5143 Instructional and Transition Planning for Secondary Students with Intellectual Disabilities (3)

Students will examine the strands and goals of the North Carolina Course of Study appropriate for secondary students with intellectual disabilities. The Occupational Course of Study as well as Extended Content Standards will be emphasized. The policies and procedures governing students preparing for and entering the workforce and/or continued education will be examined as well as community resources available for successful transition issues. Students will develop transition plans and discuss methods to involve the student, family, and future employers in meeting the needs of persons with intellectual disabilities. This course includes a field based component.

EDU 5144 Consultation and Collaboration with Families and Community Agencies (3)

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.

EDU 5145 Assistive Technology and Instructional Support for the 21st Century Classroom (3)

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.

EDU 5146 Building Self-Determination and Advocacy Skills in Persons with Intellectual Disabilities (3)

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.

Educational Leadership Courses

EDU 5161 Organizational Management for 21st Century Schools (3)

School executives who excel in 21st Century Schools will be those who understand and demonstrate the skills to effectively lead and manage both human and fiscal resources. This course is designed to help candidates prepare by working collaboratively within the school setting to make funding and programming decisions based on input from stakeholders and assessment of available data. *Fall*

EDU 5162 Creating a Culture of School Success (3)

21st 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. *Fall*

EDU 5163 Strategies for Student Learning and Development (3)

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. *Spring*

EDU 5164 Implementing Distributed Leadership for Teacher Empowerment (3)

According to the North Carolina Standards for School Executives, the leader's responsibility is to create processes which distribute leadership and decision-making opportunities to a variety of stakeholders in a school setting. This ability will assist in the collaborative development of innovative ideas and encourage growth among a community of school leaders. This course is designed to explore the many facets of distributed leadership in a public school setting. *Spring*; *Prerequisite: EDU 5060*

EDU 5165 Using Data for School Improvement (3)

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. Students 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 achievement, demographic, program, and perception data. *Summer*

EDU 5167 School Executive Internship I (2)

This course is designed as an orientation to the internship experience and should be taken concurrently with the candidate's first specialty course in Educational Leadership. Activities will include seminars addressing topics such as the new state standards and required electronic evidences, introduction to Foliotek and candidate self assessment as it relates to the internship process. Successful completion of required evidences as determined by a faculty/public school review team which includes the candidate's supervising principal will be required before progressing to *EDU 5168: School Executive Internship II*.

EDU 5167a School Executive Internship I Continuation (0)

If continued work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team.

EDU 5168 School Executive Internship II (2)

This course is offered for interns who have completed a minimum of 6 credit hours of specialty coursework in Educational Leadership. The intern will continue to work with the university supervisor and supervising principal on site-based assignments and will participate in periodic seminars related to the internship experience. Submission of electronic evidences will be evaluated by a faculty/public school review team will occur at the conclusion of Internship II. Candidates must successfully complete all requirements of *EDU 5168 before progressing to EDU 5169: School Executive Internship III*. *Prerequisites: Completion of EDU 5167.*

EDU 5168a School Executive Internship II Continuation (0)

If continued work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team.

EDU 5169 School Executive Internship III (2)

This course is the culmination of the internship experience and should be taken concurrently with the candidate's final specialty course in Educational Leadership. Internship III will include a review of the internship experience by the intern, the university supervisor and the supervising principal. Seminars with featured guest speakers and an opportunity for candidates to do post-self assessment, disposition and

program evaluation will be provided. During Internship III the candidate's final portfolio of evidences will be formally evaluated by the faculty/public school review team and must be deemed at the proficiency level in order to successfully exit the program and meet state requirements for licensure.

Prerequisite: Completion of EDU 5168

EDU 5169a School Executive Internship III Continuation (0)

If continued work is needed to fulfill activities/evidence completion as determined by a faculty/public school review team.

Master Of Arts In Nonprofit Management



The program for the Master of Arts in Nonprofit Management is interdisciplinary and includes a knowledge base and perspectives from various areas such as economics, accounting, sociology, psychology, political science, communications, ethics and law. Further, it provides a generic, foundational knowledge of management and leadership in organizations, as well as knowledge and skills that are specific to nonprofit organizations, their structure, organizational processes and the various cultural, economic and legal environments in which they function. The curriculum focuses on the content areas of Contextual and Theoretical Studies, Resource Development, Resource Management, and Information Systems and Management.

Degree: Master of Arts

Admission Term: Fall (August) only

Priority Closing Date for Application Materials: Applications receive primary consideration when completed by the priority deadline of April 15 for fall. After the deadline, applications may be accepted as long as both the review committee and applicants can respond appropriately for the admission term.

Admission Decisions: Rolling.

Application for Admission: 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). 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 application materials include:

- application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- three reference reports on form provided; and
- Graduate Record Examinations (GRE), if applicable.

**Note*. Testing is required for applicants who have a bachelor's degree GPA that is less than 3.2.
The High Point University GRE Code is 5293.*

Prerequisite Work: None

Class Time: 6:00 pm - 9:00 pm

Program of Study (36-42 semester hours):

Core Courses (36 hours)

NPO 5000 Introduction to the Nonprofit Sector
 NPO 5030 Marketing and Public Relations
 NPO 5040 Fundraising and Funding Sources
 NPO 5050 Tax and Financial Management
 NPO 5060 Management and Executive Leadership
 NPO 5070 Human Resources Management
 NPO 5080 Organizational Theory and Behavior
 NPO 5090 Strategic Planning
 NPO 5100 Research Methods
 NPO 5110 Management Information Systems
 NPO 5120 Advocacy and Public Policy
 NPO 5130 Governance and Volunteer Administration

Additional courses that may be required (3-6 hours)

NPO 5900 Practicum I
 NPO 5910 Practicum II



Dr. David Walker
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NPO 5000 Introduction to the Nonprofit Sector (3)

Examination of the social and historical context of nonprofit organizations, their origins, development, and contemporary challenges. The diversity of this sector is analyzed to understand the scope, functions, and underlying issues common to all organizations and their relationship to the private and government sectors. The course also introduces students to the evolving body of scholarship and theoretical concerns regarding organization role and functions and examines the issues that will impact the future of this sector.

NPO 5030 Marketing and Public Relations (3)

Examination of basic marketing principles, theories and practices as they apply to nonprofit organizations. Topics considered are: strategies for best communicating the purpose, program, and outcomes of a nonprofit organization to various publics; publicity; theories of communications; and marketing strategies to position the organization in particular community contexts. Special emphasis is given to social marketing and social entrepreneurship designed to engender supporting and positive perspectives and attitudes toward program objectives. Organization/program advocacy and the mobilization of human resources are also addressed.

NPO 5040 Fundraising and Funding Sources (3)

Strategies for attracting financial support from foundations, corporations, governments and individuals are examined as well as the types of funding that are available. The central focus is on communication-based and relationship-building strategies with defined constituencies. Emphasis is given to writing proposals; long-range development programs and capitalization campaigns; planning and implementation of financial campaigns and membership drives; charitable trusts; translating organization needs into donor benefits; and constituency communication and expansion. Organization accountability, use of consultants, donor information management, and the theory and practice of philanthropy are also examined.

NPO 5050 Tax and Financial Management (3)

Examination of basic principles of financial, funds, and cost accounting. Budgeting techniques; investment decision-making; cost-effectiveness; managing endowments, grants and gifts; capital formation; cash-flow analysis; expenditure control; long range financial planning; audits; and the use of performance standards are analyzed to help managers and administrators of nonprofit organizations with issues of financial planning, accountability, and the most efficient use of funds.

NPO 5060 Management and Executive Leadership (3)

Focus on the analysis of the function of organizational management. Leadership will emphasize executive leadership-strategies, styles, skills and values. Ethical issues

in both management and leadership will be examined.

Management strategies involving external controls, institution building, priorities, decision-making and mobilizing human assets will also be covered as well as the role of nonprofit executives as agents of and for social change.

NPO 5070 Human Resources Management (3)

Broad, comprehensive review of human resources management from the perspective of the manager/supervisor as contrasted with the practicing specialist. Topics include workforce planning, recruiting, selection, training and development; wage and salary administration; employee benefits, performance appraisal, promotion, demotion and severance; attitude surveying; health and safety; union management relations; organizational development; ethical decision-making; and problems involved in international management. Attention is called to relevant regulatory restraints, which managers must understand and abide by in order to avoid corporate and personal liabilities, and to the role of human resources in strategic planning.

NPO 5080 Organizational Theory and Behavior (3)

In-depth study of various types of organizational structures, both formal and informal, with special emphasis on behavior of people within those structures. Special consideration is given to the relationship among organizational structure, organizational culture, and organizational strategy. The challenges of communicating in modern organizations are also considered.

NPO 5090 Strategic Planning (3)

Examination of implementation issues involved in addressing mission statements and program objectives; the distinction between strategic and operational planning; and making the most effective connection between the external environment and the organization. The structure and process of program planning are analyzed including identification of resources; clarifying future direction; and decision-making with respect to resources, issues, and strategies to respond to change. Case studies, demographic and economic data, basic principles, and problem solving in a real or simulated nonprofit environment are used by teams of students working with a nonprofit organization to develop and present a strategic plan to accomplish a program objective.

NPO 5100 Research Methods (3)

Examination of various research designs and strategies that are relevant to nonprofit organizations for investigating community issues and for organizational/program planning and evaluation. Systematic collection of quantitative and qualitative information about activities, characteristics and outcomes are stressed with a focus on improving program and organizational effectiveness, as well as decision-making. Techniques of data analysis and statistical concepts will be

covered with an emphasis on generating, interpreting and effectively utilizing statistical data and research reports.

NPO 5110 Management Information Systems (3)

Focus on bridging the gap between business needs and information systems solutions. The student is expected to understand how information technology can be effectively applied to nonprofit strategies and supporting operational processes. Key areas addressed include elements of information architecture, process reengineering, outsourcing, and security issues. Emphasis will be placed on outside reading of nonprofit MIS literature.

NPO 5120 Advocacy and Public Policy (3)

Examination of the roles of nonprofit organizations and voluntary action in the public policy process. Focus is on key public policies and their past, current, and potential impact on the nonprofit sector, nonprofit organizations, and philanthropy. Analysis of how nonprofit organizations shape public policy through such advocacy strategies and techniques as policy research, public education and awareness, lobbying and litigation. Legal, ethical, and tax issues related to lobbying and advocacy are also examined.

NPO 5130 Governance and Volunteer Administration (3)

Analysis of the history, role, and function of governance in achieving the vision and mission of nonprofit organizations. Governance issues such as creating policy, empowering boards, ethics and values, board culture, board/staff relationships, oversight, accountability, and fiduciary responsibilities are covered. Volunteer management/administration concepts, strategies and systems are covered with a focus on the recruitment, training, placement, and supervision of volunteers. Volunteer involvement in programs and service delivery, support activities, fund raising, and the role of volunteers on board committees, advisory, and task groups will also be examined.

NPO 5900 Practicum I (3)

First field experience required of all students who do not have a minimum of two calendar years of direct experience in the management of a nonprofit organization or within a department, division or other organizational unit of a nonprofit organization. The experience must include staff or volunteer supervision; program planning, development and assessment; and responsibility for the deployment of resources (human and financial). *This course is offered in the Summer only. Prerequisite: Approval of the Program Director prior to registration.*

NPO 5910 Practicum II (3)

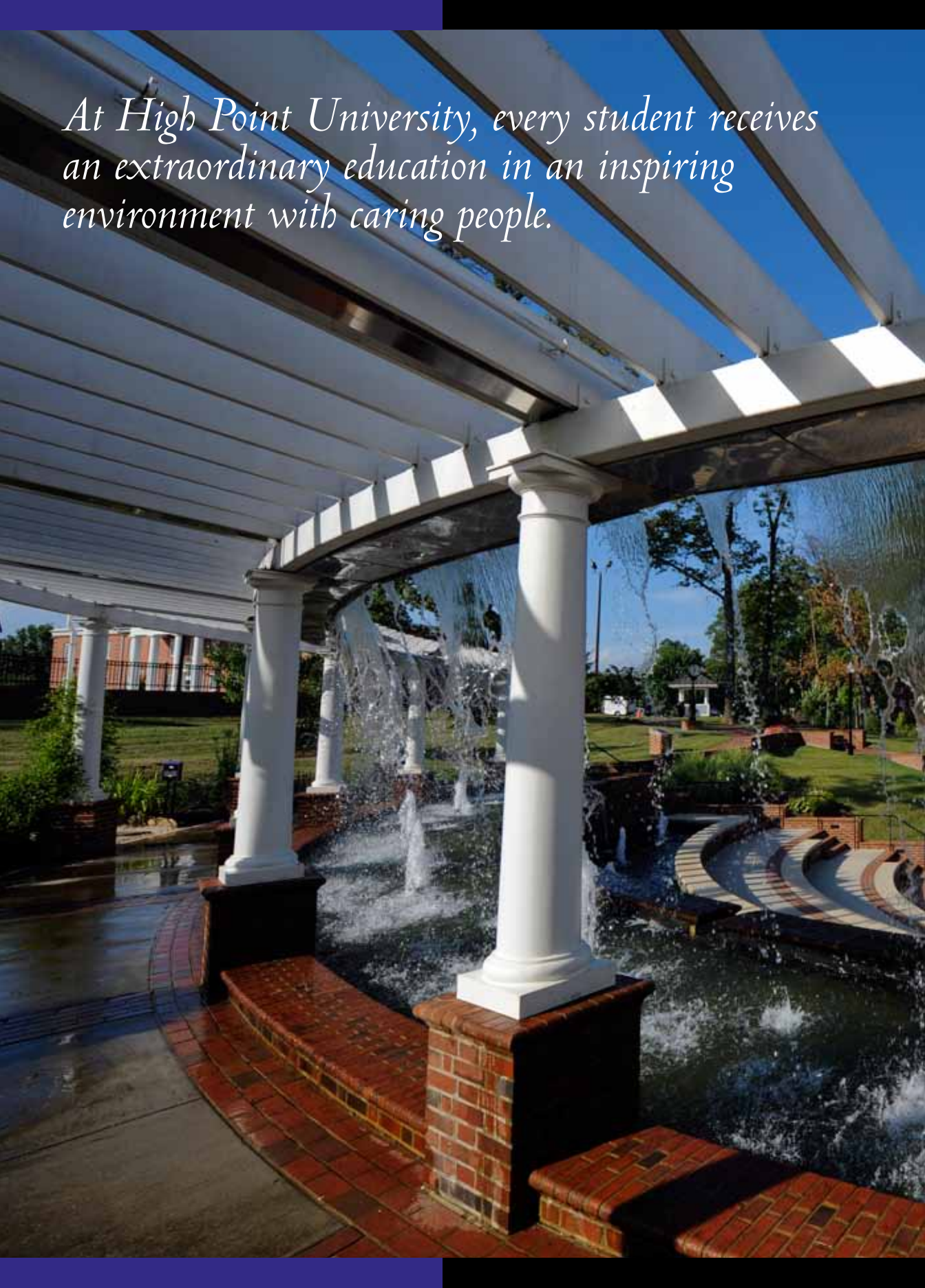
Second field experience required of all students who do not have a minimum of two calendar years of direct experience in the management of a nonprofit organization or within a department, division or other organizational unit of a nonprofit organization. The experience must include staff or volunteer supervision; program planning, development and assessment; and responsibility for the deployment of resources (human and financial). *This course is offered in the Fall. Prerequisite: Completion of NPO 590 and approval of the Program Director prior to registration.*



"My learning experience at High Point University encouraged me to excel beyond local boundaries. The Graduate Program at High Point University provided me with the knowledge and business skills required to compete in a global market. The faculty are experts in their professions and want the students to excel. I walked away with an education that far exceeded my expectations. I am proud to be a graduate of High Point University!"

- Tonjia May, B.S. M.A. Non Profit Management student

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





Master of Arts in History

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Dr. James Stitt
Professor of History
Graduate Program Director, History
336.841.9292
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"Attaining my Master's degree has been an exciting journey. Though certainly challenging, it was well worth the effort as I have grown both personally and professionally. The dedication and attention shown by the professors of the history department truly made my experience at HPU extraordinary!"

- Tamara Koontz, M.A. History student

The program for the Master of Arts in History teaches students methods of historical research, analysis, and writing that enable them to achieve the most rigorous academic standards in their work. For students intending to teach, work in public history, prepare for a doctoral program, or pursue academic inquiry for its own sake, the program offers exposure to the latest historiographical debates and the classic texts of historical writing as well as opportunities to investigate a wide array of primary source material.

Degree: Master of Arts

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

Priority Closing Date for Application Materials: Applications receive primary consideration when completed by the priority deadline: March 15 for Summer; April 15 for Fall; and November 15 for Spring. After a deadline, applications may be accepted as long as both the review committee and applicants can respond appropriately for the admission term.

Admission Decisions: Rolling.

Application for Admission: 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). 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 application materials include:

- application with a nonrefundable \$50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- three reference reports on form provided; and
- Graduate Record Examination (GRE)

**Note* When an official GRE score report is not included with application materials, it will be required before the end of the student's first term of graduate enrollment. The High Point University GRE Code is 5293.*

Class Time: 6:00 pm - 9:00 pm

Prerequisite: When acceptable undergraduate course work in Historiography has not been completed, students must take Historiography (HST 2901), which will not count toward the degree. However, the review committee may request an interview with an applicant to determine if prior course work and experience are acceptable substitutions for Historiography.

Program of Study (33 semester hours)

History courses toward both a major (12 semester hours) and a minor (6 semester hours) must be completed in the areas shown below.

Required (3 hours)

HST 5080 Historiography

Reading Seminars (12 hours)

HST 5250 Readings in Latin American History

HST 5260 Early American History

HST 5270 US Cultural and Intellectual History

HST 5280 Revolutionary America

HST 5300 North Carolina History

HST 5310 US Women's History

HST 5320 Religion in American History

HST 5330 US Legal History

HST 5340 Nineteenth Century US

HST 5360 Twentieth Century US History

HST 5410 US Diplomatic

HST 5420 Early Modern Europe

HST 5440 Modern Europe

HST 5460 Modern Britain

HST 5470 Military History

HST 5480 Modern East Asia

HST 5490 Modern Middle East

HST 5500 Colonial Africa

Writing Seminars (6 hours)

HST 5510 US Religious History

HST 5520 Southern US History

HST 5530 Early US History

HST 5540 Nineteenth Century US History

HST 5550 Twentieth Century US History

HST 5600 Early Modern Europe

HST 5610 Revolutionary Europe

HST 5620 Modern Europe

HST 5650 Military History

HST 5660 Great Military Leaders

HST 5680 Modern Asian

HST 5700 Colonial African

HST 5720 Modern Middle East History

Electives (6 hours)

Additional History courses

HST 5900 Independent Study

Thesis (6 hours)

HST 5980 Thesis

HST 5990 Thesis

History Course Descriptions

HST 5080 Historiography (3)

Historiography is a history of historical writing from earliest time to the present with a focus on the last three hundred years. The focus of the class will on how modern understanding of historical interpretation and the creation thereof is a product of the parameters created by the various seminal interpretations established previously. Prerequisite: HST 208 or its equivalent.

HST 5250 Readings in Latin American History (3)

This course explores the cultural, social, political, and legal dimensions of the region. Familiarity with important texts, including primary and secondary sources will be emphasized. Focus will be on the richness and variety of Latin American history. Special attention will be given to discussion of the classics and recent literature. Pre-Columbian, colonial and national eras will be covered.

History Course Descriptions

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HST 5260 Early American History (3)

Studies of the interactions of Europeans, Indians, and Africans in the Atlantic world and the development of colonies that would produce the United States. Study recent arguments and key topics in the field with exploration of various methods historians use to discover new worlds and developments resulting from the meeting of peoples.

HST 5270 US Cultural and Intellectual History (3)

The thinkers, inventors, and dreamers who shaped the idiosyncratic character of America will be the subjects of the readings in this class. Focus will be given to recent interpretations and how they challenge the shibboleths of the canon in the discourse.

HST 5280 Revolutionary America (3)

Readings exploring the social changes of the eighteenth century, imperial crisis, war, and the creation of the American republic.

HST 5300 North Carolina History (3)

Selected readings in topics in North Carolina's history. Attention will be given to the entire scope of the state's history, with emphasis on readings addressing economic and social development from the early colonial period to the present.

HST 5310 US Women's History (3)

Varying topics in the history of American women, including changing roles in family and public life, diversity of experience across lines of race, ethnicity and class, the emergence of feminism, and post-feminist experience in the late 20th century.

HST 5320 Religion in American History (3)

Selected topics in the history of religious beliefs, practices, movements, and practitioners, and their influence in American culture. Selected books and articles read will explore prominent discoveries, methodologies, and arguments that have shaped contemporary interpretations and accumulated historiography.

HST 5330 US Legal History (3)

Reference will be made to constitutional history but the chief focus of this class will be the challenging aspects of the legal traditions of the United States. Included within this will be the role law has played in the social and political transformation of the United States.

HST 5340 Nineteenth Century US History (3)

Selected topics in the thorough transformation of US society during the nineteenth century/ will be chosen to reveal pathos and dignity in the events underpinning these changes. Political, military, cultural, and economic issues will all command attention.

HST 5360 Twentieth Century US History (3)

The US emerges to become the dominant world military power and economic engine in the twentieth century. The texts selected will address how these changes came to be and how these changes transformed the United States politically, socially, and militarily.

HST 5410 US Diplomatic History (3)

The history of US diplomats and diplomatic activities will be the measurement used to select the readings for this class. The particular challenges presented by the twentieth century will receive predominant attention.

HST 5420 Early Modern Europe (3)

The course will examine the development and evolution of the dynastic state and society from the 17th through 18th centuries. Themes will include absolutism, the military revolution, the scientific revolution, the enlightenment, and explore economic, social and cultural challenges.

HST 5440 Modern Europe (3)

The course will examine the development and evolution of European politics, economics, society and culture from the 19th century through the end of the Second World War.

HST 5460 Modern Britain (3)

Readings on topics from the middle of the nineteenth century though the 1960s will be selected to reveal a portion of the characteristics of Britain as a world power and its adjustment back from that position. In particular, the political and economic transformations will be selected for closest study.

HST 5470 Military History (3)

The course will explore the evolution and development of modern military thought from theory to practice. Themes will include the military revolution, neo-classical warfare, French Revolutionary and Napoleonic warfare, war in the industrial ages, and the age of total war.

HST 5480 Modern East Asia (3)

This course examines the transformation of East Asian societies in the 19th and 20th centuries. Based on the readings of both translated primary and secondary sources, this course aims to deepen the students' understanding of the complex process of modernization of China and Japan. It will help the students to appreciate East Asian cultures in the age of globalization. The students will conduct research under the direction of the instructor and participate in discussion on a regular basis.

HST 5490 Modern Middle East (3)

Directed intensive readings, writing, and discussions on selected topics and areas in Middle East history with emphasis on the period after 1798.

HST 5500 Colonial Africa (3)

Directed intensive readings, writing, and discussions on selected topics and areas in African history with emphasis on Eastern and Southern Africa.

HST 5510 US Religious History (3)

Research and writing of salient topics in US religious history.

HST 5520 Southern US History (3)

Research and writing on selected topics in the economic, social and political history of the southeastern United States.

HST 5530 Early US History (3)

Studies of topics in the history of early American and the revolutionary era.

HST 5540 Nineteenth Century US History (3)

The topic for the seminar will change over time selected from the social, cultural, political, military, and economic transformations of nineteenth century America.

HST 5550 Twentieth Century US History (3)

Research and writing on selected topics in the history of the United States from 1900 to the end of the 20th century.

HST 5600 Early Modern Europe (3)

The course will explore in detail the nature and evolution of the dynastic state and European society, economic, culture and military through a semester-long research and writing project.

HST 5610 Revolutionary Europe (3)

The course will explore in detail the origin, course and impact of European revolutions on politics, society, economics, cultural and military through a semester-long research and writing project.

HST 5620 Modern Europe (3)

The course will examine European revolutions on politics, society, economics, cultural and military from the 19th century through the end of the Second World War through a semester-long research and writing project.

HST 5650 Military History (3)

The course will explore the evolution and development of military thought from the 16th century to the present through a semester-long research and writing project.

HST 5660 Great Military Leaders (3)

The course will examine the strategic thought and military campaigns of great military leaders in the West from the 17th through the 20th centuries.

HST 5680 Modern Asian History (3)

This course covers the history of modern Asia. Students will conduct research and summarize their research in a thirty-five page paper. The instructor may change the focus of this course each time its is offered. The areas of study include: Meiji Japan, Nineteenth-Century China and the People's Republic of China, etc.

HST 5700 Colonial African History (3)

Directed advance writing based on primary sources from selected topics in African history with an emphasis on Eastern and Southern Africa.

HST 5720 Modern Middle East History (3)

Directed advance writing based on primary sources from selected topics in Middle East history with an emphasis on the period after 1798.

HST 5900 Independent Study (3)

This course is for degree-seeking students who desire to conduct preliminary research before enrolling in HST 598.

HST 5980 Thesis (3)

Through collaboration with designated faculty, a student develops an organized research study relative to a topic in history. A student must demonstrate foreign language competency sufficient to conduct research for the intended topic of the thesis to the Program Director. This is the first required enrollment for credit. *Prerequisites: Program Director's approval prior to enrollment; and completion of at least 18 semester hours of graduate history courses, which must include HST 508 and two writing seminars.*

HST 5980a Thesis Continuation (0)

Required fee registration when additional time is needed to satisfy the requirements for HST 598.

HST 5990 Thesis (3)

Through collaboration with designated faculty, a student continues to develop an organized research study relative to a topic in history. Upon completion of the study, the student will defend the research in an oral presentation. This is the second required enrollment for credit. *Prerequisite: HST 598.*

HST 5990a Thesis Continuation (0)

Required fee registration when additional time is needed to satisfy the requirements for HST 599. *Prerequisites: HST 598 and HST 599.*



Administrative Staff

Nido R. Qubein, 2005, *President*. B.S., M.B.A., LL.D.

Andy Bills, 2005, *Vice President of Enrollment*. B.A.

Dennis G. Carroll, 1988, *Provost and Vice President for Academic Affairs*. B.A., M.A., Ed.D.

Wellington DeSouza, 2001, *Vice President of Information Technology*. B.S., M.S.

Christopher H. Dudley, 1999, *Vice President of Administration*. B.S., M.S.

William H. Duncan, 2005, *Vice President for Financial Affairs*. B.A.

Donald A. Scarborough, 2000, *Vice President for Communications*. B.A., M.A.Ed., Ed.D.

Gail C. Tuttle, 1985, *Vice President for Student Life*. B. Bus., M.P.A.

Norcross Graduate School

Tracy Collum, 2002, *Associate Dean*. B.S., M.S.

Gail Adams, 2010, *Graduate Marketing and Recruitment Specialist*. B.B.A.

Linda Mae Hill, 2006, *Graduate Enrollment Assistant*. B.A.

Sarah Bryce, 2004, *Assistant Registrar*. B.A.

Laura Gianfrancesco, 2010, *Coordinator of Admissions & Recruitment*. B.A.

Lauren Rathbone, 2008, *Coordinator of Student Services*. B.S., M.B.A.

Tara Shollenberger, 2007, *Manager of Budd Family Campus*. B.A., M.S.

Faculty

Thomas W. Albritton, Jr., 1989, *Associate Professor of English*. B.A., M.A., Wake Forest University; Ph.D., Florida State University.

Martha C. Bell, 1997, *Associate Professor of Physical Education*. B.S., M.S., Ph.D., University of Georgia.

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.

Lauren E. Brown, 2009, *Assistant Professor of History*. A.B., Smith College; A.M., Ph.D., Harvard University.

Lisa J. Carnell, 1989, *Professor of Mathematics and Education*. B.A., M.A., Ph.D., University of North Carolina at Greensboro.

Christine W. Cugliari, 2007, *Assistant Professor of Nonprofit Management*. B.A., Marietta College; M.B.A., Ashland University; Ph.D., The Ohio State University.

Shaun W. Davenport, 2008, *Assistant Professor of Business Management*. B.A., Auburn University; M.A., East Carolina University; Ph.D., University of Tennessee.

Peng Deng, 1990, *Professor of History*. M.A., Sichuan University; Ph.D., Washington State University.

Joe K. Ellenburg, 1988, *Associate Professor of Physical Education*. B.S., Carson-Newman College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Alabama.

Vernon T. Farrington, 2008, *Associate Professor of Education*. B.S., Appalachian State University; M.S. North Carolina A&T State University; Ph.D., University of North Carolina at Greensboro.

Gerald T. Fox, 1993, *Associate Professor of Economics*. B.S., Brigham Young University; Ph.D., University of Utah.

Marion H. Gibson, 1980, *Associate Professor of Business*. B.A., High Point College; M.Ed., North Carolina A&T State University; Ed.D., Nova Southeastern University.

Carole A. Head, 1978, *Professor of Modern Foreign Languages*. B.A., University of Oklahoma; M.A., Ph.D., University of North Carolina at Chapel Hill.

Beth Holder, 2005, *Associate Professor of Special Education*. B.S., Greensboro College; M.Ed., Ph.D., University of North Carolina at Greensboro.

Renzo R. Honores, 2008, *Assistant Professor of History*. Licentiate in Law, Master in Civil Law, Pontificia Universidad Catolica del Peru; Ph.D., Florida International University.

Lisa C. Horne, 2006, *Associate Professor of Education*. B.A. Elon College; M.Ed., Ed.D., University of North Carolina at Greensboro.

Dustin N. Johnson, 2007, *Assistant Professor of Education*. B.S., University of North Carolina at Greensboro; M.S., Appalachian State University; Ed.D., University of North Carolina at Chapel Hill.

Samuel A. Kemerly, 2001, *Associate Professor of Exercise Science*. B.S., McNeese State University; M.S., Louisiana Tech University; Ph.D., University of Mississippi.

Barbara B. Leonard, 1988, *Professor of Education*. B.S., Wake Forest University; M.Ed., Ed.D. University of North Carolina at Greensboro.

Steven A. Lifland, 1998, *Associate Professor of Finance*. B.S., M.B.A., Ph.D., Old Dominion University.

Deborah J. Linville, 2008, *Associate Professor of Education*. B.S., University of North Carolina at Greensboro; M.Ed., Salem College; Ph.D., University of North Carolina at Greensboro.

Ann B. Little, 2000, *Assistant Professor of Marketing*. B.S., University of North Carolina at Chapel Hill; M.B.A. Western Carolina University; D.B.A., Cleveland State University.

David W. Little, 1995, *Associate Professor of Management*. B.S., United States Military Academy; M.B.A., Western Carolina University; Ph.D., Capella University.

Jennifer E. Lukow, 2006, *Associate Professor of Sport Management*. B.A., Lynchburg College; M.S., Indiana State University; Ph.D., Indiana University.

Michael J. McCully, 1993, *Associate Professor of Economics*. B.A., Austin College; M.A., Ph.D., University of Notre Dame.

Philip N. Mulder, 1997, *Professor of History*. B.A., Calvin College; M.A., Ph.D., University of North Carolina at Chapel Hill.

Richard D. Parker, 2008, *Associate Professor of Business*. B.A., M.P.A., Ph.D., University of Alabama.

Rick L. Proctor, 1988, *Professor of Sports Medicine*. B.S., High Point College; M.A., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro.

Kimberly A. Reich, 2008, *Assistant Professor of Exercise Science*. B.A. Indiana University; M.A.M., Carnegie Mellon University; M.S., Southern Connecticut State University; Ph.D., University of Massachusetts, Amherst.

Paul B. Ringel, 2005, *Assistant Professor of History*. A.B., Princeton University; J.D., Boston College; Ph.D., Brandeis University.

David Rodriguez, 2010, *Assistant Professor of Finance*. B.S., University of Illinois; M.B.A., DePaul University; Ph.D., Southern Illinois University.

Suryadipta Roy, 2008, *Assistant Professor of Economics*. B.Sc., Calcutta University; M.A., Delhi School of Economics; M.A., Ph.D., West Virginia University.

Fredrick C. Schneid, 1994, *Professor of History*. B.A., State University of New York at Binghamton; M.A., Ph.D., Purdue University.

George L. Simpson, Jr., 1993, *Professor of History*. B.A., Waynesburg College; M.S., Troy State University; Ph.D., West Virginia University.

Michael A. Smith, 2005, *Associate Professor of Information Systems*. B.S., M.S., Ph.D., Georgia Institute of Technology.

James W. Stitt, 1969, *Professor of History*. A.B., High Point College; A.M., Ph.D., University of South Carolina.

Mariann W. Tillery, 1991, *Professor of Education*. B.A., University of North Carolina at Greensboro; M.S., Ph.D. North Carolina State University.

David F. Walker, 2004, *Associate Professor and Director of the MA Graduate Program in Nonprofit Management*. B.A., University of Illinois at Chicago; M.P.A. Northern Illinois University.

Marlon L. Winters, 1992, *Jefferson-Pilot Professor of Business*. A.A., Western Piedmont Community College; B.S., Appalachian State University; M.A., Western Carolina University; M.Ed., Ph.D., University of South Florida.



Graduate admission is required for enrolling in any graduate class. All inquiries, correspondence and materials regarding graduate admission and readmission should be directed to the Graduate School. Meeting requirements does not ensure acceptance for admission.

Degree Admission

Degree admission is for students who desire to complete the requirements for a High Point University master's degree. Applicants must have or will complete, prior to starting graduate study, a bachelor's degree (four-year equivalent) from a regionally accredited university. Further, applicants should have at least a 3.0 GPA on a 4.0 scale. Among factors evaluated in an admission decision are previous academic performance, references, professional work experience, professional goals relative to the intended program of study, and, if applicable, test scores.

Application Process

Applications for degree admission should be submitted via the online admission application at www.highpoint.edu/graduate. The application will not be reviewed until all materials have been received, including the application fee.

For individuals who are unable to submit the online admission application, a paper application can be obtained by contacting grad-apps@highpoint.edu.

Questions about the application process should be directed to grad-apps@highpoint.edu or (336) 841-9198.

Admission Terms

Some programs admit students for the fall semester only; other programs allow fall, spring or summer admissions.

Application Deadlines

All programs do not have the same priority deadline for the Graduate School to receive all materials. For the program of interest, see the program section of the Graduate School Bulletin for deadlines.

Required Degree Admission Application Materials

Applications for admission to the various degree programs generally require materials indicated below. For the program of interest, see the program section of the Graduate School Bulletin for the required materials.

- Application form with an application fee (nonrefundable \$50; cannot be waived)
- Transcripts (an official transcript from all colleges attended (including High Point University). Transfer credit posted on a transcript of a college is not accepted in lieu of transcripts from the college attended. 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 more) must be sent directly to the Graduate School from an officially recognized credential evaluation agency such as World Educational Services (WES).
- Resume
- Reference Reports (form provided; for the program of interest, see the program of interest section of the Graduate School Bulletin for the number of required reports). Reference Reports should be completed by individuals who have knowledge of the applicant's academic achievement and can address the applicant's potential for graduate success. A letter is not required but one may accompany a completed Reference Report form.
- Statement of Purpose. The written statement requires an explanation for interest in the program and expected use of the program to fulfill professional goals. It should reflect an understanding of the program of interest.
- Standardized Test Scores (GMAT, GRE, etc.; for the program of interest, see the program section of the Graduate School Bulletin for the testing requirement).
- Supplemental Information (any additional information or materials required by the program of interest; see the program of interest section of the Graduate School Bulletin for application materials).

International Applicants

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

- Student Profile
- Certificate of Financial Support, which documents the availability of sufficient funds to cover expenses
- Copy of visa
- Test of English as a Foreign Language (no more than two years old if required)

Non-degree Admission

Non-degree admission may be approved for applicants, including High Point University master's degree alumni, who wish to take courses without earning credit in a High Point University graduate program. Further, some courses may not be available to non-degree students and consultation with the program director prior to applying for non-degree admission is advised.

Generally, students in non-degree state 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

- Application form with an application fee (nonrefundable \$50; cannot be waived)
- An official transcript (two official transcripts from all colleges attended (including High Point University). Transfer credit posted on a transcript of a college is not accepted in lieu of transcripts from the college attended. 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 more) must be sent directly to the Graduate School from an officially recognized credential evaluation agency such as World Educational Services (WES).
- Resume
- Supplemental Information (any additional information or materials required by the program of interest; see the program of interest section of the Graduate School Bulletin for application materials)

Use of Application Materials

All application materials become the property of the Graduate School and cannot be forwarded or returned or copied at the request of applicants. Materials in incomplete admission folders, (excluding the application and application fee) may be maintained for a period of 12 months from the term of original submission; after this period, all application materials must be submitted again to seek an admission decision.

Inquiry about Application Materials

Applicants may monitor the receipt of their application materials by contacting the Graduate School.

Admission Decisions

Admission decisions are written and communicated to applicants by the Graduate School.

- Approved for Admission. Applicants must sign their admission letters and pay the nonrefundable \$100 (\$200 for international applicants) matriculation deposit; the matriculation deposit is credited to the account of the student for the term of admission and cannot be applied to another term or waived. 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.

Transfer of Credit

Graduate credit earned at another institution is not transferred automatically. Students in degree programs, which consider transfer of credit, may submit an application for transfer of credit to the Graduate School during their first term of graduate enrollment. The Application for Transfer of Credit is accessible through the Graduate Office. Only one application for the High Point University course believed equivalent to the proposed transfer of credit may be submitted to the Graduate School; a maximum of two applications may be submitted.

For transfer to be considered, the course work (a) must be completed at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the course work was completed; (b) must be appropriate for fulfilling High Point University degree requirements; (c) must not exceed six semester hours of graduate credit; (d) must have earned "A" or "B" for all hours being transferred; (e) must not have been completed more than five calendar years prior to the request for transfer of credit; (f) must be documented on an official transcript that existed in the Graduate School at the time of the original review for admission; (g) must have been earned through regular instruction not workshops, independent study, portfolio-based experiences, and the like; and (h) must be approved by a student's program director and the Dean of the Graduate School.

Time Limitation for a Degree

A degree must be completed within five calendar years from the date of the first enrollment in any graduate course. Additional time is not granted for having started in non-degree status. The minimum time for earning a degree may be within two calendar years of the first enrollment in any graduate course. Failure to complete requirements within the time limitation may result in loss of opportunity for the degree.

A student may request one extension of time for the completion of 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.

Orientation

All first-time graduate students at High Point University are expected 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. It is during Orientation that new graduate students meet program directors, register and pay, and obtain ID cards and parking permits.

"When I decided to further my education after 25 years in the business world, I researched all of the local options. Upon setting foot on the HPU campus, I knew this was where I wanted to be. I was looking for a graduate school program that was personalized and where the faculty was genuinely concerned about their students. I also needed a program that was flexible. The HPU Norcross Graduate School is all of this and more.

In today's economy, only the best and the brightest will succeed. The Norcross Graduate School has helped me further sharpen my business acumen and broaden my perspective of the business world. Working for an international financial services corporation, I know that I have to continually stay abreast of global economic issues. The Norcross Graduate School has helped bring the emerging global economy into focus for me. An MBA from HPU will make me more competitive in my current position, set me apart from my counterparts, and open doors to new opportunities.

The HPU MBA program has an outstanding reputation. The facilities are state-of-the-art, and the faculty is second to none. The personalized attention from the faculty not only encourages learning, but most importantly encourages success. After a long day at work, when I walk onto the HPU campus, I know that I am at an extraordinary place."

- Guy Lizotte, MBA student





Expenses and Financial Assistance

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 through May 31. All charges are subject to change without notice.

Tuition

Charge is determined by the number of hours of registration for a term. The minimum full-time semester load is nine hours.

MBA class.....	\$670 per hour (\$2010 per three-hour course)
Non-MBA class.....	\$600 per hour (\$1800 per three-hour course)

Nonrefundable Fees

Technology	\$132.50 (each fall and spring); \$65 (summer)
Parking	\$90 per year
Audit or Continuation Classes.....	\$1005 (MBA class); \$900 (non-MBA class)

Other Fees

Graduation.....	\$85
Thesis Binding (per copy)	\$10

Room and Board

The University does not offer graduate student housing, but some University housing may be available to graduate students through the Office of Student Life.

Financial Assistance

Many graduate students use loans to support their graduate education. These are FAFSA (Free Application for Federal Student Aid) loans, which are managed through the Financial Planning Office. High Point University FAFSA code: 002933.

Refunds

Any refund, regardless of reason, is contingent upon students officially dropping a class or officially withdrawing from the University according to policies.

- **Dropping a Class:** Dropping a class is permitted within two business days after the start of the class as the University schedules it. The official process to drop must be completed before the end of the second business day of the University.
100% Refund - Before the end of the drop period for the class
No Refund - After the end of the drop period for the class
- **Dismissal or Expulsion from the University:** In the event that students are excluded from University facilities and in cases of dismissal or expulsion, any tuition or fees due or paid will not be cancelled or refunded, in whole or in part.

Academic Advising

Each student has a Program Director who can counsel on issues related to program requirements and class scheduling. In addition, each student has a program-assigned faculty advisor.

Academic Standing

- **Academic Good Standing.** A student is in academic good standing with acceptable grades (i.e., A, B, and CR) in completed graduate courses, and a minimum GPA of 3.0 for all graduate courses.
- **Academic Warning.** A student is in academic warning when one grade of “C” is earned or the GPA is below 3.0.
- **Academic Ineligible/Dismissal.** A student will be dismissed from graduate study when: a grade of C is received in two graduate courses; a grade of F is received in one graduate course; comprehensive examinations are failed on the second attempt; oral thesis defense is failed on the second attempt; or the minimal cumulative GPA of 3.0 is not achieved for the number of credit hours required for the degree. All grades earned in graduate courses are considered in the determination of academic dismissal. Only degree-seeking students are eligible to appeal academic dismissal.

Skipped Term

Graduate students are expected to have active High Point University graduate student status each term (i.e., Fall, Spring, and Summer) until their program requirements are completed. 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, the students may forfeit their time limitation for completing degree requirements.

Readmission: When an academic program has been withdrawn, continuation is not automatic. Before being allowed to continue, students must submit an application for readmission, pay a nonrefundable fee, and be approved for continuation. If readmission is approved, no additional time is granted for completing a program.

Active Graduate Student Status

Current University graduate registration gives a student active graduate student status. When a graduate student does not have current graduate registration, the student is not an active graduate student. Active graduate student status is required for participating in transfer of credit, graduation, thesis, product of learning, comprehensive examinations, defense of thesis, and other Graduate School processes.

Appealing Decisions

A student has the right to appeal a decision, but an appeal does not guarantee a change in the decision. Any appeal must be based on evidence that a factual or procedural error was made or that some significant piece of information was overlooked. An appeal must be initiated before the end of the graduate term immediately following the decision. The final appeal for any matter is to the President of the University who may refer the case to the Executive Committee of the Faculty for closure.

An appeal must be in writing, must state the grounds for the appeal, must provide supporting evidence and must be presented in the prescribed sequence to appropriate staff.

Grading:

- (1) Faculty member who awarded the grade;
- (2) School Dean;
- (3) Vice President for Academic Affairs; and
- (4) President of the University

Academic Dismissal:

- (1) Dean of the Graduate School;
- (2) Vice President for Academic Affairs; and
- (3) President of the University

Dismissal or Expulsion for Conduct Reason:

- (1) Vice President for Student Life; and
- (2) President of the University

In the event that a student is excluded from the University facilities and in cases of dismissal or expulsion, any tuition or fees due or paid will not be cancelled or refunded, in whole or in part, and neither the University nor any of its officers shall be under any liability for a student's exclusion.

Adding a Class

Adding a class is permitted within two business days after the start of the class as the University schedules it. The official process to add must be completed by the student and in the Office of the Registrar before the end of the second business day of the University.

Dropping a Class

Dropping a class is permitted within two business days after the start of the class as the University schedules it. Any graduate registration is official. The official process to drop must be completed by the student and in the Office of the Registrar before the end of the second business day of the University. If a course is not dropped according to policy, tuition is owed and a failing grade may be assigned to the course.

After the last date to drop a class, students may terminate enrollment by withdrawing from a class.

Withdrawing from a Class

After the drop period, a student may withdraw from a class until the end of the ninth week of the Fall or Spring Semester and until the end of the fifth week in the eight-week Summer Session. A grade of "W" is assigned to a class for which the withdrawal process was completed during the designated period. The official process to withdraw from a class must be completed by the student and in the Office of the Registrar by the deadline. A student who does not complete the official process to drop a class is subject to academic and financial consequences.

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.

Grades

All grades are recorded permanently on a student's transcript. All grades are calculated in the cumulative GPA. Each credit grade earned at High Point University has quality points assigned.

A	4 quality points
B	3 quality points
C	2 quality points
F	0 quality points
I	Incomplete is awarded when an instructor believes a student, due to some justifiable reason, should be permitted to complete the course (except thesis and product of learning) in extended time. Until it is removed, the grade of I is calculated like a grade of F in a student's GPA. The grade of I may be removed by completion of the deferred requirement 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.
IN	Incomplete is recorded for each registration in a thesis or a product of learning course until the thesis or product of learning is completed. A grade of IN is not considered in the calculation of the GPA.
CR	Credit is awarded to indicate satisfactory completion of certain master's level course work. The grade of CR earns hours, and there are no attempted hours or quality points. The grade of CR is not considered in the calculation of the GPA.
NC	No Credit is awarded to indicate unsatisfactory completion of certain master's level course work. 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 earn hours, and there are no attempted hours or quality points. The grade of NC is not considered in the calculation of the GPA.
AU	Audit is awarded for enrollment in a course for no credit. The grade of AU cannot be changed to a credit grade.
W	Withdrawal is awarded when there is withdrawal from a course by the specified date. The grade of W is not considered in the calculation of the GPA.

Repeating a Course

Any course with a failing grade must be repeated, if 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. Further, any prerequisite course with a grade of NC must be repeated.

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 five-year restriction for earning a degree remains in effect and completed hours cannot be transferred to another degree program.

Second Master's Degree

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

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.

Graduation (Completion of Degree Requirements)

Requirements for a degree may be completed in the Fall (December), Spring (May), and Summer (August). May Session completers file for Summer (August) graduation. A student should apply for graduation in the previous term in which 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.

The graduation application is online at www.highpoint.edu. To apply, the student should download and return the completed form to the Graduate School. It is also the student's responsibility to pay the graduation fee to Student Accounts before submitting the application to the Graduate School.

Prior to the term in which graduation is anticipated, the student should review both completed and required courses to ensure the expected curriculum has been followed. It is only at the end of the term that a student receives notice that graduation was approved or denied.

To have graduation approved, a student must have: no financial or Library obligation with High Point University; no eligibility for dismissal status; minimum number of hours required by the program; minimum cumulative GPA of 3.0 for all graduate hours; no incomplete grade; completion of any graduate preparatory course work; and completion of all requirements within five years of the first enrollment in any graduate class.

Graduation Denied: Students may not graduate for reasons which include: failing to remove Incomplete grades; failing to complete the required program of study; becoming academically ineligible in the final term of enrollment; and having outstanding University financial or library obligations. When graduation is denied, a student must remove the reason for denial and have active graduate student status when submitting another application for graduation.

Commencement

Commencement is the ceremony where students who have been graduated receive their diplomas. It is held once a year in May. It is for all students who graduated in the previous Summer, Fall and Spring terms. Students who do not graduate cannot participate in Commencement.

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.

Computer Requirement

Students should check with their instructors to determine the need to bring a laptop computer to class and required software.

Student Loads

To be considered a graduate student, enrollment must be in graduate courses. The minimum full-time load during a semester is graduate nine hours. Any overload must have the prior approval of the appropriate Program Director. International students are required to maintain full-time status. Any load less than nine hours is considered part-time.

Students, except those with F-1 status, have the option of full-time or part-time loads. Students with F-1 status must take a full load of classes each semester. Each program has a class schedule for completing requirements as a full-time student.

Withdrawing from the University

Graduate students may voluntarily withdraw from High Point University by completing the withdrawal form, which is available in the Graduate School. A grade of W will be assigned to each course in which there is enrollment when withdrawal occurs during the term.

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

Enrollment in Another Institution

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

- 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 following immediately after the term of application.
- An application must be received in Norcross Graduate School by the last date to withdraw from a High Point University course in the term immediately prior to the intended enrollment in another institution.
- Only one course can be submitted per application to enroll in another institution.
- All hours to be completed at another institution must be equivalent to the number of semester hours for the High Point University course.
- If approved to enroll in another institution: the student must have active graduate student status at High Point University at the same time there is enrollment in another institution; the total semester hours of enrollment at both High Point University and another institution may not exceed a High Point University regular graduate full load for the term; enrollment in another institution must occur for the course and term specified in the application; and the student must have an official transcript of course work taken in another institution submitted to the Graduate School. If graduating, the official transcript must be received one week before the date graduating students' grades are due in the Office of the Registrar.

Credit toward a Degree

Students may not enroll in courses outside of their program of study for credit toward their degrees. Credit toward the degree is earned only in those courses that carry the program-required prefix and number.

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.

Product of Learning

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.

Thesis

Before enrolling in any thesis course, students must consult with their Program Director. Students must enroll each term until all thesis requirements are completed. The grade of IN is awarded while work is in progress. The grade of CR is awarded when the thesis is approved by and accepted into the Graduate School.

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

Minimum Class Size

The University reserves the right to cancel any class that does not have adequate enrollment. Generally, six or more students are required in a class.

Weather Cancellation of Classes

Decisions regarding evening programs are made independently of the day program. Announcements of class cancellations are made as early as possible on the weekday in question. Announcements are made on the High Point University home page and are sent to their University e-mail accounts.



Bookstore

The campus bookstore is located on the second floor of the Slane University Center. Contact is 336-841-9221 or bookstor@highpoint.edu.

Financial Assistance

Student FAFSA loans to support graduate education are managed through Student Financial Services, which is located on the second floor of Roberts Hall. Contact is 336-841-9124.

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.

- 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.

Security Department

The Security office is located in the front of the Slane University Center in the lower level of the McInnis Hall. 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 in the Security office. Registering continuously and ahead of time for each term ensures that the Passport remains active allowing access to buildings.
- For graduate students who attend classes or use the library on the main campus, campus vehicle registration must be completed and there is a charge. Vehicle registration begins online at community@highpoint.edu.

Smith Library

Smith Library is the center of learning on the High Point campus. It houses a wide array of resources that are available to students, faculty and staff. The Library offers both a large in-house and on-line book collection as well as magazine and journal titles. There is off campus access to all e-resources. The Library provides wireless access. It provides public computers and a variety of spaces for the instructional/learning needs of students. Contact is 336-9101 or reference@highpoint.edu.

Web Registration

Registering, this includes dropping and adding, is online and is managed through the Norcross Graduate School. Schedules of course offerings are published on the Registrar's website, www.highpoint.edu/registrar.

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.



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 43 buildings, is attractively landscaped, the full-time faculty numbers 167, and approximately 3,700 students are enrolled in a wide variety of daytime, evening, and summer programs. Much has changed over the years. Yet the mission of High Point University may still be best expressed in the words of its founders more than six decades ago: “to help us to appreciate and to love our own, to know our needs and opportunities, and to make ourselves more efficient servants of Christ.”

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 19th 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.

High Point University announced in October 2007 that it was doubling its investment in academic programs, student life, scholarships and construction of new facilities. The university's board of trustees approved doubling the investment in the university from \$110 to \$250 million over a period of three years. The campus transformation is made possible through gifts, bonds and operating revenues.

High Point University has completed the construction of 14 new buildings and two stadiums, the renovation of 27 structures and the acquisition of 60 acres of land, with the campus now at 145 acres total. New buildings include the Plato S. Wilson School of Commerce, Nido R. Qubein School of Communication, and University Center.

High Point University is accredited by:

- The Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's and Master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of High Point University.
- University Senate of The United Methodist Church
- North Carolina State Department of Public Instruction
- National Council for the Accreditation of Teacher Education
- The Commission on Accreditation of Allied Health Education Programs
- The Association of Collegiate Business Schools and Programs
- The Council for Interior Design Accreditation

The University is a member of:

- 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
- United States Department of State, Bureau of Diplomatic Security, Overseas Security Advisory Council

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.

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, sexual orientation, religion, 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 Americans 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 (name, address, class, and major) may be released unless the student 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 may be alien to the philosophy of the University. While the University may not agree with the ideologies expressed, it is our belief that those speakers' concepts might well be used as learning experiences.



Mission

High Point University is a private, liberal arts university affiliated with The United Methodist Church and dedicated to the Judeo-Christian principles of inclusiveness and diversity. The mission of High Point University is to provide vital and distinguished undergraduate and graduate programs that enhance both traditional and non-traditional students' powers of inquiry, breadth of knowledge, command of written and spoken language, and insight into ethical behavior. This mission is deeply rooted in the liberal arts and is reflected in seven overlapping commitments:

- To foster close communication, both inside and outside the classroom, between motivated students and faculty who are committed to teaching and scholarly activity;
- To blend imaginatively critical thinking, intellectual inquiry, and aesthetic appreciation with a practical need for innovation, skill, and knowledge within professional disciplines;
- To promote the balanced development of students' cognitive, social, and physical capacities;
- To offer an education, grounded in the development of character, personal responsibility, and a sense of civic duty that prepares students for leadership, citizenship, and service in a diverse global community;
- To provide the opportunity for exploration of faith and humane values within a Judeo-Christian context;
- To contribute to the educational and cultural life of the broader community by offering cultural activities of regional and national interest, and by devoting the resources of the University, the professional skills of the faculty, and the talents of students to local charities, businesses, and other civic groups;
- To maintain a physical environment, including classrooms, libraries, laboratories, and open spaces that support the academic success of students and the professional development of faculty.

In pursuing each of these commitments, High Point University is guided by the principles of intellectual freedom, academic excellence, and ethical rigor, and by the desire to create and enhance an environment conducive to the liberal arts education and professional development of students.

Norcross Graduate School

The Graduate School provides leadership in graduate education at High Point University. For students, it provides services that are essential to their admission, progression and graduation.

Communicating with the Graduate School

The Graduate School is housed in the Norcross Graduate School building on the campus of High Point University in High Point, North Carolina. The mailing address is Norcross Graduate School, High Point University, 833 Montlieu Avenue, High Point, North Carolina 27262-3598. Call (336) 841-9198 or send e-mail to grad-apps@highpoint.edu.

Graduate School Bulletin

The High Point University Graduate School Bulletin is not intended to state contractual terms and should not be regarded as a contract between the student and the University. The Bulletin represents the requirements, procedures, courses, fees, and matters of policy in effect at the time of publication. High Point University reserves the right to make changes in the requirements, procedures, courses, fees, and matters of policy without notice or obligation; however, notice will be given to students. These changes will govern current and readmitted students. Enrollment of any graduate student is subject to these conditions.

Graduate Student Responsibility

Graduate students must assume full responsibility for current knowledge of Graduate School policies, procedures, and deadlines as well as program requirements and regulations.

Graduate Students are members of the High Point University community and are expected to follow regulations established by High Point University. For complete information about the University Conduct Code and the University Honor Code, contact the Vice President for Student Life.

UNIVERSITY CONDUCT CODE

Preamble

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.

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 global community, we shall act responsibly, both on campus and off, 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, 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.

UNIVERSITY HONOR CODE

Preamble

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

Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University student and which brings discredit to the student and/or to the University;

Every student is honor-bound to refrain from cheating;

Every student is honor-bound to refrain from collusion;

Every student is honor-bound to refrain from plagiarism;

Every student is honor-bound to confront a violation of the University Honor Code;

Every student is honor-bound to report a violation of the University Honor Code.

Pledge. Acceptance of an offer of admission from High Point University constitutes *de facto* endorsement of the *University Honor Code*; and, therefore, professors may ask students to sign the following oath: *On my honor, I have abided by the High Point University Honor Code.*

2010 GRADUATE FALL

Aug	16 (M)	Orientation and Registration for All New Graduate Students
	23 (M)	Monday classes begin
	24 (T)	Tuesday classes begin
	25 (W)	Wednesday classes begin
	25 (W)	Last date to drop or add Monday classes
	26 (Th)	Thursday classes begin
	26 (Th)	Last date to drop or add Tuesday classes
	27 (F)	Last date to drop or add Wednesday classes
	30 (M)	Last date to drop or add Thursday classes
Sept	06 (M)	Labor Day (no graduate classes) Administrative offices are open
	10 (F)	Last date to apply for December 2010 graduation
Oct	18-22 (M-F)	Fall break (no classes). Administrative offices are open
	29 (F)	Last date to Withdraw from Fall classes with "W" grade
Nov	05 (F)	Last date to deliver copies of Final Thesis to the Graduate School for December 2010 graduation
	24-26 (W-F)	Thanksgiving holidays (no classes)
Dec	13 (M)	Final examinations (Monday classes)
	14 (T)	Final examinations (Tuesday classes)
	15 (W)	Final examinations (Wednesday classes)
	16 (Th)	Final examinations (Thursday classes)

2011 GRADUATE SPRING

Jan	05 (W)	Orientation and Registration for All New Graduate Students
	10 (M)	Monday classes begin
	11 (T)	Tuesday classes begin
	12 (W)	Wednesday classes begin
	12 (W)	Last date to drop or add Monday classes
	13 (Th)	Thursday classes begin
	13 (Th)	Last date to drop or add Tuesday classes
	14 (F)	Last date to drop or add Wednesday classes
	17 (M)	Last date to drop or add Thursday classes
	17 (M)	Martin Luther King Holiday (no classes) Administrative offices are open
	21 (F)	Last date to apply for May 2011 graduation
Mar	07-11 (M-F)	Spring break (no classes) Administrative offices are open
	18 (F)	Last date to Withdraw from Spring classes with "W" grade
Apr	01 (F)	Last date to deliver copies of Final Thesis to the Graduate School for May 2011 graduation
	25 (M)	Easter Monday (no classes)
May	02 (M)	Final examinations (Monday classes)
	03 (T)	Final examinations (Tuesday classes)
	04 (W)	Final examinations (Wednesday classes)
	05 (Th)	Final examinations (Thursday classes)
	06 (F)	Baccalaureate
	07 (Sa)	Commencement

Graduate Calendar 2010-2011 cont...

2011 GRADUATE MAY MINI TERM: See the schedule of classes offered.

2011 GRADUATE SUMMER (SUG)

June	01 (W)	Orientation and Registration for All New Graduate Students
	06 (M)	SUG (M/W) classes begin
	07 (T)	SUG (T/Th) classes begin
	08 (W)	Last date to drop or add M/W classes for SUG
	09 (Th)	Last date to drop or add T/Th classes for SUG
	24 (F)	Last date to apply for August 2011 graduation (all programs)
	30 (F)	Last date to Withdrawal from SUG classes with "W" grade
	30 (F)	Last date to deliver copies of Final Thesis to the Graduate School for August 2011 graduation
July	04 (M)	Independence Day (no classes)
	27(W)	SUG Final examinations – M/W classes
	28 (Th)	SUG Final examinations – T/Th classes

2011 EDUCATION SUMMER GRADUATE TERMS: Contact the School of Education for information.

High Point University reserves the right to change this calendar without notice or obligation.



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

www.highpoint.edu/graduate • 336.841.9198