

The Beaver College of Health Sciences

The Donald C. Beaver College of Health Sciences

Frederick K. Whitt, Founding Dean

Denise L. Levy, Associate Dean

Gary H. McCullough, Associate Dean

www.healthsciences.appstate.edu

The mission of the Beaver College of Health Sciences is to provide transformative education, conduct collaborative research that advances knowledge and practice in our disciplines, and engage in community service that enhances health and quality of life in our region. To accomplish our mission, the Beaver College of Health Sciences blends diverse health-related disciplines that are committed to:

- Meeting the existing and future health-related workforce needs in our region
- Improving organizations and systems of health and human services throughout NC
- Advancing applied knowledge and practice through research and scholarly activity
- Engaging in partnerships with health and human services agencies and organizations
- Providing socially responsive clinical and community outreach in Northwestern NC
- Implementing collaborative & transformative models of education, research & service

The vision of the Beaver College of Health Sciences is to become the preeminent and most comprehensive academic center for health professions in western North Carolina. We will be recognized nationally for our innovation and collaboration in education, scholarship and service that produces high quality graduates, attracts superior faculty and staff, and transforms health and quality of life for the communities we serve.

Departments

The Beaver College of Health Sciences consists of the following academic units:

Communication Sciences and Disorders

Health and Exercise Science

Nursing

Nutrition and Health Care Management

Recreation Management and Physical Education

Social Work

Degrees Offered

The Beaver College of Health Sciences offers the following degrees: Bachelor of Science (without teacher licensure), Bachelor of Science in Nursing (BSN), and Bachelor of Social Work (BSW). In cooperation with the Reich College of Education, the Beaver College of Health Sciences also offers the Bachelor of Science degree with teacher licensure in Health and Physical Education (K-12).

Admission to the Beaver College of Health Sciences

To be admitted to the Beaver College of Health Sciences, a student must meet the following requirements to officially declare a major:

1. Completion of at least 30 semester hours
2. A grade-point average of at least 2.0 (a GPA of 2.5, with 12 semester hours at Appalachian State University, is required to declare a major in Exercise Science)
3. Credit for RC 1000 or an equivalent course and credit for or current enrollment in UCO 1200 or an equivalent course
4. Admission to one of the majors offered in the College, which may include additional requirements. *Please see the description of admission requirements in the section for the specific department housing the major.*

Students must also seek admission to the major and meet any additional requirements specified for the major. Some degree programs in the Beaver College of Health Sciences are competitive with limited numbers of slots available. Students should carefully review the description in the department of their intended program of study for individual major admission requirements.

Changing Majors/Minors

Students who wish to change, add, or delete a major, minor, or certificate program from the official record should complete a Request for Change form from the college of the program to be changed. This form allows students to change majors, minors, or certificates; add additional majors, minors, or certificates; and delete majors, minors, or certificates. The Beaver College of Health Sciences has made this form available online for current and prospective BCHS students.

Basic Requirements for a Degree

NOTE: *Although the requirements for most degree programs at Appalachian can be met within the minimum of 122 semester hours, the student should be aware that certain programs of study require additional hours. Students are advised to check with the department of their intended major early in their studies. Meeting graduation requirements is the student's responsibility.*

The Beaver College of Health Sciences

Bachelor of Science (without teacher licensure)

To earn the Bachelor of Science degree in the Beaver College of Health Sciences, a student must meet the following requirements:

1. Completion of at least 122 semester hours with a minimum cumulative grade-point average of 2.0* and a major grade-point average of 2.0. (*Athletic Training requires a cumulative grade-point average of 2.5 and a major grade-point average of 2.0.)
2. Completion of the general education requirements
3. Completion of the major requirements from one of the following majors:
 - Athletic Training (*See the Department of Health and Exercise Science.*)
 - Communication Sciences and Disorders (*See the Department of Communication Sciences and Disorders.*)
 - Exercise Science (*See the Department of Health and Exercise Science.*)
 - Health Care Management (*See the Department of Nutrition and Health Care Management.*)
 - Health Promotion (*See the Department of Health and Exercise Science.*)
 - Nutrition and Foods (*See the Department of Nutrition and Health Care Management.*)
 - Recreation Management (*See the Department of Recreation Management and Physical Education.*)
4. Electives to complete at least 122* semester hours. A minimum of two semester hours of electives must be outside the major discipline. [*The following degrees require more than 122 semester hours for graduation: Health Care Management (125 s.h.), Nutrition and Foods (122 s.h. or 124 s.h.).]
5. Completion of residency requirements
6. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

Bachelor of Science (with teacher licensure)

Refer to the Department of Recreation Management and Physical Education for the Bachelor of Science degree with teacher licensure in Health and Physical Education, K-12 (126-128 semester hours).

Meeting graduation requirements is the responsibility of the student.

Bachelor of Science in Nursing

To earn the Bachelor of Science in Nursing in the Beaver College of Health Sciences, the student must meet the following requirements:

1. Completion of at least 124 semester hours with a minimum cumulative grade-point average of 2.5 and a minimum major grade-point average of 2.5
2. Completion of general education requirements (or the RN to BSN required core)
3. Completion of major requirements for the Nursing major (*See the Department of Nursing.*)
4. Students must earn at least a 2.0 ("C") grade in EACH required course in the major
5. Electives to complete 124 semester hours. A minimum of two semester hours of electives must be outside the major discipline.
6. Completion of residency requirements for prelicensure students
7. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

Bachelor of Social Work

To earn the Bachelor of Social Work (BSW) in the Beaver College of Health Sciences, the student must meet the following requirements:

1. Completion of a minimum of 122 semester hours with a cumulative grade-point average of at least 2.5 and a major grade-point average of at least 2.5
2. Completion of general education requirements
3. Completion of major requirements for the social work major (*See the Department of Social Work.*)
4. Students must earn at least a 2.0 ("C") grade in EACH required course in the major
5. Electives to complete 122 semester hours. A minimum of two semester hours of electives must be outside the major discipline.
6. Completion of residency requirements
7. Compliance with regulations concerning the settlement of all expense accounts

Meeting graduation requirements is the responsibility of the student.

Academic Advising

Academic advising for most students in the Beaver College of Health Sciences is provided by the Office of Advising and Academic Support, housed in 102 Edwin Duncan Hall. These trained professionals are available to consult with students regarding questions related to academic programs of study or other concerns affecting academic success. Academic advisors partner with departmental faculty, who work as mentors, to create an advising team which serves as a strong resource for students.

The Beaver College of Health Sciences

In select areas, students are advised solely by faculty members but the Office of Advising and Academic Support still serves as a source of information regarding university and college policy and procedure as well as academic advice, should this be needed. Students are encouraged to meet with advisors and faculty mentors regularly and consistently throughout their academic career. Students pursuing a major in another degree granting college who want to change/add a health sciences major will be required to meet with one of our advisors to develop an academic plan. Declared health science majors who want to change/add/delete and major, minor or certificate should visit our office to begin this process.

Advising and Academic Support also works to develop, enhance, and implement supportive academic services to undergraduate Health Sciences majors. Undeclared students and students in other major programs are also provided with academic services related to classes offered within the college. Students should become familiar with the services provided by the office.

The Office of Advising & Academic Support in the Beaver College of Health Sciences certifies students for graduation; provides academic audits; assists students with special course approval, dropping and adding classes, overload requests; official additions of minors and majors; and responds to inquiries regarding academic policy.

Although academic advising is provided for all students, the final responsibility for meeting requirements for graduation remains with the student. The Office of Advising and Academic Support automatically sends an audit to student upon eligibility to apply or application for graduation (whichever occurs first) and encourages students to review this document thoroughly.

Grade-Point Average Requirements for Graduation

To graduate, a minimum cumulative grade-point average of 2.0 is required (except for teacher licensure, athletic training, social work, and nursing programs, which require 2.5). A minimum grade-point average of 2.0 is also required in the major (2.5 for nursing and social work). Included in the calculation of the major grade-point average are all courses taken in the major department, all courses in the approved program of study/contract/concentration, and all required general education courses. Additional course-level minimum requirements will be listed on programs of study. Teacher licensure programs require a minimum 2.7 cumulative GPA from admission into the teacher education program until graduation, including for admission to student teaching.

Internship and Practicum Programs

The internships and practicums offered in the Beaver College of Health Sciences provide students with opportunities to:

- Learn outside of the regular classroom and gain on-the job experience;
- Experience professional practice required for licensure or certification, while earning academic credit toward their degrees; and,
- Develop personal professional contacts with potential employers.

In the internship or practicum, students work in an appropriate organization related to their course of study. Professionals in the sponsoring organization, in close cooperation with faculty in the student's major department, provide internship instruction. The student's career interests should be considered when the student makes choices regarding their internship placement. In many majors in the Beaver College of Health Sciences, an internship, practicum, clinical training or field experience is required in the program of study. If not required, the internship or practicum may be available as an elective. Students seeking further information should contact their major advisor or their departmental chair.

Scholarships

The Beaver College of Health Sciences offers scholarships to incoming freshmen who intend to major in one of the degree programs of the College. These scholarships are awarded based on the student's SAT, high school performance and leadership, and potential for a career in the health sciences. Additional scholarships are available to upper-division students who have declared one of the majors in the College. These scholarships are awarded by the department in which the scholarship is established based on specific criteria as designated by the scholarship donor or the department. Students receiving scholarships in the Beaver College of Health Sciences must be in good academic standing and make acceptable progress toward completing a degree in the College.

For more information, visit the college's website at www.healthsciences.appstate.edu/student-services/scholarships, or contact either the chair of the department awarding the scholarship of interest or the Dean's Office, Beaver College of Health Sciences, ASU Box 32170, Boone, North Carolina 28608.

Blue Cross and Blue Shield of NC Institute for Health and Human Services

www.ihhs.appstate.edu

Gary H. McCullough, Director

The purpose of the Blue Cross and Blue Shield of North Carolina Institute for Health and Human Services, within the Beaver College of Health Sciences, is to provide multidisciplinary research opportunities, clinical services, and training programs related to public health. Meeting the needs of students, faculty and the regional community, the Institute strives to create and disseminate knowledge through pragmatic research and complimentary experiential learning opportunities with the overarching goal of improving lives through transformative healthcare advances.

Department of Communication Sciences and Disorders (CSD)

Lauren E. Renkert, Interim Chair

Dawn C. Botts

Melissa Bright

Donna M. Brown

Karalee Cole

Jennifer C. Dalton

Jordan Hazelwood

Bliss Hemric

Louise C. Keegan

Joseph F. Klein

Emily Lakey

Angela S. Losardo

Gary McCullough

Kim McCullough

C. Robin Morehouse

Kristin Phillips

Sherry L. Street-Tobin

Alicia Toomey

Kara Turner

Jennifer P. Van Gilder

Paige Williams

The Department of Communication Sciences and Disorders (CSD) is devoted to the study of human communication and associated disorders. All students pursuing programs in the Department of Communication Sciences and Disorders must meet all requirements for admission into the Beaver College of Health Sciences.

The Department of Communication Sciences and Disorders offers the following:

Bachelor of Science in Communication Sciences and Disorders (820A/51.0201)

Undergraduate minor in Communication Sciences and Disorders (820/51.0201)

Master of Science in Speech-Language Pathology (821A/51.0203)[T]

For information on the Master of Science degree program in Speech-Language Pathology, please consult the current *Graduate Bulletin* or contact the department chair.

Bachelor of Science degree in Communication Sciences and Disorders (820A/51.0201)

The Department of Communication Sciences and Disorders offers a preprofessional program in the study of human communication and associated disorders. Upon successful completion of a master's degree, students are eligible for licensure by the State of North Carolina, certification by the American Speech-Language and Hearing Association, and licensure by the North Carolina State Department of Public Instruction.

The program of study is available at: www.programsofstudy.appstate.edu/communication-sciences-and-disorders-bs-820a-2016-2017

Criteria for Admission to the Communication Sciences and Disorders Program

Minimum Admission Requirements include:

- 45 semester hours completed (12 of these at ASU or with program director permission) with a minimum cumulative GPA of 3.2 and
- completion of the following prerequisite courses with a minimum grade of B or 3.0 (transfer equivalency will be accepted, including AP or University Placement): CSD 2259, CSD 2260 and three semester hours of the general education science inquiry perspective requirement.

Additional information regarding the admission process is available at:

www.comdis.appstate.edu/undergraduate-admissions Students interested in pursuing licensure and national certification in speech pathology by the American Speech-Language and Hearing Association must apply, be accepted and complete a Master of Science degree program in Speech-Language Pathology, such as the one offered by Appalachian State University.

Minor in Communication Sciences and Disorders (820/51.0201) (15 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/communication-sciences-and-disorders-minor-820-2016-2017

Communication Disorders Clinic

Gary McCullough, Interim Director

www.cdclinic.appstate.edu

The Department of Communication Sciences and Disorders is home to the Charles E. and Geneva S. Scott Communication Disorders Clinic which serves as a community-based training facility for graduate students pursuing their master's degree in speech-language pathology. The Clinic, a non-profit organization, is located in University Hall at Appalachian State University. Established in September of 1968, the primary mission of the Clinic is to provide clinical learning experiences for students majoring in speech-language pathology. The Clinic is recognized for the outstanding clinical services provided to individuals of all ages from the Boone and Western North Carolina regions. There is currently no charge to Appalachian students for services; otherwise the Clinic operates on a fee-for-service basis. For more information, please call (828) 262-2185.

Courses of Instruction in Communication Sciences and Disorders (CSD)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

COMMUNICATION SCIENCES AND DISORDERS (CSD)

CSD 2259. Communication Disorders (3).F;S.

An introduction to the disorders of human communication in children and adults.

CSD 2260. Anatomy and Physiology of the Speech and Hearing Mechanism (3).F;S.

The structure and function of the systems involved in normal speech perception and production.

CSD 2361. Phonetics (3).F;S.

The phonetic/phonemic systems of English concentrating on I.P.A. transcription skills. Prerequisite: admission to the Communication Sciences and Disorders program. (Global Learning Opportunity course)

CSD 2464. Basic Speech and Hearing Science (3).F;S.

An introduction to speech and hearing science theory, instrumentation, and measurement. Emphasizes normal speech perception and production to establish a reference for pathological deviations. Prerequisite: admission to the Communication Sciences and Disorders program. Corequisite: CSD 2465.

CSD 2465. Basic Speech and Hearing Science Laboratory (1).F;S.

This laboratory is designed to provide students with hands-on experiences with instrumentation in the speech and hearing sciences. Through these experiences, students will apply concepts of speech perception, acoustic phonetics, and speech production in laboratory and clinical settings. Prerequisite: admission to the Communication Sciences and Disorders program. Corequisite: CSD 2464.

CSD 2500. Independent Study (1-4).F;S.

CSD 3201. Language Disorders Across the Lifespan (3).F;S.

An overview of disorders of receptive and expressive language, and cognitive and social aspects of communication, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Prerequisite: admission to the Communication Sciences and Disorders program.

CSD 3202. Speech Disorders Across the Lifespan (3).F;S.

An overview of speech disorders affecting articulation, fluency, voice, resonance, and swallowing, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Prerequisite: admission to the Communication Sciences and Disorders program.

CSD 3320. Cultural Diversity and Communication Disorders (3).F;S.

This course provides instruction in professional communication with clients and their families and emphasizes the utilization of best practice in the delivery of services while honoring different customs, beliefs, and values. This course will focus on the development of intercultural competence in speech-language pathologists. (Global Learning Opportunity course)

CSD 3340. Syndromes and Conditions with Associated Communication Disorders (3).F;S.

This course provides a broad overview of syndromes and conditions with associated communication disorders that are likely to be encountered by speech-language pathologists. Up-to-date information is provided about the etiology of each of the disorders and the types of speech, voice, resonance, language, and cognitive disorders associated with each syndrome.

CSD 3350. Evaluating Research in Communication Sciences and Disorders (3).F;S.

GEN ED: Junior Writing in the Discipline (WID)

An introduction to the principles and practices of research in communication sciences and disorders, including experimental design, statistical methods, and application to clinical populations and evidence-based practice. Prerequisites: RC 2001 or its equivalent, STT 1810 or STT 2810 or STT 2820, and admission to the Communication Sciences and Disorders program.

CSD 3366. Communication Development (3).F;S.

Verbal and nonverbal communication development of the child. Prerequisite: admission to the Communication Sciences and Disorders program.

CSD 3368. American Sign Language I (3).F;S.

An introduction to the content, form, and use of American Sign Language. A special emphasis is placed on the characteristics of Deaf culture and the various methods of communicating with individuals who are deaf or hard of hearing.

CSD 3370. American Sign Language II (3).F;S.

Advanced study of the content, form, and use of American Sign Language. Students will gain experience using ASL in narrative and conversational contexts, thereby expanding their appreciation of Deaf culture. Prerequisite: CSD 3368.

CSD 3500. Independent Study (1–4).F;S.**CSD 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for total credit of three semester hours.

CSD 3530–3549. Selected Topics (1–4). On Demand.**CSD 3660. Audiology Seminar and Practicum (1).F;S.**

This course will allow the student to explore audiologic evaluation through practicum experience and to become familiar with advanced testing procedures. It is designed for the student who has excelled in CSD 4364 (Audiology) and wishes to pursue more information in this area. The student must submit an application and be approved by the instructor to take this course. Prerequisite: admission to the Communication Sciences and Disorders program.

CSD 4100. Introduction to Clinical Processes and Procedures (3).F;S.

This course provides students with an understanding of professional policies and processes that are relevant to the field of Speech Language Pathology and Audiology. Prerequisite: admission to the CSD major and junior or senior standing.

CSD 4162. Structural Analysis of Language (3).F;S.

A study of language content, form, and use with special emphasis on the acquisition of descriptive taxonomies for the classification of spoken language samples. The course includes guided and independent practice in language sampling and analysis procedures. Prerequisite: admission to the Communication Sciences and Disorders program. [Dual-listed with CSD 5162.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

CSD 4364. Audiology (3).F;S.

The science of hearing and the etiologies of hearing impairment. Prerequisites: CSD 2259, CSD 2260, CSD 2464, and CSD 2465; or permission of the department chair; and admission to the Communication Sciences and Disorders program. [Dual-listed with CSD 5364.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

CSD 4662. Management of Hearing Disorders (3).S.

Studies of the habilitation/rehabilitation of hearing impairments in preschool and school-aged children and adults. Emphasis on prescriptive and resource curricular management. Includes audition training, speech reading methods, and a survey of hearing aid monitoring techniques. Prerequisites: CSD 4364 and admission to the Communication Sciences and Disorders program. [Dual-listed with CSD 5662.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

CSD 4766. Neuroanatomy and Physiology (3).F;S.

Basic anatomy and physiology of the central and peripheral nervous systems with special emphasis on neural systems involved in normal and disordered speech, language, and hearing. Prerequisites: CSD 2260 and admission to the Communication Sciences and Disorders program. [Dual-listed with CSD 5766.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

CSD 4850. Adult Language Disorders (3).F;S.*GEN ED: Capstone Experience*

Description, assessment, differential diagnosis and management of acquired neurogenic language disorders, including aphasia, right hemisphere disorder, traumatic brain injury, and dementia. Emphasis is given to neurological bases, characteristics, etiologies, and clinical management within the framework of the International Classification of Function. Prerequisite: admission to the Communication Sciences and Disorders program and senior standing; juniors may enroll with permission of the department. (Global Learning Opportunity course)

Department of Health and Exercise Science (HES)

Kelly J. Cole, Chair

*Gregory Anoufrieu
Melanie D. Austin
Rebecca A. Battista
Erin L. Bouldin
Richard W. Christiana
Scott R. Collier
Kimberly S. Faszewski
Ashley Goodman
B. Adam Hege
Jennifer S. Howard
Rebecca M. Kappus
Steven R. McAnulty*

*Jeffrey M. McBride
Edward K. Merritt
Marco Meucci
Anne M. Moody
Jamie L. Moul
Alan R. Needle
David C. Nieman
Max C. Poole
Laurie A. Rivera
Jan C. Rowe
R. Andrew Shanely
Christopher S. Shreve*

*Caroline J. Smith
Jeffrey T. Soukup
Abigail S. Stickford
Jonathon L. Stickford
N. Travis Triplett
Alan C. Utter
Colleen M. Utter
Herman van Werkhoven
Frederick K. Whitt
Jennifer J. Zwetsloot
Kevin A. Zwetsloot*

The Department of Health and Exercise Science educates students in the art and science of human movement and performance, promoting health, and rehabilitation. The department provides instruction, conducts research and delivers services to improve the overall educational experience for the student. Following graduation, the student is prepared to develop programs in a variety of professional settings and with diverse populations.

Bachelor of Science in Athletic Training (AT)

The Athletic Training degree will provide the undergraduate student with a blend of academic coursework and clinical experience in appropriate athletic training settings. It is the intention of this degree to prepare students to become healthcare professionals and practice athletic training in a high school, college/university, professional, industrial, clinical/hospital, military, or performing arts setting.

The Bachelor of Science degree in Athletic Training (565A/51.0913)

The program of study is available at: www.programsofstudy.appstate.edu/athletic-training-bs-565a-2016-2017

The Athletic Training program requires the student to apply for admission to the curriculum. Requirements for admission: submission of a program application, a 2.5 cumulative GPA from Appalachian State University with 12 semester hours at Appalachian State University, a minimum of 30 hours of active observation in Appalachian State University's athletic training rooms, three letters of recommendation, a journal, a goal statement, an insight statement, a signed Technical Standards document (available on the website for the HES department), and a personal interview. Students must maintain a 2.5 GPA and must earn a grade of "C" or higher in AT 1600, AT 2100, AT 2300, AT 2400, AT 3010, AT 3215, AT 3600, AT 3610, AT 3615, AT 3620, AT 3625, AT 4025, and AT 4030. The Athletic Training program is a CAATE accredited program that prepares the student for the BOC Examination and North Carolina licensure. Contact the director of the Athletic Training program in the Department of Health and Exercise Science for further information.

Exercise Science (ES)

The Exercise Science degree prepares students for advanced study in the fields of exercise physiology, biomechanics, physical therapy, medicine, and biomedical research. The degree also prepares students to be qualified professionals for employment in athletics programs, exercise/fitness centers, hospital wellness programs, corporate fitness programs, rehabilitation centers, and other allied health areas. Students may also choose from three optional concentrations to further specialize in specific areas of exercise science.

Bachelor of Science in Exercise Science (567*A/31.0505)

The program of study is available at: www.programsofstudy.appstate.edu/exercise-science-bs-567a-2016-2017

Clinical Exercise Physiology concentration (567E)

The program of study is available at: www.programsofstudy.appstate.edu/exercise-science-bs-clinical-exercise-physiology-567e-2016-2017

Pre-Professional concentration (567B)

The program of study is available at: www.programsofstudy.appstate.edu/exercise-science-bs-pre-professional-567b-2016-2017

Strength and Conditioning concentration (567D)

The program of study is available at: www.programsofstudy.appstate.edu/exercise-science-bs-strength-and-conditioning-567d-2016-2017

A cumulative GPA of 2.5 based on at least 12 earned semester hours at Appalachian is required prior to declaring the Exercise Science major. Transfer students may be allowed to declare the Exercise Science major prior to earning 12 semester hours at Appalachian if they have earned a 3.0 cumulative GPA on coursework completed prior to entering Appalachian. The pre-professional concentration

requires a minimum 3.3 GPA, as well as a minimum grade of B in the ES 2031/2032 sequence, and a minimum grade of B- in BIO 1801, CHE 1101/1110, and CHE 1102/1120. Students must maintain the minimum 3.3 GPA to remain in the pre-professional concentration. Students must be a declared Exercise Science major or minor in order to enroll in Exercise Science courses at the 3000-level or above.

The Department of Health and Exercise Science offers an honors program in Exercise Science to undergraduate students with distinguished academic records. Students must complete 9 hours of honors credit consisting of 3 hours of senior honors thesis (ES 4510) under the guidance of their thesis supervisor. The remaining 6 hours of credit can be attained by negotiating an honors contract in certain exercise science courses at the 3000 level and above. Credit earned in courses taken for honors credit can be applied towards the undergraduate degree in Exercise Science. For admission into the honors program, students must have a minimum GPA of 3.45 in all coursework and complete a departmental application to the honors program. To graduate with an "Honors in Exercise Science" the student must complete the above honors sequence with a minimum grade of "B" in courses taken for honors credit and a cumulative GPA of 3.45 in all coursework at the time of graduation.

Minor in Exercise Science (519/31.0505) (17-21 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/exercise-science-minor-519-2016-2017

Honors Program in Exercise Science

The Department of Health and Exercise Science offers an honors program in Exercise Science to undergraduate students with distinguished academic records. Students must complete 9 hours of honors credit consisting of 3 hours of senior honors thesis (ES 4510) under the guidance of their thesis supervisor. The remaining 6 hours of credit can be attained by negotiating an honors contract in certain exercise science courses at the 3000 level and above. Credit earned in courses taken for honors credit can be applied towards the undergraduate degree in Exercise Science. For admission into the honors program, students must have a minimum GPA of 3.45 in all coursework and complete a departmental application to the honors program. To graduate with an "Honors in Exercise Science" the student must complete the above honors sequence with a minimum grade of "B" in courses taken for honors credit and a cumulative GPA of 3.45 in all coursework at the time of graduation.

Health Promotion (HP)

Students earning a Health Promotion degree will have the competencies needed to provide leadership in health promotion and disease prevention for communities, hospitals, voluntary agencies, schools, and private industry.

The Bachelor of Science degree in Health Promotion (509A/51.2207)

The program of study is available at: www.programsofstudy.appstate.edu/health-promotion-bs-509a-2016-2017

Minor in Health Promotion (509/51.2207) (17 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/health-promotion-minor-509-2016-2017

Graduate Degree

The Department of Health and Exercise Science offers the following degree at the graduate level: Master of Science degree in Exercise Science with concentrations in Clinical Exercise Physiology, Research, and Strength & Conditioning. Persons interested in this degree are requested to consult the *Graduate Bulletin* for further information.

Courses of Instruction in Athletic Training (AT), Exercise Science (ES), and Health Promotion (HP)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

ATHLETIC TRAINING (AT)

AT 1600. Introduction to Athletic Training (3).F;S.

An introductory course to athletic training. Topics covered include an introduction to the profession and educational process, safety in the training room, musculoskeletal and surface anatomy, sports medicine terminology, injury recognition and basic evaluation, use of therapeutic modalities, and rehabilitation techniques. Lecture three hours.

AT 1800. Athletic Training Clinical Laboratory I (2).S.

A guided, practical clinical experience for the entry level athletic training student. Experiences will include, but not be limited to, general athletic training room operation and instruction and application of cryotherapy, thermotherapy, flexibility, wellness and environmental screening techniques, and prophylactic taping. Prerequisite: acceptance into the CAATE accredited Athletic Training program. Clinical education experience two hours.

AT 2100. Emergent Care Strategies (2).F;S.

This seminar course should be taken by students in their second year of the athletic training program. Course content will focus on fabrication of protective equipment, spinal injuries and management, emergency planning, and will supplement the learning experience gained from clinical work. Prerequisite: AT 1600 and AT 1800.

AT 2300. Manual Evaluation Techniques of Joint Movement (4).F;S.

The course covers the body's response to injury/illness, soft tissue and bony palpation, goniometry, manual muscle testing, posture evaluation, and gait analysis. It will provide a foundation for future courses in injury/illness evaluation and management. Hands-on practice with movement assessment techniques and cadaver dissection is provided. Prerequisites: AT 1600 and AT 1800. Lecture three hours, laboratory two hours.

AT 2400. Medical Conditions and Disabilities (4).F.

A course designed to expand on the knowledge gained in ES 2032, Human Anatomy and Physiology II. This course will also focus on the application of anatomy and physiology to the pathogenesis of disease and disabilities as they relate to allied health professionals. Prerequisites: AT 1600, AT 2300 and ES 2032. Lecture three hours, laboratory two hours.

AT 2600. Athletic Training Clinical Laboratory II (2).F.

A guided, practical clinical experience for the second semester athletic training student. Experiences will include, but not be limited to, instruction in and the application of techniques used to assess joint movement and function. Prerequisites: AT 1600 and AT 1800. Corequisite: ES 2031. Clinical education experience two hours.

AT 2700. Athletic Training Clinical Laboratory III (2).S.

A guided, practical clinical experience for the third semester athletic training student. Experiences will include, but not be limited to, instruction in and the application of techniques used to assess joint movement and function and therapeutic modalities. Prerequisite: AT 2600. Clinical education experience two hours.

AT 3000. Athletic Training Clinical Laboratory IV (3).F.

A guided, practical clinical experience for the fourth semester athletic training student. Experiences will include, but not be limited to, instruction in and the application of techniques used to evaluate injuries/illness. Prerequisite: AT 2700. Clinical education experience three hours.

AT 3010. Therapeutic Medications in the Rehabilitation Sciences (3).F.

A problem-based learning class that will provide an understanding of pharmacologic applications and governing pharmacy regulations relevant to the rehabilitation sciences. Lecture three hours. Prerequisite ES 2032.

AT 3215. Athletic Training Clinical Organization and Administration (2).S.

A course focusing on the organizational and administrative components of an athletic training program including those pertaining to: a) facility design; b) health care; c) financial management; d) training room management; e) use of computers in the training room; and f) public relations.

AT 3400. Athletic Training Clinical Laboratory V (3).S.

A guided, practical clinical experience for the fifth semester athletic training student. Experiences will include, but not be limited to, instruction in and the application of techniques used to evaluate and rehabilitate injuries/illness. Prerequisite: AT 3000. Clinical education experience three hours.

AT 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

AT 3530–3549. Selected Topics (1–4). On Demand.**AT 3600. Orthopedic Clinical Evaluation and Diagnosis I (3).F.**

An advanced course in orthopedic clinical evaluation and diagnosis. The course will include introductory material related to orthopedic clinical evaluation and diagnosis and in-depth investigation of the foot and ankle, knee, hip, and shoulder. Hands-on practice with orthopedic clinical evaluation and diagnostic procedures is provided. Prerequisite: AT 2300. Lecture three hours.

AT 3610. Therapeutic Modalities and Intervention Strategies I (3).F;S.

GEN ED: Junior Writing in the Discipline (WID)

The course covers the physical basis and physiological effects of agents, modalities, and alternative intervention strategies used

in the treatment of injuries to an active population. The emphasis will be on establishing a theoretical foundation for selecting a treatment protocol for an injury. Hands-on practice with equipment is provided. Prerequisites: AT 1600, ES 2031, and RC 2001 or its equivalent. Lecture three hours.

AT 3615. Orthopedic Clinical Evaluation and Diagnosis II (3).S.

The student will have the opportunity to build on knowledge acquired in AT 3600. In-depth investigation of orthopedic clinical evaluation and diagnosis of the upper extremity, abdomen, lumbar, thoracic, cervical spine, and head and face will be included. Prerequisite: AT 3600. Lecture three hours.

AT 3620. Conditioning and Rehabilitative Exercises I (3).F.

The course covers the principles of conditioning and rehabilitative exercises. Topics for discussion include the five principles of rehabilitation, principles of exercise progression, cardiovascular and muscular conditioning, aquatic exercise, plyometric exercise, and isokinetic testing. Hands-on practice with equipment is provided. Prerequisite: AT 2300. Lecture three hours.

AT 3625. Conditioning and Rehabilitative Exercises II (3).S.

The student will build on knowledge acquired in AT 3620. In-depth investigation of anatomically based rehabilitation techniques, criteria for return to activity, and basics of surgical procedures will be included. Hands-on practice with equipment is provided. Prerequisite: AT 3620. Corequisite: AT 3615. Lecture three hours.

AT 4000. Athletic Training Clinical Laboratory VI (4).F;S.

A guided, practical experience for advanced level athletic training students. Experiences will include, but not be limited to, organization and administration within medical settings, general medical experience, and evaluation, treatment, and rehabilitation of injuries/illnesses. Prerequisite: AT 3400. May be repeated for a total credit of eight semester hours. Clinical education experience four hours.

AT 4025. Therapeutic Modalities and Intervention Strategies II (3).S.

The course covers nutritional, psychosocial, and complementary and alternative strategies used in the treatment of the injuries incurred by physically active populations. Prerequisites: AT 3600, AT 3610, AT 3620, and HP 1105. Lecture three hours.

AT 4030. Evidence-Based Practice in Athletic Training (3).F.

GEN ED: Capstone Experience

A course designed for senior athletic training students. Discussion topics will include developing clinical research questions, assessing research study design, understanding statistical analyses, interpreting peer-reviewed manuscripts, and conducting systematic reviews of literature. These skills will be applied as they relate to the prevention, diagnosis, and treatment of sports-related injuries. Prerequisites: AT 3615, AT 3625, and AT 4025. Lecture three hours.

EXERCISE SCIENCE (ES)

ES 2002. Introduction to Exercise Science (3).F;S.

The course is an introduction to the field of Exercise Science. Topics will include the history, future, and professional opportunities within the sub-disciplines: exercise physiology, biomechanics, sports nutrition, sports psychology, and motor behavior.

ES 2005. Introduction to Physiological Assessment (3).F;S.

This course acquaints the student with various aspects of developing and conducting a fitness assessment within the public sector. Principles of risk factor identification and stratification along with pre-participation health screening will be discussed. Methods of assessing health-related physical fitness will be taught in an applied manner and will include cardiorespiratory endurance, body composition, muscular strength and muscular endurance. The theory will be followed by application of the above parameters to the purposes, principles and precautions of an exercise program.

ES 2020. Measurement and Evaluation in Exercise Science (3).F;S.

Introduction to measurement and evaluation practices pertinent to exercise science. Emphasis will be placed on computer applications of data collection, organization, analysis, and interpretation. Prerequisite: MAT 1020 or higher. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

ES 2030. Concepts in Human Anatomy and Physiology (4).F;S.

This course will provide an overview of human anatomy and physiology with a particular focus on organ systems related to sports science, health, and wellness. Topics will include structure, function and the interrelationships of organ systems. Lecture three hours,

laboratory two hours. Prerequisite: BIO 1201; or BIO 1801; or CHE 1101 and CHE 1110.

ES 2031. Human Anatomy and Physiology I (4).F;S.

This course is the first of a two-semester sequence which provides a comprehensive study of the anatomy and physiology of the human body. Topics include the structure, function, and interrelationship of organ systems with an emphasis on the processes which maintain homeostasis. Upon completion, students should be able to demonstrate an in-depth understanding of the principles of anatomy and physiology and their interrelationships. Lecture three hours, laboratory two hours. Prerequisites: CHE 1101 and CHE 1110; or BIO 1201; or BIO 1801. Corequisites or prerequisites: BIO 1202; or BIO 1802; or CHE 1102 and CHE 1120.

ES 2032. Human Anatomy and Physiology II (4).F;S.

This course is the second of a two-semester sequence of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are included. Upon completion, students should be able to demonstrate an in-depth understanding of the principles of anatomy and physiology and their interrelationships. Lecture three hours, laboratory two hours. Prerequisite: ES 2031.

ES 3002. Exercise Physiology (3).F;S.

GEN ED: Junior Writing in the Discipline (WID)

The course will focus on: basic energy, musculoskeletal, nervous, cardiovascular and respiratory systems as they relate to aerobic and anaerobic exercise. Emphasis will be placed on the adaptations of these systems to training. Lecture three hours. Prerequisite: Declared Athletic Training major or Exercise Science major or minor; RC 2001 or its equivalent; ES 2030 or ES 2031/ES 2032.

ES 3005. Advanced Physiological Assessment (3).F;S.

GEN ED: Capstone Experience

This course introduces the student to exercise leadership with an application of advanced physiological assessment. Maximal exercise testing, resting and exercising electrocardiogram, assessments for aerobic and anaerobic power, exercise capacity, measurement outcomes, and exercise programming will be covered in theory and application. Prerequisites: Declared Exercise Science major or minor, ES 2005 and ES 3002.

ES 3350. Introduction to Motor Behavior (3).On Demand.

This course will provide an introduction to motor behavior which includes its subdisciplines motor control, motor development, and motor learning. It will provide a theoretical background for understanding how we move as children, adolescents and adults. Discussions will entail the complex nature of processing, developing, and refining movements. Additionally, we will consider how to teach movement skills and analyze various factors that can influence how one acquires these skills. Finally, this course will analyze constraints that can alter movement patterns and skills and formulate ideas as to how they play a role in physical activity and health. Prerequisite: Declared Exercise Science major or minor.

ES 3500. Independent Study (1–4).F;S.

ES 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

ES 3530–3549. Selected Topics (1–4). On Demand.

ES 3550. Introduction to Biomechanics (4).F;S.

A study of neuromuscular and mechanical principles of motion as related to the analysis of optimum motor skill performance. Prerequisites: Declared Exercise Science major or minor, ES 2030 or ES 2031, and MAT 1020 or higher. Lecture three hours, laboratory two hours.

ES 3590. Interprofessional Approaches to Health and Physical Activity (3).On Demand.

This course will discuss the overall health of the local community. While discussions will entail the complex determinants of health, emphasis for this course will be on the benefits of physical activity to overall health. Additionally, it will consider how to study rural communities and the health issues they face as well as the local community resources available as they relate to physical activity. Finally, conversations will consist of how to build healthy communities while examining national and local campaigns that address rural community health. Prerequisite: Declared Exercise Science major or minor, or permission of instructor; junior or senior standing.

ES 3600. Team-Based Patient Care (1).SS.

The course is an introduction to a team approach to healthcare and is targeted at students who wish to enter one of the various fields

of the medical profession. Topics will include strengths and challenges of delivering healthcare to rural North Carolina, understanding the patient's perspective on the local/regional health care system, and an introduction to patient centered medical home (PCMH). Prerequisite: Permission of the instructor and junior or senior standing.

ES 3700. Professional Development in Exercise Science (1).On Demand.

Students will interact with faculty, peers, and professionals in related fields. Topics will focus on synergistic effects of subspecialties, vocational opportunities, vita writing and interviewing, and other current professional issues in preparation for post-graduate career development. Prerequisite: Declared Exercise Science major or minor, junior or senior standing. Graded on an S/U basis.

ES 3900. Internship (1-12).F;S.

A guided, practical experience at a qualified program site. All prospective interns should be declared exercise science majors and must plan their placement under the supervision of an exercise science internship coordinator. Internship credit is determined by the ratio of 40 contact hours for one hour of credit for a maximum of 12 s.h. Prerequisites: Declared Exercise Science major or minor, junior or senior standing. Graded on an S/U basis.

ES 4000. Strength and Conditioning Theory and Practice (3).F.

A comprehensive study of training theory and methods with an emphasis on the development of maximal strength, power, and anaerobic capacity. Also included is a brief review of neuromuscular, musculoskeletal, endocrine, and bioenergetic aspects of exercise and training, as well as hands-on experience in lifts, drills, and testing procedures. Lecture three hours. Prerequisite: Declared Exercise Science major or minor, ES 3002.

ES 4050. Practicum: Pre-professional (3).F;S.

This course provides an educational experience in which the student acquires observation hours in an occupation directly related to her/his career interest in exercise science. Potential areas to obtain hours include physical therapy, occupational therapy, chiropractic clinics, medical centers, or fitness facilities. The practicum provides an opportunity to apply knowledge from the classroom into a more practical atmosphere. Prerequisite: Declared Exercise Science major, senior standing, ES 3005. Prerequisite or corequisite: ES 3550. Graded on an S/U basis.

ES 4060. Practicum: Strength and Conditioning (3).F;S.

Practical application of scientific principles and concepts related to collegiate, professional, or high school strength and conditioning, personal training, or adult wellness. Prerequisites: Declared Exercise Science major, senior standing, ES 3002. Prerequisite or corequisite: ES 3550. Graded on an S/U basis.

ES 4100. Advanced Topics in Exercise Science (3).F;S.

This course includes a comprehensive review of various topics relating to aspects of exercise and training. Possible topics include bioenergetics, neuromuscular, endocrine, cardiorespiratory, environmental, and biomechanical. Lecture three hours. Prerequisite: Declared Exercise Science major or minor, ES 3002.

ES 4200. Exercise for Special Populations (3).On Demand.

This course provides information on exercise for special populations, which are groups of individuals who exhibit medical conditions (such as obesity, cardiovascular or respiratory disease) or are in life stages (such as children, pregnant women, and the elderly) where health and functional ability is altered or impaired. This course will examine anatomical and physiological changes, precautions during exercise, benefits of exercise, recommendations for exercise, and nutritional considerations for special populations that a clinician, practitioner, or personal trainer would commonly encounter. Course material may be delivered through lectures, discussions, demonstrations, and/or videotape presentations. Prerequisites: Declared Exercise Science major or minor, ES 2005 and ES 3002.

ES 4300. Environmental Physiology (3).On Demand.

This course explores how the human body responds to extreme environmental challenges, including heat and cold stress, hyperbaric and hypobaric conditions, microgravity, and air pollution. A specific emphasis will be placed on physiological responses and adaptations of the cardiovascular and respiratory systems during acute and chronic exposure to these conditions. Course material may be delivered through a combination of approaches, including lectures, discussion, demonstrations, and/or videotape presentations. Prerequisites: Declared Exercise Science major or minor, and ES 3005

ES 4400. Technology in Exercise Prescription and Programming (3).SS.

Exercise science majors will gain experience leveraging technology and software to communicate with patients, clients, co-workers, and supervisors. Students learn skills for designing and producing quality materials using media forms such as audio and video, the Microsoft Office Suite of programs, online resources, and emerging technologies. Prerequisite: junior or senior standing; course is available only to declared Exercise Science majors or minors.

ES 4510. Exercise Science Honors Thesis (3).On Demand.

Independent study and research for an exercise science thesis or project. Directed and graded by a faculty member in the Department of Health and Exercise Science. Enrollment is by invitation or application only.

ES 4555. Nutritional Aspects of Exercise and Sports (3).F;S.

A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: Declared Exercise Science major or minor, NUT 2202 and ES 3002. (Same as NUT 4555.)

ES 4600. Survey of Sports Performance (3).S.

This course is designed to acquaint the student with a variety of non-Olympic, Summer and Winter Olympic sports. An overview of each sport will be presented, including sport rules, physiological and biomechanical requirements, and other performance characteristics, such as the primary emphasis areas for resistance training. Prerequisite: Declared Exercise Science major or minor, ES 3002.

ES 4620. Cardiovascular Physiology (3).F.

This course provides an overview of cardiorespiratory physiology to provide insight into cardiovascular function and mechanics. Topics such as cardiac function, blood flow, ventilation, oxygen transport and metabolism will be covered, focusing on cardiovascular control during acute and chronic exercise. Prerequisite: Declared Exercise Science major or minor, ES 3002.

ES 4625. Concepts of Clinical Exercise Testing (3).F.

This course provides experience in clinical exercise testing and interpretation for various chronic disease populations. Students will be required to conduct a variety of clinical exercise tests used in the assessment of common cardiopulmonary and metabolic chronic diseases. Students will be required to demonstrate proficiency through practical evaluations, written examinations, and group presentations. Emphasis will be placed on the development of clinical skills of various testing methods commonly used in hospital-based testing labs. Prerequisite: Declared Exercise Science Major or Minor; ES 3002.

ES 4645. Cardiopulmonary Pathophysiology and Rehabilitation (3).S.

This course details the functions of the cardiovascular and respiratory systems emphasizing pathophysiology and treatment, including exercise-related therapies. Prerequisite: Declared Exercise Science major or minor, ES 3002.

ES 4660. Exercise Prescription for Clinical Populations (3).S.

This course presents a comprehensive overview of the physical, physiological and metabolic responses of the human body to exercise testing and training in healthy individuals and in those with metabolic, cardiovascular and/or pulmonary disease. The student will gain an understanding of the processes involved in prescribing safe and effective therapeutic exercise in healthy individuals as well as patients with cardiovascular (hypertension, atherosclerosis), metabolic (diabetes, thyroid, obesity, osteoporosis), pulmonary (asthma, emphysema), and musculoskeletal diseases/disorders. Prerequisite: Declared Exercise Science major or minor, ES 3002.

HEALTH PROMOTION (HP)

HP 1105. Health and Fitness (2).F;S.

GEN ED: Wellness Literacy

Emphasis on health and fitness trends in America, fitness and health testing concepts, exercise prescription, nutrition principles, prevention and treatment of chronic diseases such as heart disease, obesity, cancer, diabetes mellitus, and osteoporosis, the relationship between health habits and aging and psychological health, stress management, and precautions in exercise. Each student will have their health and physical fitness status tested, including results on personal cardiorespiratory, body composition, and musculoskeletal fitness status, and personal diet, heart disease, health age, and stress profiles.

HP 2000. Introduction to Public Health (3).F;S.

This course is designed to provide an overview of public health with an emphasis on the population perspective and the impacts of healthcare systems. This course will provide students with the tools to think critically about the various areas of public health including environmental and social/behavioral influences on the health of the public in the U.S. The fields of public health and medicine will also be compared and contrasted.

HP 2200. Lifestyle Disease and Risk Reduction (3).F;S.

A review of the major lifestyle diseases (heart disease, cancer, diabetes mellitus, HIV infection, hypertension, etc.) and appropriate screening tests and interventions to reduce risk. Emphasis will be placed on the study and interpretation of the U.S. Preventive Services Task Force guide for clinical preventive services.

HP 2500. Independent Study (1-4).F;S.

HP 3000. Fitness in Health Promotion (3).F;S.

In this course, the emphasis will be placed on health and fitness trends in America, fitness and health testing concepts, exercise prescription, nutrition principles, and prevention and treatment of chronic diseases such as heart disease, obesity, cancer, diabetes mellitus, and osteoporosis. Focus is also placed on psychological health, stress management, precautions in exercise, and the relationship between healthy habits and aging. Students will examine their individual health and physical fitness status, including cardiorespiratory fitness, body composition, musculoskeletal fitness, personal diet, heart disease risk, health age, and stress profiles.

HP 3100. Emergency Care and CPR (3).F;S.

The course content and activities should prepare students to make appropriate decisions about the care given to victims of injury or sudden illness. Two American Red Cross certificates may be earned: (1) Emergency Response and (2) CPR for the Professional Rescuer. (Same as HED 3100.)

HP 3130. Environmental Health (3).F;S.

Study of the application of various principles of environmental sciences and ecology as they relate to the prevention and control of disease, over-population, pollution of water, air, land, solid waste and noise. The interdependence of man, the environment, and disease will be stressed.

HP 3200. Health Risk Appraisal (3).F;S.

A practical review of major computer software programs and health risk appraisal methods for assessment of stress, health age, dietary quality, and physical fitness. Students will practice over 10 computer software programs during laboratory time, and should learn how to measure nutritional status, psychological mood state, and health risk. In addition, students will have the opportunity to learn anthropometry and counseling techniques. Lecture two hours, laboratory two hours.

HP 3500. Independent Study (1–4).F;S.**HP 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

HP 3530–3549. Selected Topics (1–4). On Demand.

Advanced study in selected current health topics. Topics will be chosen on the basis of their impact on the health status of society and on their relevance to students. May be repeated for a maximum of nine (9) hours with no specific topic being taken more than once.

HP 3700. Health Behavior Change (3).F;S.

Focuses on the development, implementation, and improvement of interventions and programs targeted at health behaviors. Research and theoretical issues are discussed on a broad range of behaviors- from diet and exercise patterns to safety behaviors. Diverse theoretical perspectives on health behavior are discussed. The personal, family, social, institutional, and cultural determinants of health behavior are considered.

HP 3800. Health Program Planning and Evaluation (3).F.

GEN ED: Junior Writing in the Discipline (WID)

Provides an in-depth overview of health program planning and evaluation for all health promotion settings - community, schools, clinical, and worksite. Specifically, students will study how to assess individual and community needs for health promotion, plan and implement effective health promotion programs, evaluate the effectiveness of health promotion programs, and coordinate the provision of health promotion services. Prerequisite: RC 2001 or its equivalent.

HP 4100. Biostatistics (3).F;S.

A study of computational techniques, theoretical frameworks and methodology used in the application, measurement, interpretation and evaluation of statistics in the health sciences. Students will utilize statistical software to apply theoretical principles and to further their understanding of data within the health promotion field.

HP 4200. Principles of Epidemiology (3).F;S.

An introduction to epidemiology, defined as the study of the distribution and determinants of diseases and injuries in human populations. Emphasis will be placed on descriptive epidemiology, observational studies, and therapeutic trials of both infectious and chronic diseases. Prerequisite: HP 4100.

HP 4300. Smoking Cessation/Alcohol Treatment Programs (3).F;S.

An examination of the health risks and social problems associated with tobacco usage and alcohol consumption in the U.S. The first part of the course concerns itself with the acute and chronic effects of alcohol consumption and treatment programs for alcoholism; the

second part of the course examines the biomedical effects of tobacco usage (especially cigarette smoking), and programs for smoking cessation. The course also uses the substances of tobacco and alcohol as vehicles for discussion of theoretical models of addiction.

HP 4400. Weight Management (3).F;S.

This course examines current research on the theories, health risks, and treatment of obesity. Topics include body composition assessment, dietary guidelines for Americans, role of exercise in weight management, treatment approaches, theories on health behavior change, and screening, assessment, referral resources, and legal constraints and liabilities related to practice. The course focuses on the development of skills necessary to critically review current weight loss claims/programs. Attention will also be devoted to eating disorders and non-diet approach to health and fitness. Prerequisite: NUT 2202 (Nutrition and Health).

HP 4600. Public Health Policy (3).F;S.

This course provides an overview of the public health policy process in the US including the roles, influences and responsibilities of governmental agencies at all three levels of government; examination of historical and current public health policy issues, survey of methods for analyzing public health policy, and strategies for advocacy.

HP 4701. Seminar in Health Promotion (3).F;S.

A critical examination of nutritional, exercise, and health promotion products, information, and quackery. Current knowledge in nutrition, health, exercise physiology, biology, and biochemistry is used to analyze the products, information, and claims for legitimacy. Prerequisite: HP 3200.

HP 4800. Health Promotion Interventions (3).F;S.

This course is designed to provide in-depth understanding of the structure and function of our current health care system and the role of health promotion in addressing our nation's health. Management and organizational issues related to health promotion/education programs will be included. This course also addresses acquisition of skills in the following areas: grant writing, effective presentation, health education curricula development, community organizing and community building, and preparing students for their internship experiences. Prerequisites: HP 3800 and senior status or permission of the instructor.

HP 4900. Internship (3-12).F;S.

GEN ED: Capstone Experience

Students are placed in a variety of health related agencies such as health departments, community action agencies, community mental health centers, educational institutions, wellness programs, hospitals, industrial/business settings, etc. for part or all of a semester or summer, under the direction of the health internship coordinator. The student surveys agency functions, completes a project and writes a final paper under the supervision of a health educator or health related person. Prerequisite: senior standing. Graded on an S/U basis.

Department of Nursing (NUR)

Kathleen M. Rayman, Chair

Jean Bernard

Dana Brackney

Teresa D. Carnevale

Tyia Dawson

Elizabeth A. Fiske

Jamie Glover

Carolyn S. Huffman

R. Victoria Hughes

Linda S. Johanson

Angela M. Koontz

Susan M. Lane

Phoebe A. Pollitt

Kimberly S. Priode

LaShanda Sell

Rebecca Turpin

Mission

The mission of the BSN program at Appalachian State University is to advance our students' cultural, intellectual, and personal development in order to prepare them for professional practice as registered nurses. This mission is achieved through the efforts of faculty committed to excellence in teaching, scholarship, and service. A broad in-depth curriculum is built on the study of arts, humanities, mathematics, natural and social sciences, and standards for professional nursing practice. Graduates serve their community by applying research and principles of education in their practice of nursing.

Goals

The goals of the BSN program are to:

1. Provide a quality program in nursing based on a liberal education and professional nursing values, competencies, and knowledge
2. Facilitate the development and implementation of professional nursing roles in caring for individuals, families, groups, and communities from diverse geographical and cultural backgrounds through the application of knowledge, theory, and research from nursing as well as other related disciplines
3. Instill in students an appreciation for and commitment to lifelong learning, scholarship, and service in order to promote their personal growth, advance the profession of nursing, and meet the health needs of society
4. Prepare nurses who can practice as generalists in any health care setting
5. Provide a foundation for graduate nursing education

Program Outcomes

The following educational outcomes are based on the mission, goals, and philosophy of Appalachian State University's Department of Nursing. The program graduate will:

1. Provide holistic nursing care to individuals, families, groups, communities, and populations across the lifespan based on professional nursing standards
2. Engage in evidence-based practice through the utilization of critical thinking skills and state-of-the-art knowledge for persons with varying health promotion, health maintenance, and health restoration needs across the lifespan.
3. Demonstrate accountability for formal and informal experiences that promote both personal and professional growth and lifelong learning.
4. Employ competent communication skills (listening, verbal, nonverbal, written, and electronic) with individuals, families, groups, communities, and populations as well as members of the interprofessional health care team facilitating a culture of quality and safety.
5. Competently utilize technology and health information resources for self, colleagues, individuals, families, groups, and communities.
6. Exhibits leadership skills such as coordinating, collaborating, delegating, and supervising nursing care provided by others.
7. Collaborate with individuals, groups, communities, and populations through mutual goal setting, advocacy, and education to promote health and wellness.
8. Exhibit a patient centered approach that reflects the professional values of altruism, autonomy, human dignity, integrity, and social justice.
9. Adhere to economic, ethical, legal, and professional nursing standards in nursing practice.
10. Appraise the continuum of care and resource utilization based on the liberal arts foundation and nursing knowledge.

Bachelor of Science in Nursing (BSN) (809A/51.3801)

[This program is for students who have the educational goal of obtaining the Bachelor of Science in Nursing degree in order to be eligible to sit for the National Council Licensing Examination (NCLEX) to become a registered nurse (RN).]

The Appalachian State University Bachelor of Science in Nursing (BSN) degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). The BSN program is designed to provide an undergraduate student the opportunity to earn a Bachelor of Science in Nursing (BSN) degree, leading to licensure as a Registered Nurse.

Admission Criteria

The application deadline for admission is January 15. Acceptance into the BSN program is based on the student's application, earned

GPA, and academic performance on selected preliminary course work.

For specific guidelines on admission requirements and to complete an application form, please refer to the Admissions portion of the Department of Nursing's website at www.nursing.appstate.edu/application.

Students must apply for admission to Appalachian State University prior to admission to the BSN degree nursing program. Acceptance to the University, completion of preliminary course work, essay, and GPA do not guarantee admission to the BSN program. Admission of students is a competitive process. Not all applicants who meet the requirements can be accommodated; therefore, applicants whose credentials present the best qualifications of those meeting requirements will be selected.

The Bachelor of Science in Nursing (BSN) (809A/51.3801)

The program of study is available at: www.programsofstudy.appstate.edu/nursing-bsn-809a-2016-2017

Progression in the BSN Program

To progress from one semester to the next in the BSN program, a student must achieve a grade of "C" or higher in each nursing (NUR) course, and achieve a grade of "Satisfactory" in each clinical nursing course. If a student receives a grade of "Incomplete" for a nursing course, the "Incomplete" must be satisfied with a grade of "C" or higher before a student may progress to the next semester of nursing courses. Students must also maintain a cumulative nursing GPA of at least 2.5 at the end of the junior spring semester and each semester thereafter; maintain current CPR certification at the healthcare provider level; maintain yearly tuberculosis screening; meet all current health and immunization requirements of the Department of Nursing; and adhere to all policies of the University, the Nursing Department, and the clinical agencies where assigned for clinical experiences.

Students may be allowed to repeat one nursing course one time if they earn a grade below "C."

Students should refer to www.nursing.appstate.edu for complete policies and procedures regarding progression in the BSN program, dismissal from the BSN program and possible readmission to the BSN program following dismissal.

Transfer Credit

All nursing courses must be taken at Appalachian State University. The Comprehensive Articulation Agreement (CAA) with North Carolina community colleges and other relevant university policies will be followed in evaluating non-nursing credits from North Carolina community colleges.

Bachelor of Science in Nursing (RN to BSN) (563A/51.3801)

[For students who have already earned an associate degree in nursing, AAS (Associate of Applied Science) or a Diploma in Nursing, and have passed the national licensing exam (NCLEX) for registered nurses (RN).]

The Appalachian State University Bachelor of Science in Nursing online RN to BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The RN to BSN program is designed to provide a registered nurse (RN) the opportunity to earn a Bachelor of Science degree in Nursing (BSN). This program recognizes prior learning and clinical competencies as part of the undergraduate curriculum. The undergraduate program reflects a transition to professional nursing practice. Courses in the RN to BSN program are offered in an online format.

Admission Criteria

Criteria for admission to the RN to BSN program include: submission of an application; admission to Appalachian State University by meeting the general requirements for admission as a transfer student; provision of evidence of an earned associate degree in nursing, AAS (Associate of Applied Science) or a Diploma in Nursing from an accredited institution; possession of a current unrestricted and unencumbered RN license from North Carolina and/or compact state; and a minimum cumulative GPA of 2.5 on a 4.0 scale calculated over all college coursework. Admission to the RN-BSN program is contingent on completion of all required core, elective and/or cognate courses with a minimum grade of "C" in each course. All required core, elective and cognate courses must be satisfactorily completed prior to beginning the RN-BSN program.

The Bachelor of Science in Nursing degree (RN to BSN) (563A/51.3801)

The program of study is available at: www.programsofstudy.appstate.edu/nursing-rn-bsn-563a-2016-2017

Progression Policies

In order to progress through the RN to BSN program, the student must maintain a current unrestricted and unencumbered RN license from North Carolina and/or compact state; achieve a grade of "C" or higher in each nursing course before proceeding to the next nursing course; maintain a cumulative GPA of 2.5 or higher and an overall GPA of 2.5 in nursing courses at the end of the junior year and every semester thereafter; maintain current CPR certification, annual TB screening, Hepatitis B vaccinations; and adhere to all policies of the University, the nursing program, and clinical agencies. Only one nursing course may be repeated (one time) during progression through the nursing curriculum. Students should refer to www.nursing.appstate.edu for complete policies and procedures regarding progression in the RN to BSN program.

Transfer Credit

All students who receive a baccalaureate degree granted by Appalachian State University are required to complete a minimum of 50 semester hours at a senior college or university. All nursing courses must be taken at Appalachian State University. The Comprehensive Articulation Agreement (CAA) with North Carolina community colleges and other relevant university policies will be followed in evaluating non-nursing credits from North Carolina community colleges.

Courses of Instruction in Nursing (NUR)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

NURSING (NUR)

NUR 2000. Introduction to Professional Nursing Clinical (2).SS.

This course prepares the student to enter the clinical environment by applying selected nursing concepts, theoretical principles, and nursing skills needed to care for individuals and families across the lifespan. Laboratory, simulation, and clinical experiences are used to develop foundational communication and technical nursing skills. Emphasis is placed on the nurse as a client-centered designer and provider of care. Prerequisite: admission to the BSN degree program.

NUR 2002. Introduction to Professional Nursing (3).SS.

This course presents selected nursing concepts, theoretical principles and nursing skills needed to care for individuals and families across the life span. Laboratory simulation experiences are used to develop communication and technical skills prior to attending clinical. Emphasis is placed on the student's development as a safe and caring provider of care. Lecture 30 contact hours, laboratory/clinical 45 contact hours. Prerequisite: admission to the BSN degree program.

NUR 3000. Nursing Informatics (3).F.

This course examines the integration of computer science, information science, and nursing science in the nurse's role of designer, manager of information, and coordinator of care. The acquisition, evaluation, and application of information from a variety of sources are analyzed in terms of their applicability for evidence-based practice (EBP) as well as their validity for public access and utilization. Lecture three hours. Prerequisite: admission to the online RN to BSN degree program.

NUR 3011. Concepts of Professional Nursing (4).F.

GEN ED: Junior Writing in the Discipline (WID)

This course introduces an expanded knowledge about nurses as members of the profession, providers of care, and coordinators, designers, and managers of care related to differentiated practice. Nursing history, process, and roles are explored. Students receive an introduction to theory, practice, and research concepts. Evidence-based and community-based nursing are introduced along with critical thinking. The nursing process and principles that guide practice are explicated. Nursing trends and issues are identified. Lecture four hours. Prerequisites: admission to the online RN to BSN degree program and RC 2001 or its equivalent.

NUR 3021. Health Assessment (4).S.

This course examines the integration of evidence-based knowledge and skills of health assessment into the nurse's roles of provider of care and designer, manager, and coordinator of care. Through the presentation of the concepts of health assessment, coupled with the nursing process, this course emphasizes assessment, identification and documentation of normal and abnormal physical and psychosocial findings across the lifespan with an appreciation of different cultural factors that may influence health. Lecture three hours, laboratory two hours. Prerequisite: admission to the online RN to BSN degree program.

NUR 3031. Nursing Care of Older Adults (3).S.

This course covers past, present and predicted trends of the elderly population and their relationship to nursing. The course explores the roles of the nurse with the older adult and her/his family as provider of care as well as designer, manager, and coordinator of care in the many settings where the elder adult lives. The student explores common and chronic health problems, holistic care, safety, ethics, resources, and a variety of health promotion techniques related to the care of the older adult and her/his family. Lecture three hours. Prerequisite: admission to the online RN to BSN degree program.

NUR 3040. Nursing Pharmacotherapeutics I (1).SS.

This course examines nursing management of medication therapy across the life span. Nursing process, pharmacodynamics, pharmacokinetics, and pharmacotherapeutics are presented as foundational and critical elements for safe and effective medication management. Emphasis is placed on dosage calculation, administration technique, patient safety, patient monitoring, patient teaching, and legal and ethical considerations. Medication administration procedures with correlating documentation are introduced and demonstrated by practice in lab simulation and clinical. The professional nursing roles of Manager of Care, Coordinator of Care, and

Provider of Care are introduced and explored through the management of medication therapy within the clinical setting. Prerequisite: admission to the BSN degree program.

NUR 3050. Nursing Pharmacotherapeutics II (1).F.

This course examines nursing medication management of complex patients across the life span. Emphasis is placed on understanding the route, dosage, purpose, and mechanism of action for medications used to treat inflammation, infectious diseases, pain, pulmonary, and cardiovascular disorders. The professional nursing roles involving patient safety, patient monitoring, patient teaching, and legal and ethical considerations are further explored. Nurse medication management in the roles of Manager of Care, Coordinator of Care, and provider of care are further developed. Prerequisite: admission to the BSN degree program.

NUR 3060. Nursing Pharmacotherapeutics III (1).S.

This course examines nursing pharmacotherapeutics related to the management of cancer, mental health conditions, neuromuscular diseases and blood, eye, and ear disorders across the life span. Nursing strategies for dosage calculation, medication administration, patient safety, patient monitoring, patient teaching, and legal and ethical considerations are implemented. Competency is demonstrated in the nurse medication management roles of Manager of Care, Coordinator of Care and Provider of Care. Prerequisite: admission to the BSN degree program.

NUR 3100. Adult Health Nursing I (3).F.

This course focuses on the role of the professional nurse as provider of care and member of the interprofessional health care team. Emphasis is on the general principles of health promotion, maintenance, illness care, and rehabilitation in caring for selected adult patients with common alterations in health care needs. The nursing process is reinforced as a basis for nursing care. Lecture three hours. Prerequisite: admission to the BSN degree program.

NUR 3102. Adult Health Nursing II (3).S.

This course continues the development of students in the roles of provider of care and designer, coordinator, and manager of care. Emphasis is placed on caring for older adults. Students integrate previous knowledge and skills related to common alterations in health care needs in the care of patients and their families experiencing acute and chronic alterations in health care needs. Lecture three hours. Prerequisite: admission to the BSN degree program.

NUR 3110. Adult Health Nursing I Clinical (3).F.

This clinical course provides the beginning student with opportunities to implement the role of provider of care through the application of the nursing process with patients experiencing common alterations in health care needs across the adult life span in a clinical setting. Clinical/laboratory experience consists of 126 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

NUR 3112. Adult Health Nursing II Clinical (3).S.

This clinical course provides the student with opportunities to implement the role of provider of care and designer, coordinator, and manager of care. The nursing process is applied in the care of patients and their families who are experiencing acute and chronic alterations in health care needs. Emphasis is placed on caring for the older adult in a clinical setting. Clinical/laboratory experience consists of 126 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

NUR 3115. Pathophysiology in Nursing (3).F.

This course focuses on pathophysiology resulting in acute and chronic alterations in health across the life span. Environmental, lifestyle and human factors contributing to altered health states and pathophysiological principles underlying therapeutic interventions are examined. Prerequisite: admission to the BSN degree program.

NUR 3121. Health Assessment Across the Life Span (3).F.

This course examines how the nurse integrates evidence-based knowledge and skills of health assessment into the roles of provider of care and designer coordinator, and manager of care. Through the presentation of the concepts of health assessment, coupled with the nursing process, this course emphasizes assessment, identification and documentation of normal and abnormal physical and psychosocial findings across the life span, with an appreciation of different cultural factors that may influence health. Lecture 3 hours. Prerequisite: admission to the BSN degree program.

NUR 3124. Foundations of Professional Nursing (3).F.

GEN ED: Junior Writing in the Discipline (WID)

This course explores the role of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession. Nursing history and processes are discussed. Students receive an introduction to theory, practice, and research concepts. Evidence-based practice, research, critical thinking, and ethical/legal principals are introduced. The nursing process and principles that guide practice are analyzed. Lecture three hours. Prerequisites: admission to the BSN degree program and RC 2001

or its equivalent.

NUR 3126. Mental Health Nursing (3).S.

This course describes the role of the nurse as provider of care; designer, coordinator, and manager of care; and member of a profession related to meeting the mental health nursing needs of individuals experiencing alternations in mental health, in the context of families and communities. Promotion and restoration of mental health and prevention of mental illness are explored in individuals across the life span. Theories of mental health/illness and approaches to the care of persons with selected mental illness/emotional needs are examined. The focus is on holistic, patient-centered, and evidence-based care of the patient with mental health nursing needs. Lecture three hours. Prerequisite: admission to the BSN degree program.

NUR 3128. Mental Health Nursing Clinical (3).S.

This course assists the student in learning practical applications of the content taught in NUR 3126, Mental Health Nursing. These applications are inherent in the roles of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession. The focus is on evidence-based, holistic approaches to care of the patient in the area of selected mental, emotional, and cognitive alterations. Clinical /laboratory experience consists of 126 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

NUR 3500. Independent Study (1–4). On Demand.**NUR 3520. Instructional Assistance (1).F;S.**

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract is required.

NUR 3530–3549. Selected Topics (1–4). On Demand.**NUR 4021. Nursing Care of Communities (4).SS.**

In this course, students concentrate on the nurse's roles of provider of care, designer, manager, and coordinator of care and member of the profession in caring for groups in a community setting. The focus is on assisting vulnerable populations to achieve improved health goals and outcomes. Students participate in a variety of techniques for improving health care, such as patient education. Also, students partner with community agencies to positively influence health care. Lecture three hours, clinical laboratory two hours. Prerequisite: admission to the online RN to BSN degree program.

NUR 4029. Nursing Leadership and Management (4).SS.

This course emphasizes professional practice and concentrates on the roles of the professional nurse as a provider of care, as well as a designer, manager, and coordinator of care, in addition to being a member of the profession. Focus includes theories, research, and issues related to leadership, change, and management of nursing practice within the broader context of healthcare delivery. Lecture four hours. Prerequisite: admission to the online RN to BSN degree program.

NUR 4032. Professional Nursing Synthesis (5).F;S.

GEN ED: Capstone Experience

This capstone course is a synthesis of knowledge, theories, and clinical experiences from course work throughout the nursing major. Students develop learning contracts incorporating the roles of provider of care, designer, manager, and coordinator of care, and the member of the profession. The course consists of 120 clinical hours and 30 hours of clinical conference. Prerequisite: admission to the online RN to BSN degree program.

NUR 4033. Nursing Research (3).F.

This course examines the role of research and theory in nursing practice and health care. In addition, it provides an overview and an analysis of research methodologies and the theoretical approaches with a continued look at evidence-based practice. The roles of the professional nurse as a member of the profession and provider of care as they relate to the application of nursing research in practice are explored. Lecture three hours. Prerequisite: admission to the online RN to BSN degree program.

NUR 4090. Transcultural and Global Nursing (3).On Demand.

This course compares and contrasts health care delivery systems and nursing education in the United States with those in selected industrial and developing countries' systems. Prerequisite: admission to the online RN to BSN degree program.

NUR 4091. Nursing Care of Rural Communities (3).On Demand.

This course examines the knowledge and skills in adapting nursing practice to the rural community. Requires the completion of a 30-hour practicum. Prerequisite: admission to the online RN to BSN degree program.

NUR 4100. Introduction to Nursing Research (3).F.

This course examines the role of research and theory in nursing practice and health care. In addition, it provides an overview and an analysis of research methodologies and theoretical approaches with a continued look at evidence-based nursing practice. The roles of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession as they relate to the application of nursing research in practice are explored. Lecture three hours. Prerequisite: admission to the BSN degree program.

NUR 4110. Adult Health Nursing III (2).S.

This course is a 7 ½ week concentrated course in which students continue to develop the three nursing roles: provider of care; designer, coordinator, and manager of care; and member of a profession. Emphasis is on complex alternations in the health status of adults and the impact on their families. It builds on knowledge and skills from NUR 3100 and NUR 3102, Adult Health Nursing I and II. Lecture two hours. Prerequisite: admission to the BSN degree program.

NUR 4112. Adult Health Nursing III Clinical (2).S.

This 7 ½ week clinical course provides opportunities for students to apply the nursing process and assume the roles of provider of care; designer, coordinator, and manager of care; and member of a profession in caring for adults and their families who are experiencing complex alternations in their health status across the adult life span. Settings include high acuity and/or highly technical environments including critical care units and emergency departments. Clinical/laboratory experience consists of 84 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

NUR 4120. Nursing Care of Families and Communities (3).F.

Students concentrate on the nurse's roles of provider of care; designer, coordinator, and manager of care; and member of a profession. Students use evidence-based practice resources to promote optimal health in individuals, families, groups, and the community. Emphasis is placed on vulnerable and diverse populations. Current public health problems, epidemiology, trends in healthcare delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence community and global health. Students learn how to partner and interact with the interprofessional health care team within community agencies. Lecture three hours. Prerequisite: admission to the BSN degree program.

NUR 4122. Nursing Care of Families and Communities Clinical (3).F.

In this course, students implement the nursing roles of provider of care; designer, coordinator, and manager of care; and member of a profession. Students apply evidence-based practice resources to provide holistic nursing care for individuals, families, groups, and communities. The focus is on assisting vulnerable and/or diverse populations to achieve optimal health goals and outcomes. Knowledge of current public health problems, epidemiology, trends in healthcare delivery, and community resources are applied. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence community and global health. Students partner and interact with the interprofessional health care team and community agencies to positively influence community health care. Clinical/laboratory experience consists of 135 contact hours. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

NUR 4124. Nursing Care of Childbearing Families, Women, and Children (4).F.

This course focuses on the roles of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession in caring for diverse families, women during childbearing years, and children from utero through adolescence. Students learn how to provide nursing care that is patient-centered, holistic, evidence-based, and culturally competent. Nursing and family theory as well as communication theory are examined in the context of caring for childbearing families, women and children. Lecture four hours. Prerequisite: admission to the BSN degree program.

NUR 4127. Nursing Care of Childbearing Families, Women, and Children Clinical (2).F.

This course focuses on the roles of the professional nurse as provider of care; designer, coordinator, and manager of care; and member of a profession. Students provide patient-centered, holistic, culturally competent, and evidence-based care to families, women during their childbearing years, and children from utero through adolescence. Nursing and family theories provide guidance and understanding of patient diversity in a variety of settings. Sound communication techniques are emphasized. Prerequisite: admission to the BSN degree program. Graded on an S/U basis.

NUR 4128. Leadership and Management in Nursing (3).S.

This course emphasizes professional practice in the leadership and management of nursing care, and concentrates on the roles of the nurse as provider of care; designer, coordinator, and manager of care; and member of a profession. The focus includes theories, research, and issues related to leadership, change, and management of nursing practice in the context of healthcare delivery. Lecture three hours. Prerequisite: admission to the BSN degree program.

NUR 4130. Professional Nursing Capstone (3).S.

GEN ED: Capstone Experience

The Professional Nursing Capstone clinical course occurs over a 7 1/2 week block and is designed to prepare students for professional nursing practice through refinement of clinical and leadership nursing skills within the clinical setting. Students will integrate knowledge and skills from previous coursework and experiences in order to demonstrate achievement of course and program student learning outcomes. Students will complete precepted hours with a Registered Nurse in the clinical setting to gain experience and apply knowledge in the following nursing roles: Provider of Care; Designer, Coordinator and Manager of Care; Nursing Leader; and Member of a Profession. Prerequisite: admission to the BSN degree program. Graded on S/U basis.

NUR 4140. Introduction to Professional Nursing Synthesis (2).S.

This course is designed to prepare students for professional nursing practice through synthesis of didactic content from previous coursework. Students integrate knowledge, skills and experiences to demonstrate achievement of course and program outcomes. This course provides drill and practice to prepare participants for success on the RN licensing examination (RN-NCLEX). Students review selected content from the nursing curriculum. Prerequisite: admission to the BSN degree program.

NUR 4530–4549. Selected Topics (1–4). On Demand.

Department of Nutrition and Health Care Management (NHM)

M. Margaret Barth, Chair

John Arrowood

K. Lanae Ball

Melissa M. Bryan

Melissa D. Gutschall

Sarah R. Jordan

Sandi J. Lane

Lisa S. McAnulty

Laura H. McArthur

Elizabeth S. McGrady

Paul B. Moore

Murugi Ndirangu

Susan D. Roggenkamp

Martin M. Root

Thomas K. Ross

James C. Sokell

Trent J. Spaulding

Kyle L. Thompson

David R. Williams

Nutrition and Health Care Management is concerned with the health and well-being of individuals, families, and communities. The two areas have a specific focus and prepare entry level professionals who can demonstrate competency and function effectively in their chosen career.

The Department of Nutrition and Health Care Management offers the following:

Bachelor of Science in Nutrition and Foods (840*/51.3101)

with concentrations in Dietetics (840B) and Foodsystems Management (840C)

Bachelor of Science in Health Care Management (845A/51.0701)

Undergraduate minor in Nutrition and Foods (840/51.3101)

Undergraduate minor in Health Care Management (845/51.0701)

Master of Science in Nutrition (841A/51.3101)

Nutrition is concerned with food quality, safety and adequacy; nutrition and diet; and the effective management of foodsystems. The Nutrition and Foods, Dietetics concentration is accredited by the Accreditation Council for Education in Nutrition and Dietetics, the accrediting agency for the Academy of Nutrition and Dietetics. Upon graduation, the student is qualified for an accredited internship in an accredited hospital or other acceptable institutions, thus becoming eligible for Academy membership and Registered Dietitian status. The Nutrition and Foods, Foodsystems Management concentration prepares students for management positions in various foodsystems, including restaurants, hotels, and institutional foodservice - schools, hospitals and colleges.

Health Care Management prepares students for entry level administrative or management jobs in health delivery organizations (such as hospitals, physician's offices, long-term care facilities or outpatient centers), health-related government agencies or other businesses that support health care delivery (insurers, medical suppliers, pharmaceutical companies, etc.) As a component of the degree requirements, students will complete an internship of 300 hours in a health care or health-related organization where the student can apply principles and knowledge gained in the classroom setting. The Health Care Management degree is certified nationally by the Association of University Programs in Health Administration.

Nutrition and Foods (NUT)

The Bachelor of Science in Nutrition and Foods (840*/51.3101) with a concentration in Dietetics (840B)

The program of study is available at: www.programsofstudy.appstate.edu/nutrition-and-foods-bs-dietetics-840b-2016-2017

The Bachelor of Science in Nutrition and Foods (840*/51.3101) with a concentration in Foodsystems Management (840C)

The program of study is available at: www.programsofstudy.appstate.edu/nutrition-and-foods-bs-foodsystems-management-840c-2016-2017

Nutrition and Foods Minor (840/51.3101) (18 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/nutrition-and-foods-minor-840-2016-2017

Health Care Management (HCM)

The Bachelor of Science degree in Health Care Management (845A/51.0701)

The program of study is available at: www.programsofstudy.appstate.edu/health-care-management-bs-845a-2016-2017

Minor in Health Care Management (845/51.0701) (18 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/health-care-management-minor-845-2016-2017

Graduate Degree

The Department of Nutrition and Health Care Management offers a Master of Science degree in Nutrition. Persons interested in this

graduate degree program in nutrition are requested to consult the *Graduate Bulletin* for further information.

Courses of Instruction in Nutrition (NUT) and Health Care Management (HCM)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

NUTRITION (NUT)

NUT 1202. Basic Food Science (3).F;S.

Introduction to and emphasis on basic scientific principles of food. Integration of scientific principles into food study from the consumer perspective including identification and conservation of nutrients into a meal management format. Lecture two hours, laboratory two hours.

NUT 2201. Foods and Nutrition for Children (2).F;S.

A study of relationships between nutrition and emotional, mental and physical well-being of infants and children. Diet planning, food preparation, food purchasing, storage, sanitation and safety standards in child development programs. Lecture two hours.

NUT 2202. Nutrition and Health (3).F;S.

GEN ED: Wellness Literacy

Application of basic nutrition principles to the prevention of disease and the promotion of health. The wellness perspective is integrated in the course through the following topics: chronic diseases, health risk assessment, decision making, health behavior change, wellness planning and evaluation, and literature evaluation. Lecture three hours.

NUT 2203. Organization and Management in Food Service (3).S.

Introduction to organizational theories and their application in food service organizations. Emphasis will be given to the systems management theory and its application to food service. Management functions will be applied to commercial and non-commercial food service operations. Management characteristics, traits, competencies and skills required to operate food production and service will be discussed. Lecture three hours.

NUT 2351. Global Nutrition: Emerging Health Challenges (3).F;S.

GEN ED: Social Science Designation; Liberal Studies Experience

This course will examine global nutritional issues as they pertain to health and incidence of disease, integrating social, biological, political, economic, and environmental factors. The relationship of nutrition and global health to diverse aspects of globalization and economic development will be explored. Specific issues include hunger and obesity, infant mortality and elder health, nutritional programs and agencies, local to global food markets, and meat versus plant food sources. Students will gain the ability to accurately evaluate the food and health issues of a specific country or region. Lecture three hours. (Global Learning Opportunity course)

NUT 2500. Independent Study (1–4).On Demand.

NUT 2530-2549. Selected Topics (1–4).On Demand.

NUT 3100. Nutrition Assessment (3).S.

A comprehensive study of the components of nutrition assessment, including anthropometric, biochemical, clinical and dietary assessments of individuals across the life span. This study will include aspects examining nutrient content of various foods and exploring various aspects of food preferences, including culture and religion. Students will gain basic proficiency in the use of the Nutrition Care Process and will also engage in practical application of concepts gained in class. Prerequisites: NUT 2202, NUT 3205, and HP 3200.

NUT 3150. Profession of Dietetics (2).F.

An examination of the professions in dietetics. Students will explore aspects of educational preparation, areas of specialization, and professional and ethical issues in the discipline. Prerequisite: NUT 2202.

NUT 3202. Food Purchasing and Production Management (3).F.

Managerial aspects of food service systems purchasing activity. Emphasis on steps in the flow of costs: purchasing, receiving, storage, issuing, preparation, portioning, service, and accounting for sales. Particular attention will be given to product identification and specification. Labor costs and the technological applications that assist managers in purchasing are discussed. Active problem solving and computer applications are used to relate the principles learned to the food service industry. Lecture three hours. Prerequisites: ACC 1050, NUT 1202, and NUT 2203.

NUT 3205. Nutrition and the Life Cycle (3).F.

The study of nutritional needs and concerns in the various physiological ages of humanity. Application of the principles of nutrition to

pregnancy, lactation, infancy, pre-school and school age years, adolescence, adulthood, and later maturity with discussions of nutrition services and programs available. Lecture three hours. Prerequisites: NUT 2202; HP 4100 or STT 2810; and biology recommended.

NUT 3210. Beverage Management (3).On Demand.

Integration of food service management principles to beverage operations with emphasis on legal and liability issues, staff training, customer service, pricing, purchasing, storage, loss prevention and marketing strategies. Lecture three hours.

NUT 3400. Cultural Foods (3).S.

This course will provide students with a perspective on the world of food and culture as they explore the influence of ethnicity, religion and society on human food habits. Independent and group learning experiences will enable students to examine food-related behaviors, eating habits, nutrition and health status of people from diverse cultural backgrounds. Prerequisite: NUT 2202. (Global Learning Opportunity course)

NUT 3500. Independent Study (1–4).On Demand.

NUT 3520. Instructional Assistance (1).On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

NUT 3530–3549. Selected Topics (1–4). On Demand.

NUT 4000. Nutrition Counseling (3).F.

Principles of dietary counseling for the general population and for individuals with special health problems. Principles of teaching and learning applied to nutrition counseling of patients with specific health problems. Lecture three hours. Prerequisite: NUT 3100. Corequisite: NUT 4240.

NUT 4200. Advanced Nutrition I (3).S.

GEN ED: Junior Writing in the Discipline (WID)

The role of nutrients at the specialized cellular level. Emphasis on intermediary metabolism of carbohydrates, proteins and fats. Scientific planning of adequate dietaries for normal individuals of different economic levels as related to health and efficiency. Lecture three hours. Prerequisites: Minimum grade of C in BIO 1801, CHE 1101/1110, and CHE 1102/1120; NUT 3205, CHE 2101, CHE 2102, and RC 2001 or its equivalent.

NUT 4205. Seminar in Food Systems Management (1).On Demand.

A consideration of contemporary topics in food systems management via seminar format. Prerequisite: senior status.

NUT 4206. Advanced Nutrition II (3).F.

Function of minerals in human metabolism, homeostatic maintenance, and critical interpretation of nutrition information. Lecture three hours. Prerequisite: NUT 4200.

NUT 4240. Medical Nutrition Therapy I (3).F.

Techniques for assessing, evaluating, planning, and counseling individuals and their families to improve nutritional status. Role of dietary modifications in prevention and treatment of disease such as obesity, heart disease, and diabetes. Methods of nutrition support the techniques used in this course. Prerequisites: ES 2030, HP 3200, NUT 3100, NUT 4200, and NUT 4552. Corequisite: NUT 4000.

NUT 4250. Medical Nutrition Therapy II (3).S.

Role of dietary modifications in the treatment of pathological conditions with an emphasis on assessment, planning, and counseling of clients and their families. Includes medical nutrition therapy for gastrointestinal disorders, allergies, liver disease, metabolic disorders, heart failure, pulmonary disorders, renal disease, cancer and HIV. Prerequisites: NUT 4206 and NUT 4240.

NUT 4300. Effective Rural Practice for Health Professionals (3).S.

Survey of rural health issues in the United States; simulated practice scenarios involving rural health settings; development of transferable cultural competence skills for successful rural health practice. [Dual-listed with NUT 5300.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

NUT 4504. Foodsystems/Dietetics Administration (3).S.

Budget development and resource allocation, including financial status monitoring, evaluation, and control. The course will also cover quality improvement, human resources, employment processes and procedures, and facility layout, including the composition, role and responsibilities of facility planning teams as well as equipment selection and specification. Lecture three hours. Prerequisite:

NUT 3202.

NUT 4509. Quantity Food Production (3).F;S.

Application of food service principles to quantity food service: menu planning, recipe development and standardization, costing, marketing trends, purchasing, production, presentation, and service considerations. Prevention of all types of food contamination; the Hazard Analysis Critical Control Point (HACCP) food safety system is emphasized. Aesthetics of food as related to the food service industry. Lecture one hour, laboratory four hours. Prerequisite: NUT 3202 or approval of the instructor.

NUT 4530-4539. Selected Topics (1-4).On Demand.

NUT 4540. Diet and Public Health (3).On Demand.

Reviews the effects of foods, nutrients, and dietary patterns on health. Examines the dietary recommendations that have the potential for reducing the risk of chronic diseases and estimates the impact of these recommendations. Prerequisite: NUT 2202.

NUT 4550. Experimental Food Study (3).On Demand.

A study of the theories of food preparation, the effect of processing on food, the interrelationship of various aspects of food science to nutrition and the judgement of products and establishing of standards. Lecture one hour, laboratory four hours. Prerequisite: NUT 1202.

NUT 4552. Medical Terminology/Records (1).S.

This course is designed to help students develop an understanding of the medical terminology and vocabulary utilized in medical records and health professions. Lecture one hour.

NUT 4553. Medical Language for Health Professionals (3).S.

This course is designed to help students become fluent with the meanings and use of medical terms, including interpretation of medical course content, literature, records, and research, in order to prepare them for advanced health professional programs.

NUT 4555. Nutritional Aspects of Exercise and Sports (3).F;S.

A study of nutrition specific to physical activity and sport performance. Topics will include metabolism during exercise, sport-related weight gain and loss, food and fluid intake for competition, nutritional ergogenic aids, exercise recovery nutrition, and various special topics. Prerequisites: NUT 2202 and ES 3450. (Same as ES 4555.)

NUT 4560. Community Nutrition (3).S.

An introduction to nutrition needs of the community and nutrition services provided to the public through various agencies and organizations, techniques for determining nutrition needs, methods of extending services to various groups in the community, and factors affecting acceptance of these services. Lecture three hours. Prerequisite: NUT 2202, NUT 3205.

NUT 4600. Professional Development (1).F.

Preparation for both the internship (NUT 4900) and professional job search in nutrition and foodsystems management. Emphasizes goal setting, resume preparation, interview strategies, written and oral communication for the job search process, and professional ethics. Preparation of the internship proposal for NUT 4900 will be completed. Lecture one hour. Prerequisite: senior standing.

NUT 4900. Internship (1-12).F;S.

GEN ED: Capstone Experience

Field experience or employment in the area of the student's concentration: dietetics (experience will be obtained in 2 areas: clinical, and either foodservice, or community) or foodsystems management. Supervision and evaluation by the employer and the faculty member.

Prerequisites:

- A. 2.0 overall grade-point average
- B. College rank: seniors (at least 90 s.h. completed toward degree)
- C. NUT 4600
- D. Major courses completed:
 - 1. Dietetics:
 - a. Clinical - Prerequisite: NUT 4250, AND
 - b. Community - Prerequisites: NUT 3205, NUT 4560, OR
 - c. Foodservice - Prerequisites: NUT 2203, NUT 3202; Prerequisites or Corequisites: NUT 4504, NUT 4509
 - 2. Foodsystems Management: NUT 2202, NUT 2203, NUT 3202, NUT 4504, NUT 4509
- E. Internship proposal fully approved

Graded on an S/U basis. Contact hours requirement for three credit hours is 150 hours with 50 hours required for each additional credit.

HEALTH CARE MANAGEMENT (HCM)

HCM 1530–1549. Selected Topics (1–4). On Demand.

HCM 2110. Introduction to Health System Organization (3).F;S.

This course provides an overview of the organizational structure of health care services and the forces that influence the organization of health services in the United States. The perspectives of health and health status of Americans are examined in the context of cultural, economic, social and political forces. The course is designed to provide a foundation of knowledge regarding the issues of relevance to the future of health care delivery.

HCM 2130. Managing Health Care Organizations (3).F;S.

This course focuses on the structure, function, and interconnection of various health care organizations that make up the US health care system. Specific attention is paid to the unique challenges faced by health care managers, in addition to the unique challenges of managing various health care professionals. The course instructs students on the attributes of key health care organizations, namely hospitals and integrated delivery systems, ambulatory care, managed care organizations and insurance firms, biopharmaceutical firms, and other health care organizations. Administrative and other principles are addressed within the healthcare setting. Prerequisite or corequisite: HCM 2110 or permission of the instructor.

HCM 2530–2549. Selected Topics (1–4). On Demand.

HCM 3200. Health Management Practicum I (3).F.

A full-time work experience in health care management. Three semester hours are granted for the practicum, usually during the fall term in a health care facility, service or program, or health-related organization. The course may be taken as an elective or as partial credit toward the internship (HCM 3900). Prerequisites: Declared HCM major; HCM 2110 and permission of the HCM program director.

HCM 3210. Health Management Practicum II (3).S.

A full-time work experience in health care management. Three semester hours are granted for the practicum, usually during the Spring term in a health care facility, service or program, or health-related organization. The course may be taken as an elective or as partial credit toward the internship (HCM 3900). Prerequisites: Declared HCM major; HCM 2110 and permission of the HCM program director.

HCM 3500. Independent Study (1–4).F;S.

HCM 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in the classroom situation. Graded on an S/U basis. May be repeated for a total credit of three semester hours.

HCM 3530–3549. Selected Topics (1–4). On Demand.

HCM 3570. Principles of Financial Management for Health Care (3).F;S.

This course provides an introduction to the role of finance in the private and public sectors of the health services industry. Topics covered include corporate finance, financial markets, and sources of capital for healthcare organizations. Common tools for the financial analyses of healthcare firms are explored, and students should develop foundational knowledge of the financial concepts important to managerial decision-making in the health services industry. Prerequisites: ACC 2100 and MAT 1030.

HCM 3580. Health Services Research Methods (3).F.

This course involves an overview of the fundamentals of health services research, emphasizing how health care managers and administrators can apply fundamentals of scientific methods and research principles to management problems and decision-making. The course will also instruct students how to read and understand scientific literature and research, which is critical for lifelong learning in the health services. Prerequisites: ECO 2100 and HCM 2110, or permission of the instructor.

HCM 3590. Quality Management and Process Improvement in Health Care (3).S.

This course is an overview of the fundamental theories and principles of quality management and performance improvement in US health care organizations. The course instructs students on techniques and tools currently used by health care organizations to monitor and improve the quality of their clinical and administrative functions. The course also instructs students regarding the leadership and management approaches and skills necessary to promote a culture of quality in a health services organization. Prerequisite: HCM 2110 or permission of the instructor.

HCM 3630. Health Services Organization Behavior and Design (3).F;S.

This course informs and instructs in the theories, principles and concepts of organization behavior and design particularly related to health care organizations. The course focuses on understanding behavior at the level of individuals, groups and teams, and the

organization as a whole. Concepts of health care organizational structure and design are also covered in this course. The aim of the course is to develop skills, attributes and behaviors of managerial professionals working in the health services industry. Prerequisites: HCM 2110 and HCM 2130 or permission of the instructor.

HCM 3680. Human Resource Management in Health Service Organizations (3).F.

This course provides an overview of human resource management, particularly the functions, structure, laws and principles of effective human resource management in the health services industry. Instruction emphasizes the management of health care personnel focusing on the unique nature of health care specialization, professional licensure, and employee productivity and satisfaction. Additionally, the course addresses current issues in human resource management, such as managing health labor shortages. Prerequisite: HCM 2110 or permission of the instructor.

HCM 3700. Health Information Systems (3).F;S.

This course is a general introduction to information technology and the management of information systems in complex organizations such as health services organizations. The course will instruct students in basic hardware/software concepts, communication and networking concepts, and the important considerations in planning strategically for information technology in health service organizations. Prerequisite or co-requisite: HCM 2110 or permission of the instructor.

HCM 3800. Professional Development I (1).F.

This course provides an introduction to the professional environment in which health care supervisors and managers work. Students will be exposed to the skills and behaviors of professional health care managers and leaders. Students will also begin developing strategies for securing their internship in health care management. Graded on an S/U basis. Prerequisite or corequisite: HCM 2110 or permission of the instructor.

HCM 3810. Professional Development II (1).S.

This course provides further instruction regarding the professional environment in which health care supervisors and managers work. Students will continue to learn the skills and behaviors of professional health care managers and leaders, with additional emphasis on written and verbal communication, how managers interact with other health professionals, and the educational requirements for health executive careers. Students will continue working toward securing their internship in health care management, as well as developing personal career goals. Graded on an S/U basis. Prerequisite or corequisite: HCM 3800 or permission of the instructor.

HCM 3900. Internship (1-6).SS.

A full-time work experience in health care management. Up to six semester hours are granted for the internship, usually during the summer term in a health care facility, service or program, or health-related organization. Graded on an S/U basis. Prerequisites: Declared HCM major; HCM 3810 and permission of the HCM program director.

HCM 4500. Independent Study (1-4).F;S.

HCM 4510. Senior Honors Thesis (3).On Demand.

Independent study and research project directed by a departmental faculty advisor on a topic of mutual interest to both student and advisor. The thesis should be completed during the senior year as a final requirement for graduation with honors and includes a formal presentation to the college faculty.

HCM 4530-4549. Selected Topics (1-4).On Demand.

Prerequisite: HCM 2110 or permission of the instructor.

HCM 4550. Health Care Politics and Policy (3).On Demand.

The course will examine the process by which health care policy, laws and regulations are proposed, formulated, implemented, and modified. The political process and the role of constituencies of the health policy-making process will be examined. Specific examples of major health policy issues will be drawn from federal and state sectors focusing on costs, quality, and access to health care programs or services. Prerequisite: HCM 2110 or permission of the instructor.

HCM 4560. Managed Care (3).On Demand.

This course describes the basic concepts and incentives of risk as applied to health insurance. The principles of third party payment and health insurance in the form of managed care are studied in detail. The course emphasizes how health care managers interact with managed care organizations to include contract negotiations, utilization review and reimbursement management. Prerequisite: HCM 2110 or permission of the instructor.

HCM 4570. Health Services Financial Management (3).F;S.

This course provides an overview of the organizational and operational aspect of fiscal management, control, and analysis of health care organizations. Because the role of third party payment is a distinct and unique characteristic of the health care industry, particular

attention is given to public and private health insurers and managed care, as well as operational considerations for managing reimbursement, revenue and expenses, and for developing budgets in health service organizations. Prerequisites: ACC 2100 and ACC 2110, and HCM 3570 or FIN 3680, or permission of the instructor.

HCM 4630. Principles of Leadership for Health Service Organizations (3).F;S.

This course informs and instructs in the theories, principles and concepts of leadership particularly applied to health service organizations. The aim of the course is to develop leadership skills, attributes and behaviors to enable graduates to lead successful health care organizations. Prerequisites: HCM 2110 and HCM 2130, or permission of the instructor.

HCM 4710. Health Informatics (3).F;S.

This course instructs students on how healthcare organizations can use information technology (IT) to achieve better operational performance and strengthen the quality of services offered to their patients. Topics covered include: using IT to transform clinical processes, integrating clinical and administrative work processes through IT, and aligning business and clinical strategies. The course will explore in detail electronic medical records, medical informatics, and privacy/security requirements for healthcare IT. Prerequisite: ECO 2100; HCM 3700 or CIS 2050; or permission of the instructor.

HCM 4910. Health Law and Policy (3).S.

This course is designed to provide students with a background in law and an introduction to health policy as applied to health care organizations and health professionals. The course will cover aspects of tort, contract, criminal, antitrust, and administrative law and civil procedure as they relate to health service organizations and health personnel. Prerequisite: HCM 2110 or permission of the instructor.

HCM 4930. Ethics in Health Care (3).F.

This course will explore the role of ethics in management and leadership in today's healthcare environment through analysis of ethical and bioethical issues confronting the US health care delivery system. The course explores the use of moral reasoning applied to health care concerns encountered by health care leaders, managers and clinicians. Emphasis will be on critical thinking, real-world application, and decision-making in a professional environment. Prerequisite: HCM 2110 and HCM 2130, or permission of the instructor.

HCM 4950. Seminar in Health Care Management (3).F;S.

GEN ED: Capstone Experience

This course integrates all HCM courses and other core courses through readings, case and scenario analyses, and small projects. The course requires students to apply the concepts of accounting, financial management, quality management, marketing, business planning, operations, strategic management, and public policy specifically to the unique environmental, regulatory, legal, ethical, and professional demands of the health care industry. Prerequisites: HCM 2110, HCM 2130, and final semester senior status, or permission of the instructor.

Department of Recreation Management and Physical Education (RPE)

Dale Atkins, Chair

*Joseph A Boitnotte
Mary A. Bolick
Jerry P. Cantwell
Eric D. Frauman
Paul L. Gaskill
Mandy B. Harrison
Kristian L. Jackson*

*J. Joy James
John J. Janowiak
Michael W. Kernodle
Terri D. Mitchell
Derek J. Mohr
Edgar L. Peck
Erik Rabinowitz*

*Iryna Sharaievska
Ben A. Sibley
Jenna Sorrells
Scott Townsend
Melissa J. Weddell
Stephanie T. West*

The Department of Recreation Management and Physical Education is an innovative, diverse and forward-thinking academic unit consisting of three programs:

- Physical Education Activity (PEA) program offers a variety of General Education Wellness Literacy courses that prepare students to participate in health-enhancing physical activity throughout their lives;
- Health and Physical Education (HPE) prepares students for careers as K-12 physical educators, school-based activity directors and coaches;
- Recreation Management (RM) prepares graduates for careers as recreation management professions.

Student organizations that are supported by the department include the Recreation Management Association and the Physical Education Majors Club.

The Department of Recreation Management and Physical Education programs and student organizations are supported by high quality faculty who engage in effective teaching, germane scholarly activity, and relevant service.

Health and Physical Education, K-12 (with teacher licensure) (HPE)

Graduates earning a Bachelor of Science degree in Health and Physical Education (HPE), K-12 Teaching will be prepared to assume the challenging role of 21st century educators who are capable of and committed to improving school-aged children's health and wellness. Twenty-first century health and physical educators must possess the knowledge, skills and dispositions necessary to advance psychomotor, cognitive and affective learning in both the classroom and movement-centered instructional environments. Accordingly, the HPE program maintains national accreditation (NASPE/NCATE BTS) at the unit level and state program approval (NCDPI) to ensure that teacher candidates achieve desired outcomes. Graduates of Appalachian State University's HPE program will:

- Be licensed K-12 Health and Physical Education Teachers;
- Be competent instructors, committed-ethical leaders, and reflective practitioners committed to lifelong professional development;
- Employ empirically validated planning, instruction and assessment behaviors;
- Possess the ability to impact school-aged children's health and wellness in positive, meaningful, and sustainable ways;
- Work to resolve, in a proactive, collaborative and responsible fashion, community, state, and national health issues.

The Bachelor of Science in Health and Physical Education, K-12 (825A/13.1314)[T] (with teacher licensure)

The program of study is available at: www.programsofstudy.appstate.edu/health-and-physical-education-k-12-bs-825a-2016-2017

Health and Physical Education Curriculum

The health and physical education curriculum consists of 48 semester hours and operates in a coordinated sequence and utilizes a cohort grouping system. This structure allows for a vertical model of integration where salient knowledge and skills are initially introduced and systematically developed across the curriculum through a variety of highly connected classroom, laboratory, and field-based teaching-learning experiences. Each successive teaching-learning experience across the curriculum requires the integration of increasingly sophisticated content knowledge and pedagogy. Additionally, HPE majors select an 18-semester hour Second Academic Concentration (SAC) and complete 24 semester hours of Professional Education coursework, which includes a 12-semester hour Student Teaching internship as part of the degree requirements.

The HPE program promotes the development of health and physical education professionals who are prepared to advance the fitness, psychomotor, cognitive and affective learning of school-aged children.

Recreation Management (RM)

Students completing the Bachelor of Science degree in Recreation Management are prepared for careers in outdoor recreation, experiential education, travel and tourism, club management, recreation program management, city, state and national park management, and resort recreation.

The Bachelor of Science degree in Recreation Management (574*/31.0301)

For the Bachelor of Science in Recreation Management, students must select one of the following concentrations:

Commercial Recreation and Tourism Management concentration (574G):

The program of study is available at: www.programsofstudy.appstate.edu/recreation-management-bs-commercial-recreation-and-tourism-management-574g-2016-2017

Outdoor Experiential Education concentration (574F):

The program of study is available at: www.programsofstudy.appstate.edu/recreation-management-bs-outdoor-experiential-education-574f-2016-2017

Recreation and Park Management concentration (574E):

The program of study is available at: www.programsofstudy.appstate.edu/recreation-management-bs-recreation-and-park-management-574e-2016-2017

Students are required to complete an internship and a minor in a supporting field. RM 4900, Internship is required for the major in recreation management. RM 3900, Recreation Practicum is required for the minor in recreation management. RM 3900 may be taken as an elective course by majors. The following rules apply to prospective interns: (1) Credit for the RM 4900 course may not exceed 12 semester hours. (2) Not more than 15 semester hours of internship and practicum credit may be applied toward graduation requirements. (3) On-the-job internship time is determined by the ratio of fifty (50) contact hours for one hour of credit. (4) All prospective interns must plan their placement under the supervision of a recreation management faculty member, and (5) All internships must be for ten continuous weeks.

Minor in Recreation Management (575/31.0301) (20 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/recreation-management-minor-575-2016-2017

PHYSICAL EDUCATION ACTIVITY PROGRAM (PEA) - GENERAL EDUCATION WELLNESS

As part of Appalachian State University's General Education Program, all students are required to complete two semester hours of Wellness Literacy courses. The PEA program offers a wide variety of activity-based courses that meet General Education Wellness Literacy and CORE Physical Activity/Wellness guidelines.

PEA program courses are based on current guidelines for appropriate practice in college/university physical activity instruction programs outlined by the National Association for Sport and Physical Education (NASPE). Courses reflect the following premises: education is the central mission; emphasis on motor skill acquisition and health-related physical activity; curriculum and instructional practices reflect sensitivity to individual students and societal needs; and the promotion of values consistent with safe, lifelong participation in health enhancing physical activity.

The PEA program is dedicated to enhancing student wellness through activity-based learning experiences and is committed to assisting students to develop as physically literate individuals. A physically literate individual has learned the skills necessary to perform a variety of physical activities, participates regularly in physical activity, is physically fit, knows the implications of and the benefits from involvement in physical activities, and values physical activity and its contributions to a healthful lifestyle.

PEA program courses are graded on a standard A-F letter grade basis.

Courses of Instruction in Physical Education (PE), Recreation Management (RM), Health Education (HED), and Health and Physical Education (HPE)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms.

(For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes)

PHYSICAL EDUCATION ACTIVITY COURSES (PE)

Full course descriptions are available on the PEA program webpage: ([www. http://rmpe.appstate.edu/courses](http://www.rmpe.appstate.edu/courses))

* Denotes courses that lead to or prepare students for certification(s)
PEA program courses are grouped into the following content-related categories:

Selected Topics (1530-1549)

Aquatics (1700-1719)

Outdoor/Adventure (1720-1739)

Fitness (1740-1769)

Self Defense/Combatives (1770-1789)

Invasion (1790-1809)

Net/Wall (1810-1829)

Striking/Fielding (1830-1849)

Target (1850-1869)

Winter Sports (1870-1889)

Physical Education Activity Program (PEA) (1530-1549)

GEN ED: Wellness Literacy

PE 1530-1549. Selected Topics (1-4).On Demand. (GEN ED: Wellness Literacy)

Aquatics (1700-1719)

GEN ED: Wellness Literacy

PE 1700. Swimming for Nonswimmers (1).F;S. (GEN ED: Wellness Literacy)

PE 1702. Beginning Swimming (1).F;S. (GEN ED: Wellness Literacy)

PE 1703. Intermediate Swimming (1).F;S. (GEN ED: Wellness Literacy)

PE 1704. Advanced Swimming (1).F;S. (GEN ED: Wellness Literacy)

PE 1705. Open Water SCUBA Diving (1).F;S. (Fee charged) (GEN ED: Wellness Literacy)

PE 1706. Advanced Open Water SCUBA Diving (1).F;S. (Fee charged) (GEN ED: Wellness Literacy)

PE 1709. Water Aerobics (1).F;S. (GEN ED: Wellness Literacy)

PE 1712. Swimming for Fitness (1).F;S. (GEN ED: Wellness Literacy)

PE 1714. Water Polo (1).F;S. (GEN ED: Wellness Literacy)

PE 1718. *Lifeguarding and Water Safety (3).F;S. (GEN ED: Wellness Literacy)

Outdoor & Adventure (1720-1739)

GEN ED: Wellness Literacy

PE 1720. Hiking (1).F;S. (GEN ED: Wellness Literacy; CORE: PHYSICAL ACTIVITY/WELLNESS)

PE 1721. Backpacking/Orienteering (1).F;S. (GEN ED: Wellness Literacy)

PE 1724. Canoeing (1).F;S. (GEN ED: Wellness Literacy)

PE 1725. Intermediate Canoeing (1).F;S. (GEN ED: Wellness Literacy)

PE 1727. Fly Fishing (1).F;S. (GEN ED: Wellness Literacy)

PE 1730. Rock Wall Climbing (1).F;S. (GEN ED: Wellness Literacy)

PE 1731. Rock Climbing (1).F;S.(GEN ED: Wellness Literacy)

PE 1732. Bouldering (1).F;S.(GEN ED: Wellness Literacy)

PE 1733. Mountain Biking (1).F;S. (GEN ED: Wellness Literacy)

PE 1734. Intermediate Mountain Biking (1).F;S. (GEN ED: Wellness Literacy)

PE 1735. Whitewater Rafting (1).F;S. (GEN ED: Wellness Literacy)

PE 1736. Introduction to Whitewater Kayaking (1).F;S. (GEN ED: Wellness Literacy)

Personal Fitness (1740-1769)

GEN ED: Wellness Literacy

PE 1742. Aerobics (1).F;S. (GEN ED: Wellness Literacy)

PE 1743. Intermediate Aerobics (1).F;S. (GEN ED: Wellness Literacy)

PE 1745. Jogging/Conditioning (1).F;S. (GEN ED: Wellness Literacy)

PE 1748. Tai Chi (1).F;S. (GEN ED: Wellness Literacy)

PE 1751. Yoga (1).F;S. (GEN ED: Wellness Literacy)

PE 1752. Intermediate Yoga (1).F;S. (GEN ED: Wellness Literacy)

PE 1754. Weight Training (1).F;S. (GEN ED: Wellness Literacy)

PE 1755. Intermediate Weight Training (1).F;S. (GEN ED: Wellness Literacy)

PE 1759. Indoor Cycling (1).F;S. (GEN ED: Wellness Literacy)

PE 1769. *Personal Trainer Training (3).F;S. (GEN ED: Wellness Literacy)

Self Defense - Combatives (1770-1789)

GEN ED: Wellness Literacy

PE 1770. Self-Defense (1).F;S. (GEN ED: Wellness Literacy)

PE 1775. Fencing (1).F;S. (GEN ED: Wellness Literacy)

PE 1780. Kung Fu (1).F;S. (GEN ED: Wellness Literacy)

PE 1782. Arnis Stick Fighting (1).F;S.(GEN ED: Wellness Literacy)

Sport - Invasion (1790-1809)

GEN ED: Wellness Literacy

PE 1790. Basketball (1).F;S. (GEN ED: Wellness Literacy)

PE 1791. Intermediate Basketball (1).F;S. (GEN ED: Wellness Literacy)

PE 1793. Field Hockey (1).F;S. (GEN ED: Wellness Literacy)

PE 1795. Flag Football (1).F;S. (GEN ED: Wellness Literacy)

PE 1800. Ultimate Frisbee (1).F;S. (GEN ED: Wellness Literacy)

PE 1802. Soccer (1).F;S. (GEN ED: Wellness Literacy)

Sport - Net/Wall (1810-1829)

GEN ED: Wellness Literacy

PE 1810. Badminton (1).F;S. (GEN ED: Wellness Literacy)

PE 1819. Racquetball (1).F;S. (GEN ED: Wellness Literacy)

PE 1820. Intermediate Racquetball (1).F;S. (GEN ED: Wellness Literacy)

PE 1822. Tennis (1).F;S. (GEN ED: Wellness Literacy)

PE 1823. Intermediate Tennis (1).F;S. (GEN ED: Wellness Literacy)

PE 1825. Volleyball (1).F;S. (GEN ED: Wellness Literacy)

Sport - Striking/Fielding (1830-1849)

GEN ED: Wellness Literacy

PE 1840. Softball (1).F;S. (GEN ED: Wellness Literacy)

Sport - Target (1850-1869)

Winter Sports (1870-1889)

GEN ED: Wellness Literacy

PE 1873. Alpine Skiing (1).S. (Fee charged) (GEN ED: Wellness Literacy)

PE 1874. Intermediate Alpine Skiing (1).S.(Fee charged) (GEN ED: Wellness Literacy)

PE 1876. Alpine Snowboarding (1).S. (Fee charged) (GEN ED: Wellness Literacy)

PE 1877. Intermediate Alpine Snowboarding (1).S. (Fee charged) (GEN ED: Wellness Literacy)

PHYSICAL EDUCATION SERVICE COURSES

PE 1111. Adapted Aquatics (1).F;S.

The purpose of this course is to familiarize students with the procedures for providing services for remediation of physical and mental needs of clients, using water as the source of therapeutic remediation. Theories and concepts will be presented and applied as they pertain to using water to address various needs of persons with disabilities.

PE 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

PE 3556. How Children Move: Implications for Elementary Education (2).F;S.

An overview of movement experiences in games and dance focusing on the teaching of children K-8. Lecture one hour, laboratory two hours.

RECREATION MANAGEMENT (RM)

RM 2100. Leisure in Society (3).F;S.

GEN ED: Social Science Designation; Liberal Studies Experience

This course focuses on relationships between the individual and society in the context of leisure. It examines both the biological and cognitive foundations of individual leisure behavior and the cultural forces that influence personal experience. Emphasis is on how an individual's leisure simultaneously shapes and is shaped by diverse group, organizational and social contexts.

RM 2110. Introduction to Recreation and Leisure (3).F;S.

This course consists of an introduction to the concepts of recreation and leisure and a survey of the recreation profession. The course also includes a history of the leisure and recreation movement, and development of a personal philosophy related to discretionary time and related choices. A minimum grade of "C" (2.0) is required.

RM 2120. Leadership and Group Dynamics in Recreation (3).F;S.

This course focuses on the study and practice of leadership styles and techniques applied to recreation settings and leisure management situations. Emphasis will be placed on group dynamics as they relate to participants and managers of leisure activities. Prerequisite: RM 2110 or approval of the instructor.

RM 2130. Principles of Commercial Recreation and Tourism (3).S.

An introduction to the commercial recreation and tourism industry. Topics covered in this course include: origins of commercial recreation and tourism, the amusement industry, event management, travel and tourism, and allied industries. Students will complete an in-depth analysis of one industry within commercial recreation/tourism. Prerequisite: RM 2110 or approval of the instructor.

RM 2140. Natural Resources: Becoming an Informed Citizen (3).F;S.

GEN ED: Historical Studies Designation; Liberal Studies Experience

Through the lens of outdoor recreation, this course will examine natural resources to help shape a more informed citizen. Students will examine dealings with natural resources by looking at how humans value and define ownership of them, as well as look at natural and outdoor recreation resource management practices and why they can be controversial or problematic. In addition, this course will look at how citizens become involved in the politics of natural and outdoor recreation resources.

RM 2210. Recreation Resource Management (3).F;S.

This course introduces students to the complexities of natural resource management. Elements of the course at the micro level include landscape and trails management. At the macro level, the focus is on roles of government agencies and non-profit organizations in balancing the supply and demand for outdoor recreation while maintaining environmental quality. Prerequisite: RM 2110 or approval of the instructor.

RM 2220. Principles of Outdoor Experiential Education (3).F.

Principles of outdoor experiential education is a survey of experiential education as it takes place in outdoor settings. The emphasis is on programs that either take place outside of the classroom, outside the purview of the formal public schools, or those conducted by natural resource agencies as part of their information and education imperatives. Students prepare to design and implement experiential education programs at appropriate outdoor sites for various agencies, organizations, and audiences. Prerequisite: RM 2110 or approval of the instructor.

RM 2310. Administration of Leisure Services I (3).F;S.

This is a lecture and seminar course that includes elements of organizational theory and structure, policy development by boards and commissions, personnel policies and manuals, and budgeting and revenue generation in the context of leisure services delivery systems. Prerequisite: RM 2110 or approval of the instructor.

RM 2400. Leisure and Lifespan (3).S.

Conceptual foundations for understanding the role of leisure in the quality of life. Social, historical, psychological, cultural, economic and political foundations of play, leisure and recreation are explored. Dominant concepts, theories, and research associated with the study of recreation and leisure across the lifespan.

RM 2410. Recreation Program Planning (3).F;S.

This course focuses on the planning of recreation and leisure activities through the use of human and natural resources in public, private, and commercial recreation programs. Principles and approaches to programming will be presented, providing a philosophical and practical basis for preparing a wide variety of leisure programs and activities. Prerequisite: RM 2110 or approval of the instructor.

RM 2500. Independent Study (1-4).F;S.

RM 3140. Camp Management/Conference Center Management (3).S.

This course focuses on the administration of organized camping. The application of management principles to camp/conference centers and their unique program needs will be emphasized. Prerequisite: RM 2310 or approval of the instructor.

RM 3151. Climbing Site Facilitation (2).F;S.

This course is designed to train students in climbing site facilitation and includes elements of risk management, logistics, instruction, and site management. Lecture and laboratories. Prerequisite: RM 2220 or approval of the instructor.

RM 3152. Ropes Course Facilitation (2).F;S.

This course is designed to introduce students to the basic skills and equipment needed to facilitate a ropes course. It includes the history and philosophy of ropes courses; construction; maintenance and inspection techniques; gear and knots; and framing and debriefing skills. Prerequisite: RM 2220 or approval of the instructor.

RM 3153. Water-Based Paddlesports (2). On Demand.

This course is designed to train students in leadership and facilitation of water-based paddlesports (canoeing, whitewater rafting) and includes elements of risk management, logistics, instruction, and site management. In addition, equipment and resource aspects will be covered. Lecture and laboratories. Prerequisite: RM 2110 or approval of the instructor.

RM 3154. Outdoor Experiential Education Laboratory (3).S.

This course focuses on the elements of planning and participating in an outdoor expedition. Trip planning, logistics, menu preparation, permits, equipment, risk management, navigation, expedition behavior and evaluation will be emphasized. Lecture and laboratories. Prerequisite: RM 2220 (with a minimum grade of "C") or the approval of the instructor. Prerequisite or corequisite: RM 2410.

RM 3155. Wilderness First Responder (3).F;S.

This course provides outdoor leaders with the knowledge and skills to deal with emergencies in remote settings. The course includes personal/group safety and hygiene, backcountry survival, anatomy and physiology, pathophysiology, patient assessment, documentation, trauma, medical and environmental emergencies, long-term care, teamwork, organizing/improvising rescues, working with EMS and rescue squads in wilderness, decision-making, leadership, judgment, and prevention. Prerequisite: permission of the instructor.

RM 3156. Wilderness and Remote First Aid Instructor (3). On Demand.

This course provides students with the knowledge and skills to be able to teach others how to deal with emergencies in remote settings. This emergency response training includes patient assessment, evacuation procedures, musculoskeletal and soft tissue injuries, splinting, and how to treat people with injuries due to altitude-sickness, hypothermia, excessive heat, allergies, burns, wounds and infection.

RM 3157. Environmental Education Skills (3). On Demand.

This course is designed to introduce students to the basic skills needed to facilitate environmental education programs and facilitate outdoor programs in ways that have as little environmental impact as possible. Students will become Leave-No-Trace (LNT) trainers and will begin the certification process for becoming North Carolina Environmental Educators.

RM 3161. Swift Water Rescue (1).S.

This course teaches recognition and avoidance of common river hazards, execution of self-rescue techniques, and rescue techniques for paddlers in distress. Emphasis is placed both on personal safety and on simple, commonly used skills. Techniques for dealing with hazards that carry greater risks for both victim and rescuer, such as strainers, rescue vest applications, entrapments, and pins, also are practiced. Scenarios will provide an opportunity for participants to practice their skills both individually and within a team/group context. Prerequisite: approval of the instructor.

RM 3210. Inclusive Recreation (3).F;S.

This course consists of a study of and practical application of principles underlying the provision of recreation services to populations limited in their access to normal recreation programs. The course will focus on individual populations and the respective barriers to participation, the process of program planning and resource development that alter these limitations, and the practical experience of application of a particular plan. Attention will also be devoted to a study of successful community and institutional programs. Prerequisite: RM 2110 or approval of the instructor.

RM 3220. Planning and Design of Leisure Facilities (3).F.

This course consists of an integration of site, master, and systems planning with practical design applications. Elements of data collection, site surveying, environmental impact analysis, citizen participation, grantmanship, analysis and synthesis, drafting techniques, and plan reproduction are included in the course. Prerequisites: RM 2110 and RM 2210, or approval of the instructor.

RM 3221. Aquatic Facility Management (3).F;S.

The purpose of this course is to train each student in the most advanced knowledge and techniques for swimming pool operations and management of lifeguard staff. The student will be able to professionally oversee aquatic facilities at parks and recreational centers. Upon successful completion of this course, the student will receive her/his National Swimming Pool Foundation Certified Pool Operator and American Red Cross Lifeguard Management certifications

RM 3222. Lifeguarding Instructor (3).S.A course designed to teach the skills and knowledge necessary to teach Lifeguarding, Waterfront Lifeguarding and Shallow Water Attendant, Lifeguard Management, CPR/AED for the Professional Rescuer, Administering Emergency Oxygen, Bloodborne Pathogens Training: Preventing Disease Transmission, and Basic Water Rescue courses.

RM 3223. Aquatics/Water Safety Instructor (3).F;S.

The purpose of this certification course is to train students to teach courses and presentations in the American Red Cross Swimming and Water Safety program by developing their understanding of how to use the course materials, how to conduct swim training sessions and how to evaluate swim participant's progress. Each student must demonstrate proficiency in the basic swim strokes as a prerequisite to the class.

RM 3230. Commercial Recreation Management (3). On Demand.

This course examines the private-commercial recreation sector. Key concepts include: economic impact studies; feasibility studies; promotion and marketing strategies for commercial recreation business; and resort management techniques. Prerequisites: RM 2110, RM 2130, and RM 2310, or approval of the instructor.

RM 3235. Introduction to Sport Management (3).S.

This course provides an introduction to the basic competencies, skills, methods, and techniques necessary to deliver recreational sport activities within a variety of settings, agencies, and organizations.

RM 3236. Sports Officiating I (3).F.

A study of the rules and rule interpretations of volleyball, football and soccer with emphasis on the proper techniques of officiating. Lecture two hours, laboratory two hours (a minimum of 32 hours of field experience is required per semester without pay and with supervision).

RM 3237. Sports Officiating II (3).S.

A study of the rules and rule interpretations of basketball, softball, baseball, and track and field with emphasis on the proper techniques of officiating. Lecture two hours, laboratory two hours (a minimum of 32 hours of field experience is required per semester without pay and with supervision).

RM 3241. Travel and Tourism (3).F.

This course provides an in-depth study of tourism and recreational travel. Topics include the origin, present characteristics and various dimensions of travel and tourism; the importance of tourism to local and global economics; social, psychological and environmental implications; and international tour management. Prerequisite: RM 2130 or approval of the instructor.

RM 3242. Tourism in Costa Rica (3). On Demand.

This study tour focuses on the recreation and tourism resources and services in Costa Rica. Using a comparative government, economic and recreation/tourism industry approach, the course will expose students to the problems related to recreation resource management and ecotourism/sustainable tourism development. The changing cultural institutions and specific governmental agencies involved in this industry's growth in Costa Rica will be examined. This study tour will also investigate recreation service provisions for native Costa Ricans as students visit and experience a range of recreation offerings themselves.

RM 3243. The Cruise Line Industry in a Cultural Context (3).SS.

The purpose of this course is to provide each student with the basic knowledge necessary to work in the cruise line industry. This is a field course designed to acquaint students with the process of operating a cruise ship with multiple international destinations. The course will take place on a Voyager-class ship of the Royal Caribbean Cruise Line, one of the largest ships in the industry. Voyager-class ships offer more services than most cruise ships and Royal Caribbean is considered to be one of the market leaders in terms of service quality. Topics to be covered include: who cruises and why; the anatomy of a cruise ship; the cruise experience; who's who in cruising; the pre-, and post-, and off-ship cruise experience; the geography of cruising; profiling the lines; selling cruises; and cruise marketing, groups and incentives.

RM 3244. Coastal Tourism: A Field-Based Understanding (3).SS.

This is a field course designed to acquaint students firsthand with the many aspects of the coastal tourism product along the southern coastline of the United States. Students in this class will visit a number of sites and settings that play a role in tourism development and delivery.

RM 3315. Career Development in Leisure Services and Recreation (1).F.

A survey of career opportunities in leisure services and recreation. Students will explore the job market and develop job search skills and abilities. Participants will seek an appropriate internship placement to enhance their professional growth in the field. (This course is a prerequisite for RM 4900 and must be taken the FALL semester preceding the internship.)

RM 3500. Independent Study (1-4).F;S.

RM 3520. Instructional Assistance (1).F;S.

This course consists of a supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

RM 3530-3549. Selected Topics (1-4). On Demand.

RM 3561. Leisure Services Promotions (3).F;S.

Development of the ability to promote and coordinate public, not-for-profit, private and commercial recreation programs, services, resources and activities. Development of the specialized promotions knowledge and skills necessary for managing leisure service businesses and agencies. Covers working with print and electronic media. Special emphasis on promotions analysis and services promotion. Prerequisites: RM 2310, RM 2410 or approval of the instructor.

RM 3610. Administration of Leisure Services II (3).S.

GEN ED: Junior Writing in the Discipline (WID)

This course examines contemporary managerial concepts with application to the public, not-for-profit, and commercial sectors of the leisure service industry. This course focuses on the development of skills necessary to facilitate the achievement of organizational goals and objectives. Prerequisites: RM 2110, RM 2310, and RC 2001 or its equivalent.

RM 3630. Interpretive Methods (3).S.

This course consists of an overview of the role of interpretation in educating the public, contributing to the leisure experience, and as a component of natural and cultural resource management. Applications of communications, educational, and media skills will be demonstrated through a series of lectures, field trips, and student presentations focused upon the various professional applications of interpretative methods. Prerequisite: RM 2110 or approval of the instructor.

RM 3900. Recreation Practicum (3).SS.

This course is a guided, practical, direct leadership experience in a selected, organized recreational setting. This course is required for the minor in recreation management. RM 3900 is not required of majors in recreation management, but may be taken for elective credit. Graded on an S/U basis. Prerequisites: completion of a minimum of 9 semester hours of RM credits that include: RM 2110 (with a minimum grade of "C"), and 6 additional semester hours of RM courses, or approval of the instructor.

RM 4110. Evaluation in Recreation and Leisure Service Management (3).F;S.

This course examines the methods, techniques, and application of evaluation in a variety of functions normally found in recreation and leisure service management including clientele, programs, personnel, facilities, organization, administration, needs assessment and economic impact estimation. Familiarization with and use of applicable computer software programs will be emphasized. Prerequisites: RM 2110, RM 2310, RM 2410, or approval of the instructor. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

RM 4140. Outdoor Leadership (3).F.

This course consists of a dual focus on field leadership of outdoor pursuits and administration of outdoor programs. Topics will include risk management, leadership styles, outdoor leadership competencies, experiential education and current issues central to effective outdoor leadership. Prerequisites: RM 2110, RM 2220, RM 2410, RM 3154, and approval of the instructor.

RM 4141. Outdoor Recreation Policy Development (2). On Demand.

This is a field course in Washington, D.C. designed to acquaint the student with the process of developing outdoor recreation and natural resource policies at the federal level. Congressional offices, federal natural resource management agencies, and non-profit conservation agencies will be visited and analyzed with respect to policy formulation, lobbying and the legislative process.

RM 4210. Senior Seminar (2).F;S.

GEN ED: Capstone Experience

This course focuses on planning for continuing individual, professional activity and growth in the leisure services delivery field. It includes a series of discussions, conferences and role playing experiences related to the various aspects of organized recreation as a career. A review of internships, employment opportunities, ethical conduct and other related topics will be included. Prerequisites:

RM 3315, or approval of the instructor, and senior status.

RM 4450. Seminar in Tourism Development (3).S.

This course provides an in-depth analysis of tourism development. The various forms of tourism development that are utilized to meet the needs of tourists and host communities are analyzed through case studies and class discussion. Topics covered in this class include: sustainable development, eco-tourism, community tourism development, and special interest tourism. Prerequisites: RM 2110, RM 2130, RM 3241 or approval of the instructor.

RM 4560. Leisure and Aging (3). On Demand.

This course focuses on the leisure needs and characteristics of the senior citizen. Programs and resources designed to service the leisure needs of this population will be examined. Focus will be on program planning and development to meet problems inherent in leisure delivery systems for seniors. [Dual-listed with RM 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

RM 4600. Ski Area Management Seminar (3). On Demand.

This course focuses on the planning and management of alpine ski areas. Frequent field trips to ski areas will be required. Prerequisite: beginning skiing or equivalent.

RM 4900. Internship (1-12).SS.

A guided, practical, direct leadership experience at a supervisory level for ten continuous weeks at an appropriate organization. A minimum of eight hours internship credit is required of majors. Graded on an S/U basis. Prerequisites: a) a minimum of 100 documented hours of professional experience in the recreation, park or tourism industry; b) completion of a minimum of 24 semester hours of RM credits that include: RM 2110 (with a minimum grade of "C"), RM 2310, RM 2410, and RM 3315 (with a minimum grade of "C"), or approval of the instructor; and, c) a minimum overall 2.0 cumulative GPA.

HEALTH EDUCATION (HED)

HED 1000. Personal and Family Health (2).F;S.

GEN ED: Wellness Literacy

This introductory course is tailored to meet the needs of college students and the distinct health and behavioral issues that they face in a college environment. Emphases will be placed on developing communication, decision-making and goal-setting skills in the areas of sexual health, alcohol, tobacco and other drug choices, physical activity and diet, as well as improving psychological health.

HED 2100. Introduction to Health Education (3).F.

GEN ED: Junior Writing in the Discipline (WID)

This course focuses on the discipline of health education, its foundation in theories of behavior change and prevention of health risks. The roles and competencies of health educators in schools, community, and clinical and worksite settings are described. Skills of needs assessment and community analysis are introduced. The Health Belief Model and models of diffusion, adoption and epidemiology are studied. Prerequisite: RC 2001 or its equivalent.

HED 3100. Emergency Care and CPR (3).F;S.

The course content and activities should prepare students to make appropriate decisions about the care given to victims of injury or sudden illness. Two American Red Cross certificates may be earned: (1) Emergency Response and (2) CPR for the Professional Rescuer. (Same as HP 3100.)

HED 3120. Consumer Health Education (3).S.

An overview of health products and services. Analysis will be made of the health care delivery system and wise decision making in the health marketplace. Included is the study of alternative healing practices, advertising of health products, and financing of health care from the consumer's perspective. The role of the FDA and FTC and other consumer protective agencies will be studied.

HED 3450. School Health Programs (3).F;S.

An examination of the three components of the school health program: comprehensive health education, school health services and a healthful school environment. This course describes the roles and functions of the health educator and coordinator in planning, implementing and evaluating programs which promote the health and well-being of school-aged children and youth. Coordination of efforts between the school, family and community are emphasized. Visitation and observations of health education programs are required.

HED 3500. Independent Study (1-3).F;S.

HED 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

HED 3530–3549. Selected Topics (1–4). On Demand.

HED 3645. Health Education in the Elementary School (3).F;S.

An introduction to the content and methods of health education. The course will survey basic wellness issues such as nutrition, fitness, sexuality, drug abuse, and chronic and communicable disease prevention. The theory and practice of health education programs at the elementary level is discussed, including the use of a variety of methods and the development of relevant materials.

HED 3655. Methods and Materials in Health Education (3).F;S.

This course examines the theory and practice of planning health education programs for the middle and secondary levels. Students will gain experience in the NC Course of Study in Health Education, writing unit plans and creating lesson plans. Development of instructional materials and a variety of teaching strategies are emphasized. Visitations and observations of health education classes are required.

HED 3900. Internship (3).F;S.

Students complete internships in a variety of health-related agencies such as health departments, community agencies, community mental health centers, educational institutions, wellness programs, hospitals and industrial/business settings. Students survey agency functions, complete projects and write a final paper under the supervision of a health educator or health related professional. Prerequisite: HED 2100; and permission of the instructor. Graded on an S/U basis.

HED 4650. Drug Education and Prevention (3).F;S.

The primary focus of this course is to introduce the complexities of drug-related issues. The social, psychological, pharmacological, cultural, educational and political aspects of drug use, including alcohol and tobacco, are examined. In addition, the methods, materials and theories of drug abuse prevention in the school and community are discussed.

HED 4710. Teaching Sex Education Within a Family Context (3).F;S.

This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STDs and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricular materials for the age group she or he will be teaching.

HED 4730. Teaching Stress Management and Emotional Health (3).F.

This course will explore the factors associated with the development of emotional health and the management of stress as a basis for understanding the healthy personality. Emphasis will be directed towards teaching stress management and emotional health within an educational setting. Practical aspects of health education and program planning will be discussed. Students will be encouraged to deepen their commitment to affective teaching by applying the principles of self-esteem building, behavior self-management, communication, and accessing appropriate resources.

HEALTH AND PHYSICAL EDUCATION (HPE)

HPE 2110. Foundations of Health and Physical Education (3).F;S.

This course will focus on fundamental teaching-learning issues integral to effective, professional practice in health and physical education. Example topics include the history of health and physical education; national and state organizations and standards; learning theories, ethics, philosophies, and appropriate teaching practices; curricular models; trends, problems and issues affecting the profession; diversity; and technology in the classroom. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Corequisites: HPE 2120 and HPE 2130.

HPE 2120. Kinesiology (3).F;S.

This course will address functional anatomy and basic, qualitative biomechanics relevant to teaching, evaluating and enhancing skill performance. The role of the musculoskeletal, cardiovascular, and respiratory systems as they relate to the acute and chronic responses to aerobic and anaerobic exercise will also be emphasized. The course will provide an introduction to the physiology of health and fitness that allows for the ability to design safe activities and/or exercise programs to enhance health, fitness, or performance for age groups ranging from children to adults. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Corequisites: HPE 2110 and HPE 2130.

HPE 2130. Motor Behavior (3).F;S.

This course will focus on basic principles in the teaching, learning and control of motor skills, current theories of how movements are acquired and performed, and motor development throughout the lifespan with an emphasis on early childhood through early adulthood. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Corequisites: HPE 2110 and HPE 2120.

HPE 2500. Independent Study (1–4).F;S.

HPE 2530–2549. Selected Topics (1–4). On Demand.

HPE 3010. Coaching Principles (3).SS.

This course will focus on developing and enhancing the understanding of concepts and methods of coaching and their application to achieving important objectives in working with individuals in athletics-based environments. An emphasis will be placed on principles of behavior, teaching, physical training and management and content addressing leadership and coaching, sportspersonship, coaching diverse athletes, behavior management, drugs in sport and the games approach to coaching will be featured. This course provides insight into the fundamental theoretical and applied aspects associated with successful coaching.

HPE 3020. Sport First Aid (3).F;S.

This course will focus on understanding the role of a competent first responder in an athletic context. Protocols for the following topics will be covered: emergency action steps and providing life support; first aid for bleeding, tissue damage, and unstable injuries; moving an injured athlete; and returning athletes to play, risk reduction and injury and illness prevention.

HPE 3030. Sport-Specific Coaching (3).SS.

This course will focus on learning how to teach the technical and tactical skills of specific sports. An emphasis will be placed on the relationship and difference between technical and tactical skills and traditional and games approaches to practice. In addition, instructing, analyzing and correcting essential technical and tactical skills will be addressed. Students will also develop knowledge and skills needed to design effective season and individual practice plans as part of a comprehensive approach to coaching. Prerequisite: HPE 3010.

HPE 3210. Community and School Health (3).F;S.

This course will examine the relationship between communities, schools, and individual and family health. Local, state, and federal resources will provide the content and skills related to disease and injury prevention and the intelligent consumerism of health products and services, including accessing care. Coverage of CDC's The Whole School, Whole Community, Whole Child (WSCC) model will prepare future teachers to enhance success in Health and Physical Education by collaborating with and drawing on community resources. Future teachers will be better able to assist with prevention, intervention, and referral for health problems within the school setting. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 2110, HPE 2120 and HPE 2130 with a grade of "C" or higher in each.

HPE 3220. Instructional Systems (3).F;S.

This course will focus on the design, implementation, and assessment of instructional systems and the effective employment of interactive pedagogical skills in physical education and activity-based settings. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 2110, HPE 2120 and HPE 2130 with a grade of "C" or higher in each.

HPE 3230. Assessment in Health and Physical Education (3).F;S.

This course will focus on theoretical and applied aspects of assessment in health and physical education with an emphasis placed on tests, measurement and evaluation to enhance student learning and instructional effectiveness. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 2110, HPE 2120 and HPE 2130 with a grade of "C" or higher in each. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

HPE 3240. Behavioral Health Education (3).F;S.

This course will cover the full range of mental and emotional health issues prevalent among children, youth, and families. Specifically, the course will provide an overview of psychological health issues and best practices in prevention and treatment. Particular attention is given to mental health issues for youth, including teenage depression and suicide. Additionally, interpersonal violence will be addressed along with best and emerging practices of prevention. Finally, this course examines the current status of alcohol, tobacco and other drugs and best practices in prevention; as well as resources, treatment and recovery options. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 2110, HPE 2120 and HPE 2130 with a grade of "C" or higher in each.

HPE 3500. Independent Study (1–4).F;S.

HPE 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved

contract required.

HPE 3530–3549. Selected Topics (1–4). On Demand.

HPE 4002. Psychological Aspects of Sport (3).F;S.

A study of the influence of social forces and psychological factors affecting the individual's performance in sport. Prerequisites: PSY 1200 or equivalent or by permission of the instructor.

HPE 4310. Elementary Physical Education (3).F;S.

GEN ED: Junior Writing in the Discipline (WID)

This course will focus on design, implementation and assessment of elementary physical education programs and the effective employment of interactive pedagogical skills in K-6 activity-based environments. Application of subdisciplinary, pedagogical and content concepts will take place in clinical or laboratory field-based settings. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each; RC 2001 or its equivalent.

HPE 4320. Nutrition and Health-Related Fitness (3).F;S.

GEN ED: Wellness Literacy

This course will focus on planning, implementation, and assessment of nutrition and health-related fitness in K-12 health and physical education. The course will address content and concepts in nutrition, with an emphasis on disease prevention (CVD, obesity, diabetes) and health promotion, as well as fitness concepts, principles, and strategies as they relate to maintenance of a health-enhancing level of physical activity and fitness. Prospective teachers completing this course will learn to apply instructional strategies to promote physical activity and fitness, healthy eating and weight management, and to assess students' knowledge and skills in these areas. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each. (CORE: PHY ACT/WELLNESS for HPE Majors Only)

HPE 4330. Sports and Activities I (3).F;S.

This course will focus on theoretical and research-verified methodological aspects of teaching sports and activities utilizing model-based instruction. Sport education, tactical games and teaching personal and social responsibility models will be emphasized. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each.

HPE 4340. Sports and Activities II (3).F;S.

This course will focus on the application of model-based instruction, providing general content and pedagogical knowledge for a variety of traditional and alternative sports and activities. Developing skills in researching, planning, instructing and assessing sports and activities will be emphasized. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each.

HPE 4350. Sexuality and Sexual Health Education (3).F;S.

This course is designed to help teachers of health learn and develop strategies for teaching sexuality and sexual health. Topics to be included are puberty and adolescence, reproductive anatomy and physiology, the prevention of unintended pregnancy/STDs/HIV and sexual violence, healthy relationships, and social justice. Emphasis will be on accessing resources of medically accurate and developmentally appropriate content and curricula, methods for building relationship skills, and delivery of instruction in compliance with the Healthy Youth Act and Essential Standards in Healthful Living Education. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 3210, HPE 3220, HPE 3230 and HPE 3240 with a grade of "C" or higher in each.

HPE 4410. Adapted Physical Education (3).F;S.

This course will focus on common types of disabilities with an emphasis on providing safe, appropriate and individualized accommodations for children with disabilities. Students will complete a supervised adapted PE teaching experience in a laboratory-based setting. Lecture two hours, laboratory two hours. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 4310, HPE 4320, HPE 4330, HPE 4340 and HPE 4350 with a grade of "C" or higher in each.

HPE 4420. PE Practicum (3).F;S.

This course will focus on the application of content and pedagogical concepts in a practicum setting. Students enrolled in this course will plan, implement and assess an instructional unit. Implementation of the unit will take place in a field-based practicum venue under the supervision of the HPE 4420 instructor and PE Activity Program course instructor(s). A minimum grade of "C" (2.0) is required. Prerequisites: HPE 4310, HPE 4320, HPE 4330, HPE 4340 and HPE 4350 with a grade of "C" or higher in each.

HPE 4430. Physical Education Methods (3).F;S.

This course will prepare future teachers to plan and deliver effective instruction in physical education. Implementation and assessment

of the Essential Standards and Clarifying Objectives in the NC Standard Course of Study, as well as the National Physical Education Standards, will be a goal of this course. Students will be able to utilize a variety of teaching strategies to address contextual factors and meet the learning needs of a diverse student population. Observation and teaching in public schools are required. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 4310, HPE 4320, HPE 4330, HPE 4340 and HPE 4350 with a grade of "C" or higher in each.

HPE 4440. Health Education Methods (3).F;S.

This course will prepare future teachers to plan and deliver effective instruction in health education. Implementation and assessment of the Essential Standards and Clarifying Objectives in the NC Standard Course of Study, as well as the National Health Education Standards, will be a goal of this course. Students will be able to utilize a variety of teaching strategies to address contextual factors and meet the learning needs of a diverse student population. Observation and teaching in public schools are required. A minimum grade of "C" (2.0) is required. Prerequisites: HPE 4310, HPE 4320, HPE 4330, HPE 4340 and HPE 4350 with a grade of "C" or higher in each.

HPE 4500. Independent Study (1-4). F;S.

HPE 4530-4549. Selected Topics (1-4). On Demand.

Department of Social Work (SW)

Lauren E. Renkert, Chair

*Ben E. Alexander-Eitzman
Kellie Reed Ashcraft
Robert S. Broce
Emily K. Dakin
Sarah S. Donovan
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*Deborah L. Phillips
Heather Thorp
J. Annette T. Ward
Kelly A. Williams
Rachel L. Wright*

The Department of Social Work at Appalachian State University is guided by an overarching framework of social and economic justice. Housed within the College of Health Sciences, the Social Work Department's mission is to promote the well-being of individuals, families, groups and communities and to meet the work force needs for professional social workers, especially at the local and regional level. The undergraduate (BSW) and graduate (MSW) programs are designed to assist students to develop competencies for ethical and culturally competent generalist social work practice within the distinct Appalachian culture of the region and across national and international contexts. The graduate program is further charged with providing educational opportunities for students to develop expertise in advanced direct practice with individuals and families, or in leadership roles within community and organizational practice. Through scholarly activities and service, members of the faculty contribute to the knowledge base of the profession, enhance social work practice throughout the region and state, and support the social work profession regionally, nationally and globally.

Information about the MSW program can be found in the *Graduate Bulletin* or on the Department of Social Work website at www.socialwork.appstate.edu/master-social-work.

The BSW curriculum builds on a liberal arts education and includes coursework in human behavior theories, policy analysis, research, social welfare, and generalist practice. This curriculum design provides opportunities for students to gain the knowledge, theory, practice and interpersonal competencies which form the foundation of the profession. The BSW program culminates with a field practicum where students work under close supervision of an experienced social worker in a social service agency. At the successful completion of the BSW program, students are expected to demonstrate competence in core areas and be prepared for entry level professional practice. Graduates have full professional status and may be granted advanced standing in two-year master's degree programs in social work.

The Bachelor of Social Work degree (BSW) (281A/44.0701)

The BSW program consists of 52 semester hours of class work in social work. As part of the curriculum, students will complete a Field Instruction course that requires 440 clock hours of instruction in a social service agency. In addition, 18 semester hours of specified courses in the social sciences, the humanities, and natural sciences (biology) are required. Transfer of social work credits will be based on departmental review and will be limited to courses completed at programs accredited by CSWE at the time the course was taken. Curriculum credit cannot be given for life experience or work experience.

The program of study is available at: www.programsofstudy.appstate.edu/social-work-bsw-281a-2016-2017

Declaration of the Social Work Major

Students may declare social work as their major when they have met the following requirements for admission to the College of Health Sciences: completion of at least 30 semester hours, a grade-point average of at least 2.0, and credit for RC 1000 or an equivalent course and credit for or current enrollment in UCO 1200 or an equivalent course. Students should work closely with a social work advisor to plan their course of study.

Admission to the Professional Sequence

Due to the professional nature of the program, the curriculum has been developed to reflect both foundation and professional sequence courses. The foundation courses include SW 2010, SW 2020, SW 2615, SW 2630, and SW 3000. These courses are open to students regardless of major.

In order to progress beyond the foundation courses, students must apply and be admitted to the professional sequence. This sequence includes: SW 3330, SW 3850, SW 3870, SW 4000, SW 4010, SW 4020, SW 4650, and SW 4690. Students apply to the professional sequence when they are enrolled in, or have completed, all of the foundation courses, receiving a grade of "C" or better in each. Academic standards for admission include an overall GPA of 2.5 and a social work GPA of 2.5. Deadlines for applying are November 1 if applying in the fall semester and April 1 if applying in the spring. A complete application, including an essay, must be submitted prior to the deadline.

Academic Standards for Retention

BSW students are expected to abide by ASU's code of Student Conduct and Academic Integrity Code, the National Association of

Social Worker's Code of Ethics, the BSW Program's Competencies, and the following standards: 1) Scholastic Performance; 2) Professional Identity and Self-Awareness; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity, Social Justice, and Human Rights. Failure to meet the standards may result in dismissal from the program.

Majors must achieve a grade of "C" or higher in all required social work and cognate courses, and must maintain an overall GPA of 2.5 and a 2.5 GPA for all required social work and cognate courses. Students may repeat a social work course only once. Students may repeat only two social work courses throughout the program.

Minor in Social Work (281/44.0701) (18 semester hours)

The primary purpose of the minor in Social Work is to complement a student's major. It does not prepare the student for social work practice.

The program of study is available at: www.programsofstudy.appstate.edu/social-work-minor-281-2016-2017

Honors Program in Social Work

The Department of Social Work offers an honors program at the undergraduate level to students who have distinguished academic records. Credit earned in courses taken for honors may be applied toward the major, the minor, or the electives required for graduation. To graduate with "Honors in Social Work," a student must meet the following criteria: a minimum overall GPA of 3.5; a minimum GPA of 3.5 in social work courses; and successful completion of the honors sequence. Social Work honors requirements may be found at www.socialwork.appstate.edu/undergraduate/departamental-honors. Students must earn a grade of 'B' (3.0 grade points) or higher on all honors coursework taken to fulfill any honors requirements.

Graduate Degree

The Department of Social Work offers a Master of Social Work degree. Students interested in this degree program should consult the *Graduate Bulletin* for further information.

Courses of Instruction in Social Work (SW)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

SOCIAL WORK (SW)

SW 2010. Professional Social Work in Contemporary Society (3).F;S.

Provides the student with the opportunity to learn about social work as a major helping profession and social work practice in a changing society. Focus is on characteristics of the helping professions; underserved populations in the U.S.; and the wide variety of settings in which professional social workers practice. Entry level course for social work majors. Prerequisite: at least second semester freshman standing.

SW 2020. The American Social Welfare System (3).F;S.

GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "American Culture: Past and Present")

An introduction to social welfare as a concept and as a social institution: overview of the public and private network of social programs and services intended to help fulfill basic human needs. Analysis of major social issues, problems, and values which shape social policy and the distribution of resources in the U.S., with attention to several other nations.

SW 2500. Independent Study (1-4).F;S.

SW 2615. Cultural Competence in the Helping Professions (3).F;S.

GEN ED: Integrative Learning Experience (Theme: "Intersections: Race, Class, and Gender")

This course offers an opportunity for students to examine both personal and professional issues related to practice in the helping professions. Focus is on sensitivity to, understanding of, and appreciation for people from diverse cultural backgrounds. It includes content related to vulnerable, underserved groups in the United States and examines culture and social class within the context of culturally proficient delivery of human services. (Global Learning Opportunity course)

SW 2630. Human Behavior and the Social Environment (3).F;S.

The person-in-environment approach is applied to stages of the life cycle. Review and application of relevant social science and social work theories, concepts, and research is included. This course also provides the student with the opportunity to become skilled at assessing human functioning in varied social contexts and provides the bases for developing strategies for social work intervention. Prerequisites: BIO 1201 or its equivalent; PSY 1200; and SOC 1000 or SOC 1100 or SD 3375; or consent of the BSW Program Director.

SW 3000. Basic Skills for the Social Work Profession (3).F;S.

Introduces students to topics and skills considered basic to beginning social work practice. Experiential learning is stressed. The

course is designed to teach effective relationship, communication, interviewing and recording skills, based on ethical and professional values. A 30-hour volunteer experience is required, providing students opportunities to test their knowledge and skills in a professional setting. Prerequisites: PSY 1200; SOC 1000 or SOC 1100 or SD 3375; or consent of the BSW Program Director.

SW 3330. Social Welfare Policies, Programs, and Issues (3).F;S.

GEN ED: Junior Writing in the Discipline (WID)

Examines policies and issues associated with existing social service delivery systems, and emphasizes policy formulation and assessment of alternative strategies for establishing and meeting social goals. Influence of social work principles, values, and practice on social welfare policies and issues. Prerequisites: RC 2001 or its equivalent; PS 1100; and admission to the professional sequence; or consent of the BSW Program Director.

SW 3500. Independent Study (1–4).F;S.

SW 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

SW 3530–3549. Selected Topics (1–4). On Demand.

SW 3850. Social Work Research Methods I (3).F;S.

An introduction to a scientific approach to building knowledge and skills in research and the evaluation of practice. The course will focus on understanding the interconnections between research and social work practice, and the role that social work core values play in research. Ethical conduct as a social work researcher and evaluator will also be covered. Prerequisite: admission to the professional sequence or consent of the BSW Program Director. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

SW 3870. Social Work Research Methods II (4).F;S.

This course builds on the learning and skills developed in SW 3850: Social Work Research Methods I. In this course, students will collect, analyze and interpret data for social work research. Students will also develop the skills needed to conduct evaluations of practice with individuals, families, groups and communities. Ethical conduct as a social work researcher and evaluator will be reinforced. A one hour data analysis lab is part of this course. Prerequisite: SW 3850 and admission to the professional sequence or consent of the BSW Program Director. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.)

SW 4000. Social Work Practice with Individuals and Families (3).F;S.

This course provides the opportunity for students to learn a beginning base of practice theory with individuals and families, utilizing an ecological, holistic perspective. Focus is on basic values, concepts and processes essential to generalist social work practice. Attention is given to assessment, goal setting, contracting, evaluation and differential intervention planning. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

SW 4002. Competencies for Child Welfare (3).F.

This course provides the student the opportunity to learn about the roles of a social worker in public child welfare and the basic competencies necessary to work within North Carolina's public child welfare system. The course also focuses on issues of child maltreatment, child abuse and neglect identification, needs of children and families, and policies and procedures, such as assessments, in-home services, out-of-home placement, and adoptions. The course is required for BSW students seeking to complete a field placement in public child welfare, along with other BSW course requirements. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

SW 4010. Social Work Practice with Groups (3).F;S.

Applications of social work knowledge and skills to social work practice with groups. The course will prepare students to engage in group work at micro and mezzo practice levels helping groups as well as individuals within groups. Key concepts, principles, theories, methods, and skills necessary for competent group social work practice will be covered, as well as skills necessary for group social work practice with diverse populations. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

SW 4020. Social Work Practice with Communities and Organizations (3).F;S.

Applications of social work knowledge and skills to intervention with communities and organizations. This course will teach students to effectively distinguish between micro and macro problems, to assess community and organizational needs and to develop and implement effective macro interventions with neighborhoods, communities, and social agencies. The course provides a conceptual framework for community organization and organizational practice. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

SW 4210. Social Work and the Law (3).On Demand.

Students will develop an understanding of the basic legal principles and procedures relevant to social work practice focusing on the impact of the legal system on social work practice. The course will emphasize the development of critical thinking skills necessary for addressing complex legal and ethical dilemmas. Students will develop social work practice knowledge and skills at both the micro and macro levels. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

SW 4220. Social Work Practice and Substance Abuse (3).On Demand.

Students will gain knowledge and skills relevant to the field of substance abuse, mental health issues, and evidence-based treatments. The course focus is how these issues affect work with social work clients. The bio-psycho-social-cultural-spiritual model of addictions and mental health will be used as the framework to cover topics including theories of addiction, mental health, and treatments. Students will develop social work practice knowledge and skills at both the micro and macro levels. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

SW 4245. Social Work Practice in Health Care (3).On Demand.

This course is an introductory seminar on contemporary health social work. It provides an evidence-based overview of the social, cultural, environmental, and political contexts affecting health promotion, prevention, and intervention on local, national, and global levels. Students will learn skills necessary for work in interdisciplinary health-related settings and develop a deeper understanding and empathy for the experience of health challenges. [Dual-listed with SW 5245.] Dual-listed courses require senior standing. Juniors may enroll with permission of the department.

SW 4250. Spirituality, Religion, and Secularism in Social Work (3).On Demand.

Students will examine the role of spirituality, religion, and secularism in social work practice, with a focus on developing an appreciation of differences, and learning to manage conflicts between personal values and professional practice. Topics include the role of faith-based organizations in providing social services and the development of knowledge and skills for both micro and macro practice. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

SW 4270. School Social Work (3).F.

Study of the role and competencies of the school social worker as a member of the pupil personnel team in the U.S. educational system. Social work practice in the school setting with students, their families, and communities will be examined. The course will focus on addictions, disabilities, pregnancy, poverty, and serious behavioral difficulties. Discussion of NC school social work licensure, policies, current issues, and reforms in education will also be included. [Dual-listed with SW 5270.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

SW 4280. Social Work Issues in Developmental Disabilities (3).On Demand.

This course provides an opportunity for students to better understand the unique challenges of individuals with developmental disabilities as well as to learn about the ways in which support services adapt to meet these challenges. The course utilizes a life span approach to increase awareness and sensitivity about the variety of issues an individual with a developmental disability and their family may encounter. Prerequisite: admission to the professional sequence or consent of the BSW Program Director.

SW 4365. Social Work Practice with Children and Families (3).S.

Uses an ecological framework to develop understanding of diverse family systems. Challenges faced by families over the life cycle will be studied, with an emphasis on the influence of the communities, cultures, organizations, and institutions with which families engage. Students will develop social work practice knowledge and skills at both the micro and macro levels. The course is a prerequisite for BSW students seeking to complete a field placement in public child welfare. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

SW 4510. Social Work Honors Thesis (3).On Demand.

Independent study and research for a social work thesis. Directed and graded by a student's thesis committee director in the Department of Social Work. Enrollment is by invitation or application only.

SW 4530-4549. Selected Topics (1-4).On Demand.

SW 4555. Death, Dying, and Living (3).On Demand.

An examination of how dying, death, and grief are experienced, including how support can be given through helping relationships to those who are dying or experiencing bereavement. Consideration will be given to the issues of euthanasia, suicide, body disposition, living wills, and the relationship of death to life. Students will have the opportunity to explore personally the meaning of death, other experiences of loss, and the quality of life. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

SW 4565. Human Sexuality and Affectional Relationships (3).On Demand.

Students will study sexuality and affectional relationships across the life span. Understanding of biological, psychological, sociological, and affectional perspectives will be developed through mature and respectful collegial discourse. Students will develop knowledge and skills for micro and macro practice related to sexual issues and relationship status across diverse populations. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

SW 4630. Programs and Services for Older Adults (3).F.

This course focuses on both policy and practice issues related to services for older adults. Drawing on research from both sociology and social work, the long-term impact of an aging society on social institutions as well as relevant modes of practice in addressing the needs of the older population are emphasized. Prerequisite for social work majors taking the course for elective credit: admission to the professional sequence or consent of the BSW Program Director.

SW 4650. Social Work Field Instruction (12).F;S.

Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies. Students will spend 440 hours in an agency setting and they will connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. Close professional supervision will be provided. Students will complete written assignments relating practice to research, analysis of agency policies and relationships to regional, state, and national policies, evaluation of practice, and other assignments as required by the field instructor. Graded on an S/U basis. Corequisite: SW 4690. Prerequisites: completion of all social work required courses and cognate courses and permission of the Field Director.

SW 4690. Senior Seminar: Issues and Ethics for Field and Profession (3).F;S.

GEN ED: Capstone Experience

This seminar integrates academic concepts and theory with the realities of social work practice that students experience in field settings, and explores and synthesizes contemporary professional issues. Corequisite: SW 4650.