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

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Dear Graduate Student,

We are excited to have you join our High Point University family!

I hope you will take advantage of the open doors of both the graduate school office as well as the faculty.

While you are a student at High Point University, seek opportunities to engage with other students socially, educationally, and professionally. Take advantage of the professional development workshops offered each semester for your benefit. Be sure to attend the Graduate Student Association events along with the those hosted by the Norcross Graduate School. I hope your time as a graduate student at High Point University is a successful one. Please contact our office at any time should you need guidance.

Sincerely,

Tracy Collum
Associate Dean of Graduate Enrollment Management, Norcross Graduate School
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At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.℠
At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.

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

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

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

ACCREDITATIONS

Southern Association of Colleges and Schools, Commission on Colleges
High Point University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at http://www.sacscoc.org for questions about the accreditation of High Point University.

Note: The contact information for the Southern Association of Colleges and Schools Commission on Colleges should be used only to inquire about the accreditation status of High Point University, to ask questions about the accreditation process, or to pursue procedures for filing complaints against High Point University.

CAATE
High Point University’s athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) to award bachelor’s degrees in athletic training.

CIDA
The interior design program leading to the bachelor of science degree is accredited by the Council for Interior Design Accreditation, www.accredit-id.org, 206 Grandville Avenue, Suite 350, Grand Rapids, MI, 49503-4014.

NCATE
The School of Education at High Point University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs of High Point University. However the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.
The High Point University MBA program offers a practical, skills-based curriculum managers can apply in professional work environments. Students enjoy small classes and personal interaction with experienced professors who focus on a quality graduate learning experience. In the classroom, current business knowledge is delivered through the use of case studies, simulations, and a variety of projects. The program consists of 11 graduate courses (33 semester hours), which may be completed within 21 months.

**Computer Requirement:** A laptop computer is necessary to fulfill a number of course assignments and is, therefore required of all students enrolled in the M.B.A. program.

**Degree:** Master of Business Administration

**Admission Term:** Fall (August) only

**Deadlines for Application Materials:** All application materials must be received or postmarked by April 30, 2013 to be considered for admission.

**Application Requirements:** Applicants must have a four-year bachelor’s degree from a regionally accredited college and an acceptable GPA (3.0 or higher on a 4-point scale). An admission decision takes into consideration the applicant’s GMAT or GRE 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:**
- online 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 professional reference reports on form provided; and
- Graduate Management Admissions Test taken within the previous five years (the High Point University GMAT Code is ZZG5V04).

*Note* GRE scores obtained within the last five years 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 M.B.A. program does not accept transfer of credit. All credit toward the degree must be earned in High Point University courses.

**Prerequisite Work:** Three undergraduate hours each of accounting and economics are required prior to enrollment at High Point University.

**Comprehensive Exams:** None

**Class Time:** 6:00 pm – 9:00 pm

**Program of Study (33 semester hours)**

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


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.

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.

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.

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

— Amy Huston
Current MBA student
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.
Doctor of Education in Educational Leadership

Dr. Vernon Farrington
Coordinator of Doctoral Program in Educational Leadership
Associate Professor
336.841.4688
vfarring@highpoint.edu
The doctoral degree program in Educational Leadership is a practitioner-based, professional experience that focuses on the practices transformational leaders need to create educational systems that are grounded in research, are culturally responsive, strategic, and which ultimately improve student learning. The 60-hour program of study reflects the visionary thinking needed for leadership in today’s 21st century educational organizations. It emphasizes effective leadership including strategic planning, using data to make instructional improvements, building a culture of trust and understanding how theory guides the educational leader to solve problems of practice. Graduate courses will be delivered using an Executive Cohort model which is designed to accommodate the working professional and emphasizes problem-based learning, action research, and field-based projects using authentic school district data and artifacts.

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

1. To train the prospective school executive in practices which are aligned to the guiding mission of N.C. public schools in creating Future-Ready and Globally Competitive students who are prepared for life in the 21st century.

2. To assist the prospective school executive to understand the role of leadership as a collection of practices that must be embedded in all job roles and at all levels of the school district.

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

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

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

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

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

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

**Deadlines for Application Materials:** All application materials must be received or postmarked by the final deadline of May 1, 2013.

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

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

1. A completed online application submitted through the Norcross Graduate School at High Point University;

2. Official undergraduate and graduate transcripts from all college coursework, a minimum GPA of 3.0 for the earned Master’s degree is required; The earned Master’s degree must be in professional education (or related field) from a regionally accredited university.
3. Official scores on the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT) taken within the last five years. The combined Verbal Reasoning and Quantitative Reasoning GRE General Test Scores (for test taken before August 1, 2011) on the prior 200-800 scales should be at least 1100. The combined Verbal Reasoning and Quantitative Reasoning GRE General Test Scores (for tests taken after August 1, 2011) on the new 130-170 score scales should be at least 302. Candidates who submit the MAT are expected to have a minimum score of 410;

4. All professional School Administration/Teaching or other professional licenses (if applicable);

5. A current curriculum vita outlining significant leadership activities and involvement in professional organizations, professional presentations, or district-level initiatives;

6. Three professional letters of recommendation and accompanying Leadership Disposition Evaluations by individuals who are familiar with the candidate’s work and leadership potential (standardized forms are available with online application);

7. Written responses to four essay prompts in Strategic Leadership, Data and Learning, Building Relationships, and Theory and Practice;

8. A minimum of three years experience as a principal or professional educator in a leadership or supervisory role.

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

Comprehensive Exams: Yes

Class Time: One weekend per month, Friday evening and Saturday

Program of Study (60 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 7171</td>
<td>Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness</td>
</tr>
<tr>
<td>EDU 7172</td>
<td>Leading in an Age of Accountability: Roles, Responsibilities &amp; Functions</td>
</tr>
<tr>
<td>EDU 7173</td>
<td>Meeting the Challenge: Strategic Planning for 21st Century Schools</td>
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<tr>
<td>EDU 7174</td>
<td>Exemplary Teaching and Learning Practices for Extraordinary Schools</td>
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<tr>
<td>EDU 7175</td>
<td>Using Data to Inform Learning, Teaching, and Leadership</td>
</tr>
<tr>
<td>EDU 7176</td>
<td>The Nature of Organizational Cultures &amp; Shared Leadership</td>
</tr>
<tr>
<td>EDU 7271</td>
<td>Political Systems: Effects on Governance and Operations</td>
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<tr>
<td>EDU 7272</td>
<td>Community and Public Relations</td>
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<tr>
<td>EDU 7273</td>
<td>Intercultural Communication Skills for Contemporary School Leaders</td>
</tr>
<tr>
<td>COM 6610</td>
<td>Applied Strategic Communication Practices</td>
</tr>
<tr>
<td>EDU 7274</td>
<td>Budgeting and Finance of Public School Operations</td>
</tr>
<tr>
<td>EDU 7275</td>
<td>Human Resources: Approaches to Enhance School Effectiveness</td>
</tr>
<tr>
<td>EDU 7371</td>
<td>Education Reform in the United States: Innovative Practices to Change America’s Schools</td>
</tr>
<tr>
<td>EDU 7372</td>
<td>Law and Policy: Governance of 21st Century Schools</td>
</tr>
<tr>
<td>EDU 7373</td>
<td>Research Analysis in Education</td>
</tr>
<tr>
<td>EDU 7374</td>
<td>Applications of Research for Solving Problems of Practice</td>
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Internship Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 7300</td>
<td>Practices in Executive Leadership I: Organizing for Problem Solution</td>
</tr>
<tr>
<td>EDU 7400</td>
<td>Practices in Executive Leadership II: Collaborating for Problem Solution</td>
</tr>
</tbody>
</table>

Capstone Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 8300</td>
<td>Capstone Project: Implementation of Problem Solution</td>
</tr>
<tr>
<td>EDU 8400</td>
<td>Capstone Project: Evaluation of Problem Solution</td>
</tr>
</tbody>
</table>

Transfer of Credit: Candidates who have earned the Ed.S. Degree with superintendent’s licensure from a regionally accredited university may be eligible to transfer up to 12 semester hours of credit. This transfer is not automatic and must be approved after review of the official Ed.S. Transcript by the program coordinator. All other degree requirements remain in effect. For more information about transfer of credit, contact Dr. Vernon Farrington, program coordinator.
COURSE DESCRIPTIONS

COM 6610 | Applied Strategic Communication Practices (3)
This course focuses on creating an effective communications plan that develops a powerful brand and defines the essential vision and message of the organization. Available communications methodologies will be explored and evaluated along with a special emphasis on the use of technology in strategic communications and messaging. Candidates will have the opportunity to explore strategic communication from the role of the superintendent as chief communicator. *Spring, Year 1*

EDU 7171 | Leadership Theory: Human Dynamics, Ethics, and Organizational Effectiveness (3)
This course focuses on creating an understanding of how to develop and support the organizational change process. Candidates will study formal and informal leadership skills through discussions of the dynamics of intrinsic and extrinsic motivation. Strategies for influencing personnel and creating a personal plan for growth and self-development that includes cultivating a support network for growth as a school leader will also be covered. *Fall, Year 1*

EDU 7172 | Leading in an Age of Accountability: Roles, Responsibilities & Functions (3)
This course explores the scope of the superintendency and other educational leaders. An examination of the roles and responsibilities of the district leaders as defined by law, policy and public expectations will be emphasized. Topics including school board/superintendent relations, building an administrative team, and developing a shared vision that is supported by educational staff and stakeholders will be addressed. *Fall, Year 1.* Three day shadowing of the district superintendent or educational designee required.

EDU 7173 | Meeting the Challenge: Strategic Planning for 21st Century Schools (3)
This course will begin with an examination of the Guiding Mission for N.C. Public Schools adopted by the N.C. State Board of Education in 2006. Specifically, the impact of this mission, to Prepare Future-Ready and Globally Competitive Citizens Who are Prepared for Life in the 21st Century will provide the foundation for discussions involving district strategic planning. An examination of the processes and mechanics of creating and implementing a strategic plan will be highlighted. Various planning models that facilitate empowerment of local school and community leaders in the planning and implementation processes will be shared. Attention on developing a shared vision, team-building strategies, aligning district and school-based plans as they relate to the broader N.C. Mission will be emphasized. *Spring, Year 1*

EDU 7174 | Exemplary Teaching and Learning Practices for Extraordinary Schools (3)
This course focuses on the fundamentals of pedagogy and how the superintendent and other district leaders can serve as instructional change agents in the teaching and learning process. Candidates will explore research-based best practices related to student learning and identify effective K-12 teaching practices. Current educational initiatives will be discussed such as the Core Essentials Standards, STEM, Race to the Top, and Virtual Schools. The impact of policy on class organization, grouping, class size and instructional methodologies will also be emphasized. *Spring, Year 1*

EDU 7175 | Using Data to Inform Learning, Teaching, and Leadership (3)
This course focuses on improving instruction through the proper use of formative and summative evaluations and monitoring processes to enhance effective program implementation. Specific focus on the use of Professional Learning Communities (PLC’s) as the guiding framework for collaboration will be presented. Candidates will be introduced to the skills that district leaders must possess in order to successfully promote shared decision-making to address students’ needs and improve learning. *Summer, Year 1*

EDU 7176 | The Nature of Organizational Cultures and Shared Leadership (3)
This course is designed to assist candidates in their understanding of how complex organizations work. An exploration of formal and informal organizational dynamics including how to develop a collaborative culture for creating shared leadership and decision making to solve educational challenges will be emphasized. *Summer, Year 1*

EDU 7271 | Political Systems: Effects on Governance and Operations (3)
This course will focus on the variety of political forces that are exerted in a public school district’s decision-making process and gaining a broader understanding of the school district as a political system. Cases will be used to explore how the school district functions by using political systems analysis. Attention will be given to the uniqueness of the superintendent/board relationship and the superintendent’s role as chief executive officer in a complex political system. *Fall, Year 2*

EDU 7272 | Community and Public Relations (3)
This course will focus on how to locate key community constituencies and leaders. Candidates will learn the steps in developing a plan for communication that nurtures strong relationships with community constituents and their leaders. Students will be exposed to successful cases of improved public and community relations. They will learn how to assess community support along with both defining/refining the district’s mission and message. This will also include effectively gauging and dealing with opposition to district initiatives. *Fall, Year 2*
**EDU 7273 | Intercultural Communication Skills for Contemporary School Leaders (3)**
This course examines the range of communication issues that are prevalent within an organization made up of individuals from different religious, social, ethnic, and educational backgrounds. A focus on language, social attributes, and an understanding of culture and customs when delivering public, written, and electronic messaging will be explored.
*Spring, Year 2*

**EDU 7274 | Budgeting and Finance of Public School Operations (3)**
This course assists candidates to understand the process for developing a district budget and the relationship of the budget to strategic plan priorities. Focus will be placed upon legal requirements, time constraints, the need for transparency and staff and public participation in the process. Candidates will examine federal, state and local funding and grant and proposal processes for funding operating and capital improvement budgets. Attention will be paid to establishing public trust through effective communication about district fiscal matters and collaborative and ethical practices.
*Summer, Year 2*

**EDU 7275 | Human Resources: Approaches to Enhance School Effectiveness (3)**
This course will focus on identifying human resource needs, staffing formulas for allocation of personnel, legal and policy requirements for hiring, discipline and termination of personnel. Additional areas of emphasis will include the role of the human resource division in promoting the mission of the organization, school or district as it impacts the monitoring of human resource functions.
*Summer, Year 2*

**EDU 7271 | Educational Reform in the United States: Innovative Practices to Change America’s Schools (3)**
Beginning with an in-depth discussion of articles such as A Nation at Risk, candidates will explore notable attempts at major educational reform including outcomes-based education, No Child Left Behind (NCLB) and various alternatives to public education. National and International models of school reform will be presented. This course serves as a prerequisite for candidates beginning the capstone experience.
*Fall, Year 3*

**EDU 7372 | Law and Policy: Governance of 21st Century Schools (3)**
This course focuses on assisting candidates to understand how law and policy may permit or prohibit district action. A focus on gaining an understanding of the Constitutional foundations of schooling and the rights of citizens, the process of policy analysis, development and implementation and relationships, and responsibilities of school personnel and school boards as defined by law and policy will be highlighted.
*Fall, Year 3*

**EDU 7373 | Research Analysis in Education (3)**
This course will allow candidates to understand the criteria for selecting credible research organizations. A variety of research reports and findings on educationally relevant issues and problems will be addressed as candidates learn to match research findings with local and practical district issues. Applications of research analyses including identifying practical school problems; creating research summaries/briefing papers that form the beginning of research-based interventions; and the creation of a review of relevant professional literature related to the identified problem will be required.
*Spring, Year 3. Pre-requisite: Methods Course in Educational Research or EDU 5030.*

**EDU 7374 | Applications of Research for Solving Problems of Practice (3)**
Research application will focus on the draft of a preliminary proposal for the capstone project. The proposal will identify the selected problem/issue that will be addressed by the capstone project and will include relevant research and the plan for putting research toward solving problems of practice. The course is designed to assist candidates with the development of a capstone project proposal.
*Spring, Year 3*

**EDU 7300 | Practices in Executive Leadership I: Organizing for Problem Solution (3)**
This initial internship experience is designed to provide the candidate with opportunities to work with others to apply and practice the skills needed for effective school district leadership. These efforts will be grounded in strong research and focus on activities designed to solve an important district problem of practice. The internship will be used to begin work on the implementation of the capstone project which will include leading the design committee in the work of producing a plan to address the problem/issue identified in the capstone proposal.
*Summer, Year 3. 150 Hours Required. Pre-requisite: The approval of the capstone proposal by the University Doctoral Committee. Credit/No Credit*

**EDU 7300a | Practices in Executive Leadership I: Organizing for Problem Solution Continuation (0)**
If continued work is needed to fulfill activities/capstone requirements as determined by the design committee.

**EDU 7400 | Practices in Executive Leadership II: Collaborating for Problem Solution (3)**
A continuation of Internship I. Candidates will participate in seminars as the capstone proposal is developed and the design team assembled. Final approval of the capstone project is required at the conclusion of EDU 7400- Internship II as a prerequisite for enrolling in the capstone experience.
*Summer/Fall, Year 3/4. 150 Hours Required. Pre-requisite: EDU 7300. Credit/No Credit*
EDU 7400a | Practices in Executive Leadership II: Collaborating for Problem Solution Continuation (0)
If continued work is needed to fulfill activities/capstone requirements as determined by the design committee.

EDU 8300 | Capstone Project: Implementation of Problem Solution (3)
The capstone experience represents the final culminating project in which candidates complete an in-depth analysis of research related to solving a problem of practice in her/his district. The candidate will lead a site-based team in the formation of a comprehensive implementation strategy for addressing the problem of practice. At the conclusion of the capstone project, the candidate will defend her/his work to a university committee which includes the district superintendent or designee. Fall or Spring Year 4. Pre-requisite: EDU 7371, completion of Comprehensive Exam and concurrent enrollment in EDU 7300/7400. Credit/No Credit

EDU 8300a | Capstone Project: Implementation of Problem Solution Continuation (0)
Required course fee registration for candidates who need additional time to complete the capstone project.

EDU 8400 | Capstone Project: Evaluation of Problem Solution (3)
A continuation of the capstone experience requiring candidates to complete the design and implementation of a district-level intervention or other appropriate initiative. Final defense and satisfactory performance on the Comprehensive Oral Examination is required. Fall or Spring Year. Pre-requisite: EDU 8300

EDU 8400a | Capstone Project: Evaluation of Problem Solution Continuation (0)
Required course fee registration for candidates who need additional time to complete the capstone project.
Master of Education in Educational Leadership

Dr. Dustin Johnson
Coordinator for M.Ed. in Educational Leadership and Add-On License – Educational Administration
Associate Professor of Education
336.841.9450 • djohnson@highpoint.edu
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 7 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)

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30, 2013 for Fall, November 15, 2013 for Spring and March 31, 2014 for Summer.

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

**Required Materials Include:**
- online application with a nonrefundable $50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- two professional 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) obtained within the last five years.

**Comprehensive Exams:** None

**Class Time:** 4:00 pm – 7:00 pm

**Program of Study (36 semester hours)**

<table>
<thead>
<tr>
<th>Core Courses (14 hours)</th>
<th>Specialty Courses (22 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010 Advanced Instructional</td>
<td>EDU 5171 Strategies for Student Learning &amp;</td>
</tr>
<tr>
<td>EDU 5030 Methods of Educational</td>
<td>EDU 5172 Implementing Distributed Leadership</td>
</tr>
<tr>
<td>EDU 5040 Diversity in Education:</td>
<td>for Teacher Empowerment</td>
</tr>
<tr>
<td>EDU 5060 Developing Leaders in</td>
<td>EDU 5173 Using Data for School Improvement</td>
</tr>
<tr>
<td>EDU 5070 Trends &amp; Issues in Education for the 21st Century</td>
<td></td>
</tr>
<tr>
<td>EDU 5080 Methods of Educational Research</td>
<td>EDU 5174 Organizational Management and Legal Issues for 21st Century Schools</td>
</tr>
</tbody>
</table>
Add-On License In Educational Administration

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)

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: June 30, 2013 for Fall, November 15, 2013 for Spring.

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

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

Required Materials Include:

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

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

Comprehensive Exams: None

Class Time: 4:00 pm – 7:00 pm

Program of Study (22 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5171</td>
<td>Strategies for Student Learning &amp; Development</td>
</tr>
<tr>
<td>EDU 5172</td>
<td>Implementing Distributed Leadership for Teacher Empowerment</td>
</tr>
<tr>
<td>EDU 5173</td>
<td>Using Data for School Improvement</td>
</tr>
<tr>
<td>EDU 5174</td>
<td>Organizational Management and Legal Issues for 21st Century Schools</td>
</tr>
<tr>
<td>EDU 5271</td>
<td>Creating a Culture of School Success</td>
</tr>
<tr>
<td>EDU 5400</td>
<td>School Executive Internship I</td>
</tr>
<tr>
<td>EDU 5500</td>
<td>School Executive Internship II</td>
</tr>
<tr>
<td>EDU 5600</td>
<td>School Executive Internship III</td>
</tr>
</tbody>
</table>

“Because I’m really going deeper into my original degree (education), I find the experiences immediately useful. My classes are much smaller and the content is so much more relevant because I get to take what I learn in class every night and go back and implement it the next day in my school. It makes a huge difference to be a working professional while furthering your field in the same career. I’m so glad High Point is able to work with my teaching schedule.”

– Emily Buchanan, Current M.Ed. in Educational Leadership Student
Master of Education in Elementary Education

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

Degree: Master of Education

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

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: June 30, 2013 for Fall, November 15, 2013 for Spring and March 31, 2014 for Summer.

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

Required Materials Include:
- online application with a nonrefundable $50 application fee;
- an official transcript showing an earned baccalaureate degree in Elementary Education K-6, and official transcripts from all other previously attended colleges (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- three professional reference reports on form provided;
- copy of current teaching license; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Prerequisite Work: None

Comprehensive Examinations: Yes

Class Time: 4:00 pm – 7:00 pm

Dr. Deborah Linville
Coordinator of M.Ed. Program in Elementary Education
Associate Professor of Education
336.841.9224
dlinvill@highpoint.edu
# Master of Education in Elementary Education

**Program of Study (36 semester hours)**

**Core Courses: (12 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5011</td>
<td>Technology Integration for Elementary STEM and Literacy Based Programs</td>
</tr>
<tr>
<td>EDU 5020</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>EDU 5040</td>
<td>Diversity in Education: Societal and Organizational Perspectives</td>
</tr>
<tr>
<td>EDU 5060</td>
<td>Developing Leaders in 21st Century Schools</td>
</tr>
</tbody>
</table>

**Content Concentration**

**Instructional Courses (18 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5130</td>
<td>Numerical Representations and Number Concepts in Elementary Mathematics</td>
</tr>
<tr>
<td>EDU 5132</td>
<td>Foundations of Writing Instruction</td>
</tr>
<tr>
<td>EDU 5133</td>
<td>Integrated Principles of Science and Social Studies Instruction</td>
</tr>
<tr>
<td>EDU 5134</td>
<td>Foundations of Reading Instruction</td>
</tr>
<tr>
<td>EDU 5137</td>
<td>Integrating STEM Instruction into the Elementary Classroom</td>
</tr>
</tbody>
</table>

**One additional course from either the Literacy or STEM Concentration**

**Capstone Experience (6 hours)**

**Choose one set.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5030</td>
<td>Methods of Educational Research</td>
</tr>
<tr>
<td>EDU 5300</td>
<td>Product of Learning</td>
</tr>
</tbody>
</table>

**STEM Concentration**

**Instructional Courses (18 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5130</td>
<td>Numerical Representation and Number Concepts in Elementary Mathematics</td>
</tr>
<tr>
<td>EDU 5133</td>
<td>Integrated Principles of Science &amp; Social Studies Instruction</td>
</tr>
<tr>
<td>EDU 5137</td>
<td>Integrating STEM Instruction into the Elementary Classroom</td>
</tr>
<tr>
<td>EDU 5232</td>
<td>STEM Infused Principles of Robotics and Technology</td>
</tr>
<tr>
<td>EDU 5233</td>
<td>Connected Systems and Interdependence in Science</td>
</tr>
<tr>
<td>EDU 5234</td>
<td>Practicum Infused STEM Strategies for K-6 Classrooms</td>
</tr>
</tbody>
</table>

**Capstone Experience (6 hours)**

**Choose one set.**

<table>
<thead>
<tr>
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<tr>
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<tr>
<td>EDU 5300</td>
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</tr>
</tbody>
</table>

**Literacy Concentration**

**Instructional Courses (18 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5131</td>
<td>Literature and Informational Texts for Children and Young Adults</td>
</tr>
<tr>
<td>EDU 5132</td>
<td>Foundations of Writing Instruction</td>
</tr>
<tr>
<td>EDU 5134</td>
<td>Foundations of Reading Instruction</td>
</tr>
<tr>
<td>EDU 5135</td>
<td>Diagnosis &amp; Assessment in the Teaching of Reading</td>
</tr>
<tr>
<td>EDU 5136</td>
<td>Content Area Literacy</td>
</tr>
<tr>
<td>EDU 5231</td>
<td>Supervised Practicum in Literacy Program Implementation</td>
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</table>

**Choose one set.**

<table>
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</tr>
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<tbody>
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<tr>
<td>EDU 5300</td>
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</table>

**or**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 5030</td>
<td>Methods of Educational Research</td>
</tr>
<tr>
<td>EDU 5200</td>
<td>Thesis</td>
</tr>
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</table>

**or**

<table>
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</table>

**or**

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</tr>
</thead>
<tbody>
<tr>
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<td>Methods of Educational Research</td>
</tr>
<tr>
<td>EDU 5200</td>
<td>Thesis</td>
</tr>
</tbody>
</table>
The High Point University Master of Education in Secondary Mathematics program builds on the most current body of knowledge of best practice relevant to teaching grades 9-12. The program is designed for candidates who have a baccalaureate teaching license in secondary mathematics or who will receive a teaching license before the end of the first term of graduate enrollment. The program requires a comprehensive examination and 36 hours (i.e., 15 hours of professional education core, 15 hours of specialty courses, and a six hour capstone experience.) Candidates must select 18 hours of mathematics coursework from among a specialized menu of options. Upon completion of the M.Ed. degree program in Secondary Mathematics candidates are eligible for the “M” level license.

**Degree:** Master of Education

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

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30, 2013 for Fall, November 15, 2013 for Spring and March 31, 2014 for Summer.

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

**Required Materials Include:**
- online application with a nonrefundable $50 application fee;
- an official transcript showing an earned baccalaureate degree in Mathematics or a related field, as well as official transcripts from all other previously attended colleges (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- three professional reference reports on form provided;
- copy of current secondary mathematics 9-12 teaching license; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

**Prerequisite Work:** None

**Comprehensive Examinations:** Yes

**Class Time:** 4:00 pm – 7:00 pm

**Program of Study (36 semester hours)**

**Core Courses (15 hours)**

**Choose one:**
- MTH 5004 Linear Algebra
- MTH 5005 Matrix Theory
- MTH 5006 Modern Algebra

**Choose one:**
- MTH 5011 Complex Variables
- MTH 5012 Advanced Calculus for Secondary Teachers

**Choose three:**
- MTH 5001 Historical Development of Mathematics
- MTH 5002 Combinatorics
- MTH 5003 Graph Theory
- MTH 5007 Number Theory
- MTH 5008 Geometry
- MTH 5009 Mathematical Models

**Education Courses: (15 hours)**

- MTH 5010 Topology
- MTH 5013 Probability & Statistics
- MTH 5040 Special Topics
- EDU 5010 Advanced Instructional Technology for the 21st Century
- EDU 5040 Diversity in Education: Societal and Organizational Perspectives
- EDU 5060 Developing Leaders in 21st Century Schools
- EDU 5160 Instructional Planning and Assessment in Secondary Mathematics
- EDU 5166 Using Data for Instructional Improvement

**Capstone Experience: (6 hours)**

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

**Dr. Rob Harger**

Professor of Mathematics
Chair, Department of Mathematics and Computer Science
336.841-9659
rharger@highpoint.edu
Master of Education in Special Education with a Concentration in Intellectual Disabilities

Dr. Beth Holder
Coordinator of the M.Ed. Program in Special Education
Associate Professor of Education
336.841.9279
bholder@highpoint.edu
The program for the Master of Education in Special Education prepares special education teachers to effectively interact with a variety of students with intellectual disabilities in grades K-12. Special emphasis is placed on transition planning, curriculum implementation and assessment. Candidates will have a choice to complete a thesis, product of learning or internship capstone experience. Completion of the degree program may lead to “M” level licensure in Adaptive Curriculum by passing the Praxis II exam.

**Degree:** Master of Education

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

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30, 2013 for Fall, November 15, 2013 for Spring and March 31, 2014 for Summer.

**Application Requirements:** Applicants must have a four-year bachelor’s degree in Special Education K-12 from a regionally accredited college. For applicants with teaching licenses in other areas, successful completion of the 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 Materials Include:**
- online 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 professional reference reports on form provided;
- copy of current K-12 teaching license in Special Education; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

**Prerequisite Work:** None  
**Comprehensive Examinations:** Yes  
**Class Time:** 4:00 pm – 7:00 pm

**Program of Study (36 semester hours)**

**Core Courses (12 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>Advanced Instructional Technology for the 21st Century</td>
</tr>
<tr>
<td>EDU 5040</td>
<td>Diversity in Education: Societal and Organizational Perspectives</td>
</tr>
<tr>
<td>EDU 5060</td>
<td>Developing Leaders in 21st Century Schools</td>
</tr>
<tr>
<td>EDU 5090</td>
<td>Individuals with Intellectual Disabilities: Legal, Ethical and Historical Perspectives</td>
</tr>
</tbody>
</table>

**Instructional Courses: Concentration in Teaching (18 Hours)**

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

**Capstone Experience: Choose one set. (6 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5030</td>
<td>Methods of Educational Research</td>
</tr>
<tr>
<td>EDU 5030</td>
<td>Methods of Educational Research</td>
</tr>
<tr>
<td>EDU 5030*</td>
<td>Methods of Educational Research</td>
</tr>
<tr>
<td>EDU 5300</td>
<td>Product of Learning</td>
</tr>
<tr>
<td>EDU 5200</td>
<td>Thesis</td>
</tr>
<tr>
<td>EDU 5240*</td>
<td>Clinical Internship</td>
</tr>
</tbody>
</table>

*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.

**Candidates who have had a prior undergraduate course in Multicultural Education will not be required to take EDU 5040 but can substitute with EDU 5080.**
The Master of Arts in Teaching (MAT) is an accelerated teacher licensure program that is designed for candidates who already hold a baccalaureate degree from a regionally accredited institution. The 45-hour program of study includes an initial 36-hour sequence of courses in 21st Century teaching and learning, technology, and methodology which culminates in a capstone student teaching internship experience. During PHASE I of the program post-baccalaureate courses allow candidates to complete the requirements for an initial N.C. teaching license in Elementary Education K-6, including student teaching. At the completion of PHASE I and the candidate’s passing scores on the Praxis II Specialty Examination in Elementary Education, the individual is eligible for the “A” (initial) N.C. teaching license. Should the individual choose not to proceed to PHASE II, he/she will have completed the requirements for the initial teaching license in Elementary Education K-6.

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

**Degree:** Master of Arts in Teaching

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

**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30, 2013 for Fall, November 15, 2013 for Spring and March 31, 2014 for Summer.

**Phase I**

An official transcript showing an earned baccalaureate degree as well as official transcripts from all other previously attended colleges (including High Point University); and applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (PPST) test battery in reading, writing, and mathematics.
Phase II
Candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program; successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and eligibility for a N.C. initial teaching license in Elementary Education for admission to the graduate candidacy and Phase II of the Program (Successful completion of the required Foliotek Electronic Evidences in EDU 5020 and EDU 5230).

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

Required Materials Include:
Phase I
- online application with a nonrefundable $50 application fee;
- an official transcript showing an earned baccalaureate degree as well as official transcripts from all other previously attended colleges (including High Point University);
- applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (PPST) test battery in reading, writing, and mathematics;
- three reference reports on the forms provided;
- professional resume;
- essay; and
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Phase II
- official score report for Praxis II Elementary Education: Instructional Practice and Assessment (5015) (as of 11/17/11);
- candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program;
- successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and
- eligibility for a N.C. initial teaching license in Elementary Education for admission to the graduate candidacy and Phase II of the Program (Successful completion of the required Foliotek Electronic Evidences in EDU 5020 and EDU 5230).

Prerequisite Work: None
Comprehensive Examinations: Yes
Class Time: 4:00 pm – 7:00 pm

Program of Study (45 semester hours)

Elementary Core (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5010</td>
<td>Advanced Instructional Technology for the 21st Century</td>
</tr>
<tr>
<td>EDU 5040</td>
<td>Diversity in Education: Societal and Organizational Perspectives</td>
</tr>
<tr>
<td>EDU 5050</td>
<td>Classroom Organization and Management</td>
</tr>
<tr>
<td>EDU 5070</td>
<td>Trends &amp; Issues in Education* or</td>
</tr>
<tr>
<td>EDU 5080</td>
<td>Advanced Educational Psychology</td>
</tr>
</tbody>
</table>

Instructional Core (18 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 5130</td>
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</tr>
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<td>EDU 5132</td>
<td>Foundations of Writing Instruction</td>
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<tr>
<td>EDU 5133</td>
<td>Integrated Principles of Science and Social Studies Instruction</td>
</tr>
<tr>
<td>EDU 5134</td>
<td>Foundations of Reading Instruction</td>
</tr>
<tr>
<td>EDU 5135</td>
<td>Diagnosis and Assessment in the Teaching of Reading</td>
</tr>
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</table>

Elementary Capstone Experience (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5230</td>
<td>Clinical Internship in Elementary Education</td>
</tr>
<tr>
<td>EDU 5166</td>
<td>Using Data for Instructional Improvement</td>
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Phase II

Elementary Core (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
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*Candidates enrolled in the MAT program must register for the 3 credit version of EDU 5070.
The Master of Arts in Teaching (MAT) Secondary Mathematics 9-12 is an accelerated teacher licensure program designed for candidates who already hold a baccalaureate degree from a regionally accredited institution. The 45-hour program includes two phases. During Phase I, the initial 36-hour sequence of courses will focus on 21st-century teaching and learning, which culminates in a capstone student teaching experience. Successful completion of Phase I is designed to lead to the initial teaching license in Secondary Mathematics (9-12) upon passing the required Praxis II Specialty Area Exam in Mathematics: Content Knowledge and Mathematics: Pedagogy. Should the individual choose not to proceed to Phase II, he/she will have completed only the requirements for the initial teaching license in Secondary Mathematics 9-12.

The individual choosing to receive the MAT degree must apply for graduate candidacy and be admitted to Phase II of the program. In Phase II, the candidate enrolls in an additional 9 hours of graduate coursework in order to complete the remaining requirements for the MAT and be eligible for the “M” level NC license in Secondary Mathematics 9-12.

Degree: Master of Arts in Teaching

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

Deadlines for Application Materials: All application materials must be received or postmarked by the following deadlines: June 30, 2013 for Fall, November 15, 2013 for Spring and March 31, 2014 for Summer.

Application Requirements:

Phase I
An official transcript showing an earned baccalaureate degree as well as official transcripts from all other previously attended colleges (including High Point University), and applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (PPST) test battery in reading, writing, and mathematics.
Phase II
Candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program; successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and eligibility for a N.C. initial teaching license in Secondary Mathematics 9-12 for admission to the graduate candidacy and Phase II of the Program (Successful completion of the required Foliotek Electronic Evidences in Math, EDU 5161, EDU 5166 and EDU 5261/5040).

Required Materials Include:

Phase I
• online application with a nonrefundable $50 application fee;
• an official transcript showing an earned baccalaureate degree as well as official transcripts from all other previously attended colleges (including High Point University);
• applicants must have an acceptable undergraduate GPA (3.0 or higher on a 4-point scale) or documentation of meeting the basic testing requirement for the PRAXIS I (PPST) test battery in reading, writing, and mathematics;
• three reference reports on the forms provided;
• professional resume;
• essay; and
• Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Phase II
• official score report for PRAXIS II Mathematics: Content Knowledge (0061) and Mathematics: Pedagogy (0065);
• candidates must have earned a minimum Grade Point Average (GPA) of 3.0 during Phase I of the program;
• successful student teaching internship experience as evidenced by the LEA/IHE Certification of Teaching Capacity; and
• eligibility for a N.C. initial teaching license in Secondary Mathematics 9-12 for admission to graduate candidacy and Phase II of the Program. (Successful completion of the required Foliotek Electronic Evidences in Math, EDU 5161, EDU 5166, and EDU 5261/5040).

Prerequisite Work: None Comprehensive Examinations: Yes Class Time: 4:00 pm – 7:00 pm

Program of Study (45 semester hours) Education Core (15 hours)

Phase I
Choose one:

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

Choose one:

MTH 5011 Complex Variables
MTH 5012 Advanced Calculus for Secondary Teachers

Choose three:

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

EDU 5010 Advanced Instructional Technology for the 21st Century
EDU 5040 Diversity in Education: Societal and Organizational Perspectives
EDU 5050 Classroom Organization and Management
EDU 5070 Trends & Issues in Education*
or
EDU 5080 Advanced Educational Psychology
EDU 5160 Instructional Planning and Assessment in Secondary Mathematics

Capstone Experience: (6 hours)

EDU 5261 Clinical Internship in Secondary Mathematics
EDU 5166 Using Data for Instructional Improvement

Phase II (9 hours)

MTH 5099 Product of Learning
EDU 5030 Methods of Educational Research
EDU 5060 Developing Leaders in 21st Century Schools

*Candidates enrolled in the MAT program must register for the 3 credit version of EDU 5070.
B.A. to M.Ed. Program in Elementary Education

Open only to selected High Point University students

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

Admission Term: Fall Senior Year Only

Deadlines for Application Materials:
Current HPU undergraduate students interested in the B.A. to M.Ed. program will apply directly to the School of Education during February of the Spring term of their Junior year. If accepted, they will begin B.A. to M.Ed. classes the Fall of their Senior Year. To complete the admissions process, students will then apply to the Norcross Graduate School by March 31 of the Spring term of their Senior year and if approved after a second admissions review, will start official graduate level courses during the summer term following their undergraduate graduation.

Required Materials Include:
Required materials include:
Step One (Junior Year – Apply to School of Education)
• School of Education Application;
• School of Education B.A. to M.Ed. program essay;
• 2 School of Education reference forms completed by undergraduate professors at HPU (forms provided);
• Unofficial High Point University transcript with a minimum of 3.0 GPA

“I loved the idea of the B.A. to M.Ed. Program. I did not want to spend 2 or more years in graduate school while teaching. I also was very interested in the literacy focus. I feel that I am stronger in math, so getting a degree that focuses on literacy has allowed me to work and hone in on that subject.”

– Jennifer Carrade
Current B.A. to M.Ed. Program in Elementary Education Student
Step Two (Senior Year – Apply to Norcross Graduate School)

- Online Application with nonrefundable $50 application fee;
- Graduate School B.A. to M.Ed. essay;
- One B.A. to M.Ed. Reference form completed by one of the three professors teaching the special B.A. to M.Ed. education courses (form provided);
- Satisfactory review of Student Teaching Internship at the time of application
- Copy of current teaching license;
- An official transcript from all colleges attended (including High Point University);
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) obtained within the last five years.

Prerequisite Work: None

Program of Study (36 semester hours)

Core Courses: (9 hours)

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Literacy Concentration

Senior Year Courses: (9 hours)

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<td>Literature and Informational Texts for Children and Young Adults</td>
</tr>
<tr>
<td>EDU 4532/5132</td>
<td>Foundations of Writing Instruction</td>
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Instructional Courses: (12 hours)

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<tr>
<td>EDU 5231</td>
<td>Supervised Practicum in Literacy Program Implementation</td>
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Capstone Experience: (6 hours)

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Content Concentration

Senior Year Courses: (9 hours)

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One additional Course from either the Literacy or STEM concentration

Capstone Experience: (6 hours)

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STEM Concentration

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<tr>
<td>EDU 4534/5234</td>
<td>Practicum Infused STEM Strategies for K-6 Classroom</td>
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EDU 5010 | Advanced Instructional Technology for the 21st Century (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 4511/5011 | Technology Integration for Elementary STEM and Literacy Based Programs (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. (3) Students registering for the course will complete a survey measuring the pre-requisite technology skills required for successful completion of the class.

EDU 5020 | Curriculum Development (3)
Curriculum analysis, using the North Carolina Core and Essential Standards as a guide. The processes, strategies, and techniques used to produce the state curriculum will be discussed. Methods appropriate for assessing individual learning needs in this performance-based curriculum will be presented and classroom practices for meeting these needs will be introduced and practiced. Curriculum relevance, rigor, connectedness, and the integration of 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 | Diversity in Education: Societal and Organizational Perspectives (3)
This course addresses diversity issues in education extending beyond the classroom regarding school, district, and community practices. Candidates will research the implications of these practices and propose strategies to incite change in their schools and communities. Topics may include gender, socioeconomic status, sexual identity as well as racial, ethnic, and religious backgrounds.

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 | Developing Leaders 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.

EDU 5070 | Trends and Issues in Education (2-3)
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.

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.

EDU 5130 | Numerical Representations and Number Concepts in Elementary Mathematics (3)
An investigative approach to the study of the concepts underlying the mathematics taught in grades K-6 and the connections to algebra, science, engineering, and technology. Candidates will explore relationships between number, operations, and representations in real-world contexts as they develop an understanding of the structure and coherence of mathematics. The Common Core Standards for Mathematical Practice and Standards for Mathematical Content will be emphasized to help candidates relate the concepts learned mathematical practices in the K-6 classroom.

EDU 4531/5131 | Literature and Informational Texts for Children and Young Adults (3)
This graduate course will include a critical examination of the characteristics of successful literature programs and exploration of criteria for evaluating and selecting quality children’s and young adult literature and informational texts across levels of text complexity and content for the purposes of enhancing teaching and learning. Emphasis will include critical and pedagogical issues in children’s and young adult literature. Candidates will describe and develop theories of response to literature that integrate the language arts, technology, and visual/performing arts.

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.

EDU 5133 | Integrated Principles of Science and Social Studies Instruction (3)
This course is designed to enhance elementary teacher content knowledge and use of differentiated strategies in science and social studies. Candidates will gain content knowledge by practicing various methods of teaching integrated science and social studies and develop authentic applications in real-world situations. The unifying concepts of science will be integrated with the five themes of geography utilizing an inquiry-based approach throughout the course. Science areas covered will include: physical, life, earth/space, and technology. Social studies areas covered will include: geography, world and US history, political science, economics, anthropology, sociology and psychology. The course will be taught using a place-based education approach with the environment as the unifying concept.

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.

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 5134: Foundations of Reading Instruction

EDU 5136 | Content Area Literacy (3)
This graduate level course will include a critical examination of the necessary conditions of content area literacy learning and an exploration of print and non-print texts across all genres (informational texts, literature, and poetry) to extend and deepen understanding of content across disciplines. Candidates will assess text complexity, accessibility, and level of support for students in order to match text to readers. Emphasis will include planning and implementing pre-reading, reading, and post-reading instructional strategies for fostering content area literacy and an understanding of assessment as it is used to drive comprehension, vocabulary, and study skills instruction in elementary, middle and secondary content-area classes.
EDU 5137 | Integrating STEM Instruction into the Elementary Classroom (2)
This course examines the methods, processes and procedures for integrating project-based STEM strategies into instruction to build inquiry, problem-solving, and critical thinking skills of K-6 learners. Co-Requisite EDU 5130

EDU 4538/5138 | Literacy Support of the e-Learning Community (3)
This online course provides an opportunity for students to collaborate through a learning community forum regarding research-based literacy practices. Weekly modules and support from a literacy faculty member will offer students a risk-friendly environment to ask questions, share concerns, and grow in their understanding as literacy educators. Additionally, an online tutorial to independently prepare students for the Praxis II Reading Specialist exam will also be provided. (Not Required for the degree but an elective for candidate seeking to prepare for the Praxis II Specialty Exam in Reading Specialist)

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 with 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.

EDU 5160 | Instructional Planning and Assessment in Secondary Mathematics (3)
Candidates enrolled in this course will design and develop lesson plans and curriculum units to engage students in grades 9-12 to think critically and problem solve in the area of mathematics. Integration of 21st century strategies, content and skills will be emphasized in the application of mathematics to real world applications. The N.C. Standard Course of Study and NCTM Guidelines will be reviewed as candidates create a Curriculum Integration Project that infuses technology and literacy as required for N.C. licensure.

EDU 5166 | Using Data for Instructional Improvement (3)
Candidates will develop formative and summative assessments to monitor and plan for instruction. An
examination of the strategies used in making data based decisions will be emphasized, particularly as these strategies impact student learning and overall school improvement.

EDU 5171 | 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.

EDU 5172 | Implementing Distributed Leadership for Teacher Empowerment (3)
This course is designed to explore the many facets of distributed leadership in a public school setting. Candidates will be introduced to the foundational concepts that impact teacher expertise and empowerment such as building trust, understanding the change process, using the characteristics of adult learners to select teacher leaders, and the factors related to competent supervision. Prerequisite: EDU 5060

EDU 5173 | 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. Candidates will examine how the instructional strategies used in the classroom align with known best practices and research findings, explore the alignment between what is being taught and state standards, and develop actionable goals to improve student performance based on the analysis of demographic, program, and perception data.

EDU 5174 | Organizational Management and Legal Issues for 21st Century Schools (3)
This course will focus on school leadership and organizational management of school executives. Topics will include management of resources, understanding the impact of legal and ethical issues in the decision-making process, conflict resolution, as well as effectively communicating expectations and establishing school-wide procedures. In this course, candidates will demonstrate the ability to work with others to monitor the effective use of financial and material resources through effective and timely communication and planning with the principal.

EDU 5199 | Evidence Continuation (1-3)
Independent opportunity for candidates to complete required evidences for licensure under the direct supervision of a graduate faculty member in the School of Education. Credit (1-3) will be determined at the discretion of the program coordinator.

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 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.

EDU 5231 | Supervised Practicum in Literacy Program Implementation (3)
The purpose of the course is to provide candidates with the opportunity to establish conditions that support the implementation of a comprehensive literacy workshop model. Theories, materials, instructional strategies and assessment tools introduced during the program of study are applied in the classroom or on-campus literacy center. Candidates are supervised and attend seminars focused on supporting efforts to effectively implement the many facets of a literacy workshop model.

EDU 5232 | STEM Infused Principles of Robotics and Technology (3)
This course is designed to provide candidates with experience in the programming, and use of robotic software and robotics materials. Candidates will use STEM infused robotics and technology tools in lesson design for the K-6 classroom. Other STEM-infused technology tools including Vernier probe-ware, SmartBoard, inquiry-based kits, and problem-based learning curriculum materials will be utilized to enhance inquiry-based classroom instructional practices.

EDU 5233 | Connected Systems and Interdependence in Science (3)
An exploration of how the living world is connected to its physical surroundings. This course takes an integrated approach to the scientific study of Earth and its inhabitants. Students examine dynamic systems ranging from single cells to organisms and ecosystems and explore how life
is both constrained by and dependent upon the chemical and physical environment. Science content, based on the Science Curriculum Frameworks, is integrated with pedagogy so students not only learn about science topics but also ways they can include these topics in their own classrooms. Emphasis will be placed on addressing and correcting common misconceptions. Organizing themes for this course will include: Earth systems and evolution of life, the flow of energy, and physics of the senses.

EDU 5234 | Practicum Infused STEM Strategies for K-6 Classrooms (3)
This course will center on the teaching and research of strategies applicable to the NEXT Generation Science Standards for STEM in the elementary K-6 settings. The course will include activity sessions where strategies will be developed and then replicated in the classroom setting through a 30- hour practicum experience. Candidates will participate in demonstration teaching and the modeling of best practices for elementary STEM.

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

EDU 5261 | Clinical Internship in Secondary Mathematics (3)
Candidates completing the MAT in Secondary Mathematics 9-12 will be provided with an opportunity to engage in the practical applications of the pedagogical and instructional strategies relevant to secondary education 9-12. This ten week full-time internship occurs under the supervision of a graduate faculty member in mathematics and a cooperating secondary mathematics teacher in a public school setting.

EDU 5271 | 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.

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 5030. 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. Candidates must have completed a minimum of at least 12 graduate hours with grades of A or B. No Credit

EDU 5400 | School Executive Internship I (2)
This 75 hour initial internship is designed as an orientation to the internship experience and should be taken concurrently with the candidate’s first year of coursework. It includes a mandatory orientation seminar and requires the completion of the Professional Learning Communities Leadership Project, the Distributed Leadership Portfolio, and the School Indicators Analysis Project. Candidates will be evaluated at the conclusion of EDU 5400 with the North Carolina School Executive Evaluation Rubric for Preservice Candidates and will be required to demonstrate acceptable scores before progressing to EDU 5500: School Executive Internship II.

EDU 5400a | 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 5500 | School Executive Internship II (2)
A continuation of EDU 5400, the 75 hour School Executive Internship II experience is designed to help the intern continue to apply skills related to school administration in the areas of organizational management and school law. The intern will work with the university supervisor and school principal on site-based assignments and will participate in periodic seminars related to the internship experience. Completion of the School Management Case Study will be required.

EDU 5500a | 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 5600 | School Executive Internship III (3)
This course serves as the culmination of the internship experience and should be taken concurrently with the candidate’s final specialty courses. Internship III is a 150 hour experience and includes the completion of the Community Involvement and Engagement Action Plan and the School Culture and Safety Analysis. A final presentation and evaluation of the candidate’s performance using Certification
of Capacity and the North Carolina School Executive Evaluation Rubric for Preservice Candidates is required.

EDU 5600a | 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.

SECONDARY MATHEMATICS COURSE DESCRIPTIONS

MTH 5001 | Historical Development of Mathematics (3)
The major mathematical developments from ancient times to the 21st century. The concept of mathematics, changes in that concept, and how mathematicians viewed what they were creating.

MTH 5002 | Combinatorics (3)
Basic principles of counting: addition and multiplication principles, enumeration techniques, including generating functions, recurrence formulas, rook polynomials, the principle of inclusion and exclusion, and Polya’s theorem. This course will also cover basic concepts of graph theory: graphs, digraphs, connectedness, trees and graph colorings.

MTH 5003 | Graph Theory (3)

MTH 5004 | Linear Algebra (3)

MTH 5005 | Matrix Theory (3)
Vector spaces, linear transformations and matrices, orthogonality, orthogonal transformations with emphasis on rotations and reflections, matrix norms, projectors, least squares, generalized inverses, definite matrices, singular values.

MTH 5006 | Modern Algebra for Secondary Teachers (3)
Applications of topics selected from groups, rings, fields, extensions, Euclidean domains, polynomials, vector spaces, and Galois theory.

MTH 5007 | Number Theory (3)
Introduction to elementary additive and multiplicative number theory, including divisibility properties of integers, congruence modulo n, linear and quadratic congruences, some Diophantine equations, distribution of primes, and additive arithmetic problems.

MTH 5008 | Geometry (3)
An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

MTH 5009 | Mathematical Models (3)
Development and application of probabilistic and deterministic models. Emphasis given to constructing models that represent systems in the social, behavioral, and management sciences.

MTH 5010 | Topology (3)
A study of the basic concepts of general topological space including such topics as compactness, connectedness, product spaces, metric spaces, and continuous functions.

MTH 5011 | Complex Variables (3)
Operations with complex numbers, derivatives, analytic functions, integrals, definitions and properties of elementary functions, multivalued functions, power series, residue theory and applications, conformal mapping.

MTH 5012 | Advanced Calculus for Secondary Teachers (3)
A proof-oriented development of important ideas in calculus. Topics will include metric spaces, limits and continuity, sequences and series, pointwise and uniform convergence, derivatives and integrals.

MTH 5013 | Probability and Statistics for Secondary Teachers (3)
An introduction to statistical reasoning and methodology emphasizing topics covered in the Advanced Placement Statistics examination. Topics include: descriptive statistics, basic probability, random variables and probability distributions, data collection, basic inference for means and proportions, two-sample problems for means and proportions, chi-square tests, and simple linear regression.

MTH 5040 | Special Topics (3)

MTH 5099 | Product of Learning (3)
A capstone course which connects the student’s studies to contemporary issues and to the classroom situation.
“All of my classmates here at the graduate level have a much higher level of interest and investment in learning about the nonprofit field. We all want to be in graduate school, and therefore act accordingly. Everyone participates in class, does the homework, and truly cares about their learning experience. Every class we take is important to us – no general education classes or random electives. It is so wonderful to be surrounded by people who care about the nonprofit field as much as I do!”

- Jessie Meriwether, Current Nonprofit Management Student

The graduate curriculum for 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 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 and Management, Organization Processes, and Critical Issues.

**Degree:** Master of Arts  
**Admission Term:** Fall (August) only

**Deadline for Application Materials:** All application materials must be received or postmarked by April 30, 2013 to be considered for admission.

**Application Requirements:** Applicants must have a four-year bachelor’s degree from a regionally accredited college and an acceptable GPA (3.2 or higher on a 4-point scale). An admission decision takes into consideration the applicant’s GPA, completed course work, professional work experience, personal and professional goals for the degree, as well as the information provided by references.

**Required Materials Include:**
- online application with a nonrefundable $50 application fee;
- an official transcript from all colleges attended (including High Point University);
- resume;
- essay about interest in the program and goals for the degree;
- three professional letters of reference each attached to a completed Graduate School reference report form; and
- Graduate Record Examination (GRE) (HPU GRE Code is 5293), or Graduate Management Admissions Test (the High Point University GMAT code is ZZG5V04) obtained within the last five years.

**Prerequisite Work:** None  
**Comprehensive Exams:** None

**Class Time:** 6:00 pm – 9:00 pm

Dr. Christine Cugliari  
Assistant Professor of Nonprofit Management and Director of the Nonprofit Management Graduate Program  
336.841.9535  
cugliar@highpoint.edu
**Program of Study (38 semester hours):**

Students in the Nonprofit Management Master’s Degree focus on one of four areas: Nonprofit Leadership, Education, Education — Intellectual Disabilities or Strategic Communication. In addition to taking core courses in Nonprofit Management, each student also takes three courses in their focus area.

### Core Courses (29 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NPO 5000</td>
<td>The Nonprofit Sector</td>
</tr>
<tr>
<td>NPO 5040</td>
<td>Fundraising and Revenue Generation</td>
</tr>
<tr>
<td>NPO 5050</td>
<td>Tax and Financial Management</td>
</tr>
<tr>
<td>NPO 5210</td>
<td>HR and Volunteer Administration</td>
</tr>
<tr>
<td>NPO 5230</td>
<td>Governance and Leadership</td>
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<tr>
<td>NPO 5220</td>
<td>Management and Organizational Theory/Behavior for Nonprofits Organizations</td>
</tr>
<tr>
<td>NPO 5100</td>
<td>Research Methods</td>
</tr>
<tr>
<td>NPO 5120</td>
<td>Advocacy and Public Policy</td>
</tr>
<tr>
<td>NPO 5250</td>
<td>Critical Issues in the Nonprofit Sector</td>
</tr>
<tr>
<td>NPO 5900</td>
<td>Practicum I</td>
</tr>
<tr>
<td>NPO 5910</td>
<td>Practicum II</td>
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</tbody>
</table>

### Concentration Options:

#### Nonprofit Leadership (9 hours)

(Select 3 courses from the following offerings)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NPO 5110</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>NPO 5240</td>
<td>Understanding Marketing as a Strategic Planning Practice</td>
</tr>
<tr>
<td>NPO 5280</td>
<td>Sociological Issues and Nonprofits in Appalachia</td>
</tr>
<tr>
<td>NPO 5260</td>
<td>International NGOs/Study Abroad</td>
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<tr>
<td>NPO 5270</td>
<td>Management Issues in Faith-Based Organizations</td>
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</tbody>
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### Education (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 5070</td>
<td>Trends and Issues in Education</td>
</tr>
<tr>
<td>EDU 5060</td>
<td>Developing Leaders in 21st Century Schools</td>
</tr>
<tr>
<td>EDU 5080</td>
<td>Advanced Educational Psychology</td>
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</tbody>
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### Education — Intellectual Disabilities (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 5080</td>
<td>Advanced Educational Psychology</td>
</tr>
<tr>
<td>EDU 5143</td>
<td>Occupational and Transition Planning for Secondary Students with Intellectual Disabilities</td>
</tr>
<tr>
<td>EDU 5144</td>
<td>Consultation and Collaboration with Families and Community Agencies</td>
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### Strategic Communication (9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>COM 5000</td>
<td>Strategic Communication Theories, Practices, and Ethics</td>
</tr>
<tr>
<td>COM 5002</td>
<td>Persuasion and Media Effects</td>
</tr>
</tbody>
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*One additional course in either the health communication or public relations concentration

*Graduate level courses in other disciplines that fit student’s interests, with approval

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**COURSE DESCRIPTIONS**

**NPO 5000 | 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 5040 | Fundraising and Revenue Generation (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; incorporation of social media 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 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
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 5121 | Human Resources Management and Volunteer Administration (3)
Broad, comprehensive review of human resources management from the perspective of the manager/supervisor as contrasted with the practicing specialist. As volunteers are a valuable human resource, special care will be taken to examine human resources management from the needs of a volunteer administrator. In the areas of paid and unpaid labor force, topics will include: workforce planning, recruiting, selection, training, and development; wage and salary administration; benefits, performance appraisal, promotion, demotion and severance; attitude surveying; risk management; ethical decision-making. The role of strategic planning as well as regulatory issues will be discussed.

NPO 5220 | Management and Organizational Theory/Behavior for Nonprofit Organizations (3)
Focus on the analysis of creating, maintaining, and sustaining the organization. Management strategies involving external controls, institution building, priorities, decision-making and mobilizing human assets will be covered. Special emphasis will be given to the relationship among organizational structure, organizational culture and organization strategy. The role of nonprofit executives as agents of social change will also be examined.

NPO 5230 | Governance and Leadership (3)
Examination of leadership and governance as it applies to and impacts nonprofit organizations. Leadership study will examine theories as well as strategies, styles, skills, and values. Governance issues such as creating policy, empowering boards, ethics and values, board culture, board/staff relationship, oversight, accountability, and fiduciary responsibilities will be covered.

NPO 5240 | Understanding Marketing as a Strategic Planning Practice (3)
Strategic planning and marketing are dependent on the understanding of organizations’ internal and external environments. This course will examine the relevance and mechanics of assessing environments using a real or simulated nonprofit organization. Assessment data gathered from case studies, demographic and economic data and problem solving will be used by students to develop strategic and marketing plans. This process will include importance of mission; strategic and operational plans; basic marketing principles, theories and practices; and communication to key stakeholders.

NPO 5250 | Critical Issues in the Nonprofit Sector (3)
Leaders within the nonprofit sector are charged with the responsibility to envision the future and move the sector forward with the ultimate goal community impact. A key skill required for this task is the ability to not only examine and understand the external environment but also to interpret the data in relationship to the mission and operation of the organization. This course will examine and discuss current trends and issues, their interdependence and potential impact on the work of nonprofit organizations. While drawing from theoretical perspectives that shape the third sector, the course emphasis will be on practical application.

NPO 5260 | International NGOs/Study Abroad (3)
Examination of the social and historical context of international nongovernmental organizations — their origins, development, and contemporary challenges. Topics considered are: the growing internationalization of the nonprofit sector, scale and revenue of international activities, political culture, management and policy implications, international philanthropy, globalization, and the relationship of these organizations to the private and government sectors. Special consideration is given to the organizational structure, governance, alliances, and operations of international nongovernmental organizations. Focus will also be on the impact of technology, communications, activism, and the mobilization of people on the development and growth on these organizations. The course also introduces students to the evolving body of scholarship and theoretical concerns regarding the organizational role and functions of international nongovernmental organizations and issues that will impact the future of these organizations. This course will include a study abroad component.
The job market for nonprofit managers, however, is strong and growing. American Express commissioned a survey to determine the nature and dimensions of the evolving nonprofit leadership shortfall...Sixty percent of the 433 respondents believe that there is a paucity of qualified job candidates. Twenty-eight percent of nonprofit organizations plan to make senior management hires. The openings are largely due to a large number of retirements of nonprofit executives.” (Bridgespan, 2009, pg. 15).

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)

**Deadline for Application Materials:** All application materials must be received or postmarked by the following deadlines: June 30, 2013 for Fall, November 15, 2013 for Spring and March 31, 2014 for Summer.

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

“Although it may sound hackneyed and cliché, my undergraduate experience at High Point University was nothing short of extraordinary. I had fantastic professors in every single class I took. Several mentors pointed out to me that what mattered in choosing a Graduate school was not what one studied but who one studied with. The decision was simple. I wanted to study history with the terrific faculty I had as an undergraduate.”

— Andrew Tzavaras, Current History Student
Required Materials Include:
- online 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 professional letters of reference each attached to a completed Graduate School reference report form; and
- Graduate Record Examination (GRE) taken within the previous five years. The High Point University GRE Code is 5293.

Prerequisite: None

Comprehensive Examinations: None

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

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 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 5560 Early Modern Europe
- HST 5570 Revolutionary Europe
- HST 5580 Modern Europe
- HST 5590 Military History
- HST 5600 Great Military Leaders
- HST 5660 Modern Asian
- HST 5700 Colonial African
- HST 5720 Modern Middle East History

Electives (6 hours)
- Additional History courses
- HST 5900 Independent Research

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 be 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 2901 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

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, economy, 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, culture 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 it 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 Research (3)
This course is for degree-seeking students who desire to conduct preliminary research before enrolling in HST 5980.

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 5080 and two writing seminars.

HST 5980a | Thesis Continuation (0)
Required fee registration when additional time is needed to satisfy the requirements for HST 5980.

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 5980.

HST 5990a | Thesis Continuation (0)
Required fee registration when additional time is needed to satisfy the requirements for HST 5990. Prerequisites: HST 5980 and HST 5990.
The Master’s Degree in Strategic Communication at High Point University provides students the foundation to create, implement, and evaluate communication campaigns, programs, and training seminars. In addition to coursework in either Health Communication or Public Relations, students graduate with mastery level knowledge in three areas: the theories that explain why and how messages work; the technical and production skills to create campaign materials; and the research skills to evaluate the success of the campaign.

**Degree:** Master of Arts

**Admission Term:** Fall (August), Spring (January) or Summer (June)
**Deadlines for Application Materials:** All application materials must be received or postmarked by the following deadlines. Applications receive primary consideration when completed by the priority deadline of March 15, 2013. Applicants who do not meet the priority deadline, but still wish to be considered for Fall admission may submit applications by the final deadline of June 15, 2013. The deadline for Spring 2014 is November 15, 2013 and the deadline for Summer 2014 is March 31, 2014.

**Application Requirements:** An official transcript from all colleges attended (including High Point University) showing a 3.0 cumulative GPA.

**Required Materials Include:**
- online application with a nonrefundable $50 application fee;
- an official transcript from all colleges attended (including High Point University);
- professional resume;
- personal statement that addresses the applicant’s interest in the program, experience in strategic communication, and career goals (3-5 pages);
- three professional letters of reference each attached to a completed Graduate School reference report form.

**Prerequisite Work:** None  
**Comprehensive Examinations:** None  
**Class Time:** 6:00 pm – 9:00 pm

**Program of Study (35 semester hours)**

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

**Core Courses: (14 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 5000</td>
<td>Strategic Communication Theories, Practices, and Ethics</td>
</tr>
<tr>
<td>COM 5002</td>
<td>Persuasion and Media Effects</td>
</tr>
<tr>
<td>COM 5005</td>
<td>Practicum in Strategic Communication</td>
</tr>
<tr>
<td>COM 5100</td>
<td>Research Methods</td>
</tr>
<tr>
<td>COM 5900</td>
<td>Strategic Communication Project</td>
</tr>
</tbody>
</table>

**Methods: (3 hours)**

Choose one

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 5110</td>
<td>Qualitative Methods and Analysis</td>
</tr>
<tr>
<td>COM 5120</td>
<td>Quantitative Methods and Analysis</td>
</tr>
<tr>
<td>COM 5130</td>
<td>Mixed Methods and Analysis</td>
</tr>
</tbody>
</table>

**Technology: (6 hours)**

Choose two courses from one concentration area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 5200</td>
<td>Message Design and Production</td>
</tr>
<tr>
<td>COM 5210</td>
<td>Video and Audio Production</td>
</tr>
<tr>
<td>COM 5220</td>
<td>Current Trends in Communication Technology</td>
</tr>
<tr>
<td>COM 5250</td>
<td>Topics in Technology for Strategic Communication</td>
</tr>
</tbody>
</table>

**Electives: (6 hours)**

- COM 5601 Organizational Communication
- COM 5602 Organizational Analysis and Training
- COM 5603 Interpersonal Communication
- COM 5604 Intercultural Communication
- COM 5699 Special Topics in Communication

Any graduate course in another program with the permission of the director of the other program and permission of the graduate student’s program of study committee.

*Any additional course in the Strategic Communication program that does not fulfill a requirement.
Open only to selected High Point University students

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

Admission Term: Fall (August) Senior Year Only

Deadlines for Application Materials: Current HPU undergraduate students interested in the B.A. to M.A. program will apply directly to the Nido Qubein School of Communication during February of the Spring term of their Junior year. If accepted, they will begin B.A. to M.A. classes the Fall of their Senior Year. To complete the admissions process, students will then apply to the Norcross Graduate School by March 31 of the Spring term of their Senior year and if approved after a second admissions review, will start official graduate level courses during the summer term following their undergraduate graduation.

Required Materials Include:
Step I (Junior Year — Apply to School of Communication)
• School of Communication Application;
• School of Communication B.A. to M.A. program essay;
• 2 School of Communication reference forms completed by undergraduate professors at HPU (forms provided);
• Unofficial High Point University transcript with a minimum of 3.0 GPA
Program of Study (35 semester hours)

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

Senior Year Classes (9 hours):

- **COM 4996/5000** Strategic Communication Theories, Practices, and Ethics
- **COM 4997/5002** Persuasion and Media Effects
- **COM 4998/5100** Research Methods

Core Courses: (5 hours)

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

Methods: (3 hours)

Choose one

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

Technology: (6 hours)

Choose two from concentration area

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

Electives: (6 hours)*

- **COM 5601** Organizational Communication
- **COM 5602** Organizational Analysis and Training
- **COM 5603** Interpersonal Communication
- **COM 5604** Intercultural Communication
- **COM 5699** Special Topics in Communication

Choice of Concentration: (6 hours)

Choose two from concentration area

**Health Communication**

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

**Public Relations**

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

Any graduate course in another program with the permission of the director of the other program and permission of the graduate student’s program of study committee.

*Any additional course in the Strategic Communication program that does not fulfill a requirement

COURSE DESCRIPTIONS

**COM 4996/5000** Strategic Communication Theories, Practices, and Ethics (3)

This course provides a general overview to the theories and practices of strategic communication. Emphasis is placed on understanding how strategic communication can influence public opinion and audience behavior. Students will examine real and hypothetical situations in health communication and public relations and will critically analyze them by applying best practices. Students will also examine how the First Amendment and communication law influences strategic communication campaigns and the ethical implications of campaigns and strategic communication.
COM 4997/5002 | Persuasion and Media Effects (3)
The primary goals of this course are to examine major theoretical perspectives and empirical evidence about what convinces an audience to take action after processing a message and how media influence what people think about. Special attention will be paid to how people underestimate the effect of persuasion and media on themselves. Students will analyze and evaluate existing public relations and health communication campaigns.

COM 5005 | Practicum in Strategic Communication (1)
The goal of this class is to have students gain practical experience in strategic communication. Options include internships in public relations or health organizations, research internships, or on the job experience. Students may also opt to take a course outside their designated track. Credit/No Credit

COM 4998/5100 | Research Methods (3)
Students will learn how to review and evaluate quantitative and qualitative research. Attention will be paid to evaluation methods, including surveys, experiments, focus groups, and interviews. Students will design individual research projects and needs analyses and develop skills in reading, writing, and reporting research.

COM 5110 | Qualitative Methods and Analysis (3)
Apply learned concepts to develop relevant research questions, design a qualitative project, collect, organize and index data, and analyze findings to make convincing arguments with qualitative data.

COM 5120 | Quantitative Methods and Analysis (3)
The purpose of this course is to provide understanding and skills in quantitative research methods in strategic communication study, with main emphasis on the statistical methods most commonly used in communication research. Quantitative research methods are those in which concepts are operationalized as variables expressed in numerical form.

COM 5130 | Mixed Methods and Analysis (3)
This course presents a brief overview of research paradigms with a particular emphasis placed on formulating research questions, methods, and analysis appropriate for a mixed method/model approach to communication and evaluation research.

COM 5200 | Message Design and Production (3)
Students develop message campaigns for specific corporate and non-profit audiences and learn how to reframe and deliver the messaging appropriately across a variety of technological interfaces: traditional outlets, web sites, web video, social media, and Twitter.

COM 5210 | Video and Audio Production (3)
Students learn to write and produce projects that support the needs of specific strategic communication audiences using the latest in high definition digital video and audio technology. The coursework focuses on development of effective craft and message design skills necessary in producing corporate image videos, press conferences, video news releases and promotional messages.

COM 5220 | Current Trends in Communication Technology (3)
Topics include creating usable and credible websites and effective internet advertising. The course will also examine blogs, social networking, and digital journalism. The digital age will be explored through primary research across a range of subjects including public relations, political communication, and health communication. Hands on experience with Dream Weaver software is emphasized.

COM 5250 | Topics in Technology for Strategic Communication (3)
Focusing on the latest technological developments used in reaching audiences and presenting information, students examine their impact on society, on corporate culture and on the audiences served. Students consider, not only technology and its effective use, but also the economic and ethical implications technology places on the workday world. Topics may include social media, the use of game design software in the simulation of strategic communication programs, the impact of iPad and iPhone technology on the way people use and process information, or the use social networking to link people, interest groups, organizations.

COM 5300 | Health Communication Research and Strategies (3)
This course provides a general overview to the history of health communication research and practice. After analyzing existing health communication research and campaigns, students will be able to identify the stages and best practices of campaign design, implementation, and evaluation. This course will explore health risk prevention and health promotion media campaigns, community based approaches to health communication, and media effects of campaigns.

COM 5310 | Culture and Health Communication (3)
Students taking this course will be expected to develop an understanding of the ways in which culture interacts with health, illness, and health care. Health promotion, risk prevention, the role of mass media, popular culture and advertising will be emphasized. Each student will investigate how health communication practices are enacted in specific cultural contexts.

COM 5320 | Interpersonal Health Communication (3)
This course examines how interpersonal relationships are affected by and affect health and communication patterns. Attention will be paid to provider/patient interaction, social support, and interpersonal issues in behavior change. Techniques for enhancing communication and relationships within the health context will be discussed.

COM 5330 | Health Communication Campaigns (3)
Using examples of current and past communication campaigns in the United States and other parts of the world,
this course provides students an opportunity to think about what does and does not work with health communication campaigns. By integrating theory and practice, and using principles of community-based participatory research, students will apply these concepts to create and implement a local health communication campaign.

**COM 5350** | Topics in Health Communication (3)
In this course, instructors will address a variety of topics and current trends in health communication research and practice.

**COM 5400** | Public Relations Research and Strategies (3)
This course provides a general overview to public relations history and practices. Specific topics examine media planning and buying strategies, strategies for advocating for social causes, and campaign management.

**COM 5410** | International and Intercultural Public Relations (3)
This course examines the problems and opportunities presented when strategic communication activities cross international and intercultural borders. This course applies intercultural communication theory to individuals, groups, organizations, and nations and demonstrates how culture can affect personal, national, and international understanding, beliefs, and behaviors.

**COM 5420** | Crisis Communication (3)
This course provides students with a fundamental understanding of crisis management, risk communication and media relations in multiple contexts. It introduces students to crisis management principles, strategies, tactics, and communications methods.

**COM 5430** | Public Relations Campaigns (3)
This course combines reality-based and conceptual approaches to campaign developments to provide students with the intellectual tools needed to assume senior management or outside counsel roles in developing and implementing fully integrated communications programs. Students will prepare for campaign management by asking and answering appropriate questions about goals, activities, management, and measurement.

**COM 5450** | Topics in Public Relations (3)
In this course, instructors will address a variety of topics and current trends in public relations research and practice.

**COM 5600** | Independent Research (1-3)
Provides students with an opportunity to explore an area of interest related to strategic communication research or the design and development of messages. The student and instructor agree upon specific requirements. Registration is by consent of instructor and program director and requires the completion of the independent research proposal.

**COM 5601** | Organizational Communication (3)
Intensive survey of classical and contemporary organizational communication theory emphasizing current research trends. Advanced readings in such topics as organizational innovation, intercultural organizations, critical theory applications to organizations, computer mediated communication, and employee participation.

**COM 5602** | Organizational Analysis and Training (3)
Identification and analysis of communication problems in organizations. Attention to problems and requirements of communication training and development in organizational settings. Students will conduct a needs analysis and develop an training program for an organization.

**COM 5603** | Interpersonal Communication (3)
Theories and research on the components and dynamics of interpersonal interaction and comparative analysis of approaches to study of interpersonal communication. Students will learn the skills in managing complex interpersonal situations.

**COM 5604** | Intercultural Communication (3)
Theories and evidence on factors that facilitate and inhibit communication between representatives of different cultural groups, across national boundaries, and among people of different ethnic backgrounds.

**COM 5609** | Special Topics in Communication (1-2)
This course is reserved for special topics that do not warrant a full-semester of study. Courses will focus on particular issues relevant to students and may be offered in alternative formats (half semester; weekends; one-week). Topics may focus on particular methods, technology, or content.

**COM 5900** | Strategic Communication Project (4)
The capstone experience in the graduate program. Under the mentoring of a faculty committee, students will initiate a project employing strategic communication theories and principles to solve an actual problem.

**COM 5901** | Strategic Communication Project II (0)
For students who want to continue their strategic communication project. No credit.

**COM 6610** | Applied Strategic Communication Practices (3)
This course focuses on creating an effective communications plan that develops a powerful brand and defines the essential vision and message of the organization. Available communications methodologies will be explored and evaluated along with a special emphasis on the use of technology in strategic communications and messaging. Candidates will have the opportunity to explore strategic communication from the role of the superintendent as chief communicator. Spring, Year 2. For students enrolled in the Ed. D. program only.
**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 for Strategic Business Planning. B.S., M.S.

Christopher H. Dudley, 1999, Vice President and Chief of Staff. B.S., M.S.

Craig D. Keilitz, 2008, Athletic Director. B.A., M.S.

Donald A. Scarborough, 2000, Vice President for Community Relations. B.A., M.A.Ed., Ed.D.

Gail C. Tuttle, 1985, Vice President for Student Life. B. Bus., MPA.

**NORCROSS GRADUATE SCHOOL**

Tracy Collum, 2002, Associate Dean of Graduate Enrollment Management. B.S., M.S.

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

Tara Shollenberger, 2007, Graduate School Operations Manager, B.A., M.S.


**FACULTY**

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


Jane C. Bowser, 2007, Assistant Professor of Education. B.S., High Point University; M.S., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro.

Matthew E. Brophy, 2010, Assistant Professor of Philosophy. B.A., University of California at Santa Barbara; M.A., California State University; Ph.D., University of Minnesota.


Leslie Cavendish, 2011, Assistant Professor of Education. B.A. Central College; M.A., Ph.D., University of Iowa.

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

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

Carol Davis (2011), Instructor of Communication. A. B. Bryn Mawr; J.D. Case Western Reserve.

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


Nahed M. Eltantawy, 2008, Assistant Professor of Communication. B.A., M.A., American University in Cairo; Ph.D., Georgia State University.

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.

Paul R. Forshey, 2012, Assistant Professor of Management. B.S., M.Ed., The Pennsylvania State University; Ph.D., University of Wisconsin – Milwaukee.

Katherine Fowkes, 1993, Professor of Communication. B.A., Reed College; M.A., Ph.D., University of Texas.

Edward J. Fuselier, Jr., 2009, Assistant Professor of Mathematics. B.S., Southeastern Louisiana University; Ph.D., Texas A&M University.
Jenny G. Fuselier, 2009, Assistant Professor of Mathematics. B.S., Ph.D., Texas A&M University.

James L. Goodman, 2009, Assistant Professor of Communication. B.S., High Point College; M.B.A., University of Georgia; M.F.A., University of North Carolina at Greensboro.

Adam Graham-Squire, 2011, Assistant Professor of Mathematics. B.A., Whitman College; M.S., Ph.D., University of North Carolina at Chapel Hill.

Linda Gretton, 2011, Assistant Professor of Communication. B.S., Boston University; M.A., Northeastern University; Ph.D., University of North Carolina-Greensboro.

Stefan Hall, 2012, Associate Professor of Communication. B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., Bowing Green State University.

Robert T. Harger, 1996, Professor of Mathematics. B.S., Appalachian State University; M.A., Wake Forest University; Ph.D., North Carolina State University.

Bobby L. Hayes, 1998, Assistant Professor of Communication. B.A., Mars Hill College; Ph.D., Walden University Institute for Advanced Studies.

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

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

Ron Lamb, 2004, Associate Professor of Mathematics. A.S., Sandhills Community College; B.S., M.S., Virginia Commonwealth University; Ph.D., North Carolina State University.

Bradley J. Lambert, 2009, Assistant Professor of Communication. B.A., University of North Carolina at Chapel Hill; M.A.T., Vanderbilt University, M.F.A., American University.

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, 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 Greensboro.

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


Donald L. Martin, Jr., 2013, Professor of Education. B.S., Duke University; MAT, Duke University; Ed.D., University of Kentucky.

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

Virginia M. McDermott, 2010, Associate Professor of Communication. Coordinator of Communication Graduate Programs. B.A., The College of New Jersey, M.A., Texas State University; Ph.D., University of Illinois at Urbana-Champaign.

Charisse McGhee-Lazarou, 2011, Assistant Professor of Communication. B.A., Oberlin College; M.A. Harvard University.


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

Tjai M. Nielsen, 2012, Associate Professor of Management. B.S., Virginia Polytechnic Institute and State University; M.A.Ed., Western Carolina University; Ph.D., University of Tennessee.

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

Lindsay C. Piechnik, 2011, Assistant Professor of Mathematics. B.A., Duke University; M.A., M.Phil., Ph.D., Columbia University.

Laurence J. Quinn, 2013, Assistant Professor of the Practice – Marketing. A.B., Fordham University; M.B.A., American University.

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

Ross Roberts, 2010, Assistant Professor of Accounting. B.S., North Carolina A&T State University; M.S., University of Delaware; Ph.D., Drexel University.

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

Suryadipa 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.

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

Patricia M. Swafford, 2012, Associate Professor of Management. B.S., M.S., Clemson University; Ph.D., Georgia Institute of Technology.

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

James Y. Trammell, 2008, Assistant Professor of Communication. B.A., Asbury College, M.A., University of Georgia; Ph.D., University of Iowa.

R. Wilfred Tremblay, 2007, Dean of the Nido R. Qubein School of Communication, Professor of Communication. B.S., Arkansas State University; M.S., Boston University; Ed.D., University of Pittsburgh.

Sarah F. Vess, 2011, Assistant Professor of Education, B.S. Western Carolina University, M.Ed. University of Georgia, Ed.D. University of Georgia.

Kara Dixon Vuic, 2012, Associate Professor of History. B.A., Marshall University; M.A., Indiana University; Ph.D., Indiana University.


Laurie M. Zack, 2007, Assistant Professor of Mathematics. B.S., University of Arkansas; M.S., Ph.D., North Carolina State University.
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 Norcross Graduate School office. An application is not considered complete until all materials are received by the Graduate School. All application materials must be postmarked by the deadline stated by each of the respective programs. Meeting requirements does not ensure acceptance for admission. All Graduate admission decisions are final.

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

- **Approved for Admission.** Applicants submit an Acceptance of Admission form and pay the nonrefundable $100 ($200 for international applicants) matriculation deposit online within 30 days of acceptance. 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.

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.

Degree Admission

**Masters Programs**
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.

**Doctoral Programs**
Degree admission is for students who desire to complete the requirements for a High Point University doctoral degree. Applicants must have or will complete, prior to starting graduate study, a bachelor’s degree (four year equivalent) and Master’s degree from a regionally accredited university. Further, applicants should have a least a 3.0 GPA on a 4.0 scale for the Master’s degree. 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 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. All application materials must be received by the program deadline to be reviewed for the term applied.

Questions about the application process should be directed to graduate@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
For the program of interest, see the program section of the Graduate School Bulletin for the required materials.
Enrollment in Another Institution
High Point University graduate students are expected to complete all graduate course work at High Point University. For consideration under very special circumstances, an application to enroll in another institution must be approved by the Associate Dean of Graduate Enrollment Management 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 coursework completed at another institution must be equivalent to the same coursework offered at High Point University.
- 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.

International Applicants
- Certificate of Financial Support: All international applicants must provide proof of sufficient resources to cover educational and living expenses during their pursuit of the degree. A Certificate of Financial Support, outlining financial support available and verification of the support, must accompany the application for admission.
- Credential Evaluation (if applicable): For all work completed in a college or university outside the United States, a detailed credential evaluation (showing English translation of courses, grades, GPA, degree equivalency, and more) must be sent directly to the Norcross Graduate School from an appropriate agency (e.g., WES).
- Test of English as a Foreign Language (TOEFL) scores must be submitted and be no more than two years old. A minimum score iBT of 94 (paper version score of minimum of 587), and an interview may be required. However, the TOEFL is not a requirement for applicants who are from countries where English is the official language of instruction or who received a degree from a college or university in the United States. An International English Language Testing System (IELTS) may be submitted. IELTS score must be no more than two years old and a minimum score of 7.0 is required. Testing should be completed far in advance of the desired admission term.
- Copy of Visa or Permanent Resident Card

Inquiry About Application Materials
Applicants may monitor the receipt of their application materials through the application portal online.

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 classified as non-degree are allowed to take a maximum of six semester hours.

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

- Online application with an application fee (nonrefundable $50; cannot be waived);
- Transcripts: 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;
- Non-Degree Essay;
- One professional reference report on form provided; and
- 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)

Orientation

All first-time graduate students at High Point University are required to participate in Graduate Orientation at the beginning of their first term of graduate enrollment. The event is an introduction to University staff, services and policies. It is during Orientation that new graduate students meet program directors, register and pay for upcoming courses, and obtain ID cards and parking permits.

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.

Time Limitation for a Degree

A Master’s degree must be completed within five calendar years and a Doctoral degree (Ed.D.) must be completed within six calendar years from the date of the first enrollment in any graduate level course. Additional time is not granted for having started in non-degree status. Failure to complete requirements within the time limitation may result in loss of opportunity for the degree.

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.

Transfer of Credit

Graduate credit earned at another institution is not transferred automatically. Students in degree programs that consider transfer of credit may submit an application for transfer of credit to the Graduate School during their first term of graduate enrollment. The Application for Transfer of Credit is accessible through the Graduate School 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 equivalent to coursework offered by High Point University to fulfill 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 Associate Dean of Graduate School Enrollment Management.

Use of Application Materials

All application materials become the property of the Graduate School and cannot be forwarded, 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.
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, 2013 through May 31, 2014. All charges are subject to change without notice.

2013-2014 Admission Fees (Nonrefundable)

- **Application**: $50
- **Matriculation Deposit***: $100 (Due within 30 days of acceptance)
  - $200 (international students)

*The matriculation deposit is for an acceptance of admission; it is credited to the account of the applicant for the term of admission only.

2013-2014 Comprehensive Master’s Tuition Fee (per Fall/Spring semester)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,155</td>
</tr>
<tr>
<td>2</td>
<td>$2,095</td>
</tr>
<tr>
<td>3</td>
<td>$3,035</td>
</tr>
<tr>
<td>4</td>
<td>$3,975</td>
</tr>
<tr>
<td>5</td>
<td>$4,915</td>
</tr>
<tr>
<td>6</td>
<td>$5,855</td>
</tr>
</tbody>
</table>

Graduate School Course Continuation = 1/2 of standard tuition fee per credit hour

2013-2014 Comprehensive Doctoral Tuition Fees (per Fall/Spring Semester)

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>$3,065</td>
</tr>
</tbody>
</table>

Late Registration Fee
All currently enrolled graduate students are expected to complete their registration for courses online and by the deadline dates as indicated by the Norcross Graduate School calendar. Currently enrolled graduate students who register after the graduate school registration deadline will be charged a $100 late registration fee.

Room and Board
The University does not offer graduate student housing.

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 is: 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 the drop period as scheduled by the University. Please see the graduate calendar for specific drop deadlines for each course. The official process to drop must be completed in person before the end of the drop period. The only exception is during summer terms in which classes are less than 15 weeks; please adhere to the drop dates on the graduate calendar during these terms.
  - **100% Refund of Tuition**: Before the end of the drop period for the class
  - *Fees that are nonrefundable include: Technology fee (per semester) $156, Graduate Student Association (per semester) $5, Parking Permit (per year) $100 first permit, $500 second permit and Graduation Fee $85

- **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 Calendar
The 2013-2014 Academic Calendar is available to all students on the Graduate Website and in the current Graduate bulletin.

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, A-, B+, B, 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+, C or C-” is earned or the GPA is below 3.0.
• All grades earned in Master’s graduate courses are considered in the determination of academic dismissal. All grades earned in the Doctoral graduate courses are considered in the determination of academic dismissal. Only degree-seeking students are eligible to appeal academic dismissal.

Active Graduate Student Status
Current University graduate registration gives a student active graduate student status. When a graduate student does not have current graduate status, 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.
General Policies

Appealing Decisions
Students have the right to appeal decisions. Appeals must be in writing, must state the grounds for the appeal and must provide supporting evidence. Appeals must be initiated within ten days of the time that the action is made known to the student by the appropriate office. Appeals must be addressed in writing at each level of appeal and must follow the outlined hierarchy. 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. The decisions of the Executive Committee will be final. An appeal does not guarantee a change in the decision.

The following are processes and hierarchies in which a student must follow for the appeal/dismissal processes:

Grading Appeals:
1. Faculty member who awarded the grade;
2. Department Chair;
3. School Dean;
4. Provost and Vice President for Academic Affairs;
5. President of the University

Dismissal or Expulsion for Conduct Reason Appeals:
1. Vice President for Student Life; and
2. President of the University

Academic Dismissal Appeals:
1. Associate Dean of Graduate Enrollment Management;
2. Provost and Vice President for Academic Affairs;
3. President of the University

Bookstore
The campus bookstore is located on the second floor of the Slane University Center. You may contact them at 336-841-9221 or bookstor@highpoint.edu. Books are ordered online only and then delivered to the bookstore location in the Slane Student Center within 24-48 business hours.

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.

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

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.

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

Weather Cancellation of Classes
Decisions regarding evening programs are made independently of the day program. Announcements of class cancellations are made by 3 p.m. on the weekday in question. Announcements are made on the High Point University home page and are sent to University and off campus e-mail accounts of the student. Students may enroll in High Point University’s emergency text messaging service as well to receive weather alerts.
Process of Registration
Registration for graduate classes will be available several weeks prior to the first night of classes (see Graduate School Calendar for specific registration dates). During this time students must login to their MYSTUFF account and register for classes. The only exception to this process is students who are registering for practicum, thesis or capstone related courses and must complete the approval form with the appropriate signatures and turn this into the Norcross Graduate School Office. Once the stated registration period is over the student will not be able to make any changes or drop any classes online. All changes will have to be made in the Norcross Graduate School Office, beginning the first week of class.

Students who do not register for any classes online will have to late register in the Norcross Graduate School Office in person the first week of classes. A $100 late fee will be applied to late registration.

Any student unsure about what classes to enroll in should meet with his/her program director or adviser.

Web Registration
Registering for classes is done online during open periods and is managed through the Norcross Graduate School. Schedules of course offerings are published on the Graduate School’s website, www.highpoint.edu/graduate. Late registration (after web registration has ended) will result in a $100 late registration fee. This fee is not covered in the comprehensive fee payment.

Adding a Class
Adding a class is permitted within the dates set forth in the graduate calendar. The official process to add a class must be completed by the student in the Norcross Graduate School office.

Dropping a Class
The official process to drop a class must be completed by the student in the Norcross Graduate School office before the deadline posted on the graduate calendar. 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 withdraw from a class, and receive a "W" grade.

Withdrawing from a Class
A grade of "W" is assigned to a class for which the withdrawal process was completed during the designated withdrawal period. The official process to withdraw from a class must be completed by the student in the Norcross Graduate School office by the deadline. A student who does not complete the official process to drop a class is subject to academic and financial consequences.

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, if completed within the dates listed in the Graduate School Calendar.

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

Repeating a Course
Any course with a failing grade (i.e. F) 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.
Grading
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. Beginning with the Fall 2013 semester, the graduate school will begin to allow plus/minus (+/-) grades to be submitted. Each individual instructor may decide whether to utilize plus/minus grades within their respective grading systems for each course. Students should review course syllabi to determine the grading scale and options for each enrolled course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>A –</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>B –</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>C –</td>
<td>1.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>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.</td>
</tr>
<tr>
<td>IN</td>
<td>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.</td>
</tr>
<tr>
<td>CR</td>
<td>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.</td>
</tr>
<tr>
<td>NC</td>
<td>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.</td>
</tr>
<tr>
<td>AU</td>
<td>Audit is awarded for enrollment in a course for no credit. The grade of AU cannot be changed to a credit grade.</td>
</tr>
<tr>
<td>W</td>
<td>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.</td>
</tr>
</tbody>
</table>

Credit Toward a Degree
Students may not enroll in courses outside of their program of study for credit toward their degrees unless specifically outlined in the program of study. Specific programs allow for elective courses. Students who wish to enroll for an elective outside their program may do so only with the Program Director’s permission.

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.

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

A Thesis/Dissertation Committee is mandatory for the Thesis/Dissertation requirement. The Thesis/Dissertation Committee should be put together prior to enrolling in the first Thesis/Dissertation course. If a student is unable to form a Thesis/Dissertation Committee, the student is unable to move forward with the thesis/dissertation requirement for their degree. The student will need to withdraw from the academic program if they are unable to move forward with the thesis/dissertation requirement.

Capstone

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

- **Capstone Manuscript**: A capstone manuscript is organized and written under the supervision of a Capstone Committee, which includes a Chair and Members. It should exemplify excellence in content and format and follow Graduate School guidelines.
- **Capstone Defense**: A capstone defense should be scheduled only after the written manuscript is approved by the student's Capstone 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 Capstone Written Manuscript into the Graduate School**: Before capstone requirements can be considered satisfied, the manuscript must be approved by and accepted into the Graduate School.

Student Loads

To be considered a graduate student, enrollment must be in graduate courses. Financial aid regulations set specific enrollment standards for full-time (6 hours) and part-time (fewer than 6 hours) student status. Ordinarily, nine hours per semester allows students to complete their programs of study in two years. A course load of more than twelve hours a semester must have the prior approval of the appropriate Program Director. International students are required to maintain a twelve-hour course load per semester.

Students, except International and those with F-1 status, have the option of full-time or part-time loads.

Graduation Policies

Graduation (Completion of Degree Requirements)

Degrees are awarded in August, December and May with one commencement ceremony each year. A student should apply for graduation one term before all requirements for a degree will be completed. When this is done, the transcript will show the graduation date as occurring in August, December or May based on completion date.

The graduation application is online at highpoint.edu/graduate. To apply, the student should download and return the completed form 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 after the term is completed that a student receives notice that graduation was approved or denied.
Graduation Approval
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.

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

Second Master’s Degree
Students cannot apply credits earned in one master’s degree toward a second master’s degree.

ACADEMIC SUPPORT SERVICES

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.

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

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

Counseling Services
The Counseling Center is located on the 3rd floor of the Slane Center. Counselors can assist with transition issues, relationship issues, anxiety, depression, eating disorders, sexuality issues, trauma, substance abuse, grief, stress, and time management issues. To make an appointment email the Counseling Center at counseling@highpoint.edu or contact Lynda Noffsinger, Director of Counseling Services, at 336-888-6352.

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

- The HPU Passport is an identification card that allows students access to buildings and into events. The Passport is created in the Security office. Registering continuously and ahead of time for each term ensures that the Passport remains active allowing access to buildings.

The High Point University campus is open daily from 6 am – 10 pm. When campus is closed a valid HPU Passport must be presented for access to campus. All academic and administrative buildings are open Monday – Friday from 8 am – 5 pm. Graduate students may access academic buildings with their Passport until 10 pm. Additional academic building access is available with faculty approval. Access matters may be addressed by calling 336-841-9142 or at the Security Service Center (SSC) in the University Center. The SSC can also assist you with Passport issues, decal issuance, lost or found items, or filing a report.

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

All graduate students who park a vehicle on main campus are required to register their vehicle(s). Students may begin registration online then pick up their decals from the University Center 1 lobby Security Service Center. A valid state registration must be present at time of decal acquisition unless said vehicle was previously registered. The first registration cost is included in fees. There is a $500 fee for every other, concurrently registered vehicle. There is no charge for a replacement set of decals provided 1) the old decal pieces are presented, or 2) official documentation is presented that demonstrates the vehicle or decals are no longer in play. Students are prohibited from parking in Visitor, Student Health and Reserved parking spaces Monday – Friday between 7am to 5pm. Service & Delivery and Security parking spaces are reserved 24 hours a day. Parking/traffic citations may be appealed via an online process at www.highpoint.edu/parking. Appeals must be submitted within seven days of the receipt of citation. Visit the HPU Security parking Terms & Conditions in Blackboard under Register a Vehicle for complete details.
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 69 buildings, is attractively landscaped, the full-time teaching faculty numbers 232, and over 4,000 students are enrolled in a wide variety of daytime, evening, and summer programs.

The Methodist Protestant Church, which is now part of The United Methodist Church, first became active in educational pursuits in North Carolina in the middle of the 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. TheMillis 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.

During the past six years, HPU has invested $700 million in academics, facilities, student life, technology, and scholarships. The original 92-acre campus has grown to 300 acres—with 45 new academic, residential and student life buildings, two new athletic stadiums and a field house. The result is an engaging environment that encourages students to excel.
New facilities for 2013 include the $10 million, LEED-certified, School of Education and the Centennial Square residential community to house 300 students and features a learning commons and fitness facility. In addition to the campus growth, HPU is recognized for excellence for the following:

- U.S. News and World Report ranks High Point University No. 1 among regional colleges in the South and No. 1 among “Up-and-Coming” Schools.
- *Forbes* ranks HPU in its top list of America’s Best Colleges.
- *Parade Magazine* puts the university on it’s A-List of Large Private Colleges.
- HPU is on the John Templeton Foundation *List of Colleges that Encourage Character Development*.
- HPU is honored as a College of Distinction for exemplary commitment to the Four Distinctions: Engaged Students, Great Teaching, Vibrant Communities and Successful Outcomes.
- HPU is the only university in North Carolina and one of 110 in the world designated as an “All-Steinway School.”
- The Sierra Club recognized HPU as one of the top “greenest” schools in the country.
- HPU is designated as a “Tree Campus USA” college.

The University reserves the right to make changes in the requirements, procedures, courses, fees, and matters of policy announced in this publication should circumstances necessitate it. Whenever possible, adequate notice of changes will be given.

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.

Norcross Graduate School
The Graduate School provides services that are essential to students’ 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 graduate@highpoint.edu.

Graduate School Bulletin
The High Point University 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. If it is determined that changes need to be made to the content of the Bulletin following its publication, those changes will be reflected in the online version of the Bulletin. Where discrepancies exist between the paper and online versions of the Bulletin, the online version will be regarded as the correct version.

Bulletin of Record
All graduate students will satisfy curriculum requirements for graduation as found in the High Point University Graduate Bulletin. The default graduation curriculum requirements are determined by the bulletin associated with the student’s year of entry. The Graduate School Bulletin becomes effective at the beginning of the fall semester of the academic year. The date of entry is maintained as long as studies are not interrupted for a period of greater than one calendar year. However, a student is allowed to request a change of bulletin to the year of graduation. The Bulletin Change form can be requested through the Norcross Graduate School office. The Bulletin Change form must be completed and submitted with the Application for Graduation to the Norcross Graduate School no later than deadline stated in the Graduate School Academic Calendar.

The Norcross Graduate School will submit the request form to the appropriate department faculty for approval. If approval is granted, the bulletin on record will be updated and requirements adjusted on the student’s degree audit. If the request is not granted, the student must comply with the original degree requirements as stated on the degree audit and original bulletin of record.

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.
CODES OF CONDUCT

High Point University is an academic community which seeks to be open, just, disciplined, caring, and celebrative. In support of this goal and with the assistance of the Student Government Association, the University Honor Code and Uniform Conduct Code have been established.

University Honor Code

University students have the right and responsibility to live and learn in an environment free from fraudulence and dishonesty. Therefore, the Student Government Association has developed the High Point University Honor Code which has been officially adopted in a student referendum and endorsed by the faculty and by the Board of Trustees. The Honor Code affirms 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 encouraged to report a violation of the University Honor Code.

Uniform Conduct Code

Although the University is not a parent, it does expect mature, responsible, adult behaviors both on campus and off. While the University regards each student as a responsible adult, it reserves the right to administer established sanctions, including, but not limited to, dismissal or expulsion from the University, for what the University perceives to be incompatibility with established goals or standards. Furthermore, the University reserves the right to require the withdrawal of any student for behavioral or emotional reasons. In all cases, the University will be guided by principles of charity, fairness, and reason; and the student will have the right of appeal.

In the event that a student is excluded from University facilities and in cases of dismissal or expulsion, any 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.

Students are expected to obey municipal, state, and federal laws. Violations of such laws may be referred to appropriate law enforcement agencies, but the University may also impose disciplinary sanctions as described in the Guide to Campus Life.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2013 – 2013FGR</strong></td>
<td></td>
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<tr>
<td>New Student Orientation</td>
<td>August 10</td>
</tr>
<tr>
<td>Graduate Courses Begin</td>
<td>August 19</td>
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<tr>
<td>Drop dates begin</td>
<td>August 27</td>
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<tr>
<td>Labor Day – No classes</td>
<td>September 2</td>
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<tr>
<td>Last date to apply for December Graduation</td>
<td>September 27</td>
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<tr>
<td>Last date to &quot;W&quot;</td>
<td>October 25</td>
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<tr>
<td>Registration Open for Spring Courses</td>
<td>November 1 – December 27</td>
</tr>
<tr>
<td>Last date to submit Thesis/Capstone Project to the Graduate Office for December Graduation</td>
<td>November 27</td>
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<tr>
<td>Thanksgiving Holiday – No classes</td>
<td>November 27 – 29</td>
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<tr>
<td>Fall Exams</td>
<td>December 9 – December 12</td>
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<tr>
<td><strong>Spring 2014 – 2014SGR</strong></td>
<td></td>
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<tr>
<td>New Student Orientation</td>
<td>January 4</td>
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<tr>
<td>Classes Begin</td>
<td>January 6</td>
</tr>
<tr>
<td>Drop dates begin</td>
<td>January 14</td>
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<tr>
<td>MLK Jr Day – No Classes</td>
<td>January 20</td>
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<tr>
<td>Registration open for summer courses</td>
<td>March 1 – May 2</td>
</tr>
<tr>
<td>Registration open for fall courses</td>
<td>March 1 – July 25</td>
</tr>
<tr>
<td>Last date to “W”</td>
<td>March 14</td>
</tr>
<tr>
<td>Last date to submit Thesis/Capstone Project to the Graduate Office for May Graduation</td>
<td>April 18</td>
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<tr>
<td>Exams</td>
<td>April 28 – May 1</td>
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<td>Commencement</td>
<td>May 3</td>
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<tr>
<td><strong>May Term 2014MTG</strong></td>
<td>May 5 – May 30</td>
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<tr>
<td>Last day to drop/add</td>
<td>May 7</td>
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<tr>
<td>Last date to “W”</td>
<td>May 15</td>
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<tr>
<td><strong>June Term 2014SUG</strong></td>
<td>June 2 – July 25</td>
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<tr>
<td>Summer New Student Orientation</td>
<td>May 31</td>
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<tr>
<td>Last day to drop/add</td>
<td>June 4 (M/W) &amp; June 5 (T/Th)</td>
</tr>
<tr>
<td>Last date to “W”</td>
<td>June 27</td>
</tr>
<tr>
<td><strong>Education June Term 2014SG1</strong></td>
<td>June 2 – June 27</td>
</tr>
<tr>
<td>Last day to drop/add</td>
<td>June 3</td>
</tr>
<tr>
<td>Last date to “W”</td>
<td>June 13</td>
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<tr>
<td><strong>Education July Term 2014SG2</strong></td>
<td>June 30 – July 25</td>
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<td>Last day to drop/add</td>
<td>July 1</td>
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<tr>
<td>Last date to “W”</td>
<td>July 11</td>
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<tr>
<td>Last date to submit Thesis/Capstone Project to the Graduate Office for August Graduation</td>
<td>July 11</td>
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</table>
At High Point University, every student receives an extraordinary education in an inspiring environment with caring people.