

# CATAWBA COLLEGE

## GRADUATE CATALOG

2020-2021

## **About the Catalog**

The information in the catalog applies to the 2020-2021 academic year and is accurate to the best of our knowledge, as of August 2020. Catawba College reserves the right to change matters described in the catalog, including academic programs and requirements, without prior notice and in accordance with established procedures. The College will publish changes, and students are responsible for informing themselves of such changes.

Individual faculty and staff members are not at liberty to grant exceptions to these policies, and any such verbal agreements may not be honored by the College.

## Contact Catawba - Directory

The mailing address is Catawba College, 2300 West Innes Street, Salisbury, NC 28144-2488. The telephone number is 704-637-4111. The toll-free number for the Admissions Office is 1-800-CATAWBA; E-Mail: [admission@catawba.edu](mailto:admission@catawba.edu).

The Catawba College website, which provides contact information on campus personnel, is <http://www.catawba.edu>.

In case of an emergency, please contact the Office of Public Safety at 704-637-4000.

The Goodman School of Education - 704-637-4461  
The Department of Teacher Education (*Chair*) - 704-637-4337 or 704-637-4461  
Ralph W. Ketner School of Business: 704-637-4405  
School of Health Sciences: 704-637-4747  
Academic AccessAbility - 704-637-4373  
Academic Program-Provost, 704-637-4466  
Admissions Office - 704-637-4402 or 1-800-CATAWBA (toll-free)  
Alumni Office - 704-637-4201  
Academic Programs (*Provost of the College*) - 704-637-4466  
Bookstore - 704-637-4470  
Career Services - 704-637-4384  
Counseling Services - 704-637-4373  
Charges & Billing (*Bursar*) - 704 637-4460  
Gifts & Bequests (*Director of Development*) - 704-637-4394  
Information Technology (IT) Help Desk - 704-637-4666  
Library - 704-637-4448  
Lilly Center - 704-637-4488  
Office of Public Safety - 704-637-4000  
The President, 704-637-4414  
Public Relations - 704-637-4393  
Public Safety - 704-637-4000  
Ralph W. Ketner School of Business (*Dean*) - 704-637-4466  
Registration & Student Records (*Registrar*) - 704-637-4411  
Religious Life (*Chaplain*) - 704-637-4446  
Scholarships & Financial Assistance (*Director*) - 704-637-4416  
School of Health Science and Human Performance (*Dean*) - 704-637-4455  
Student Accounts Receivable (*Business Office*) - 704-637-4388  
Student Affairs (*Dean of Students*) 704-637-4410  
Title IX = 704-637-4227  
Volunteer Catawba - 704-637-4488  
Wellness Center - 704-637-4277  
Wigwam Productions (*Student Events*) - 704-637-4410

# ACADEMIC CALENDAR 2020-2021

FALL 2019 SEMESTER			SPRING 2020 SEMESTER		
<b>AUGUST</b>			<b>JANUARY</b>		
12-16	Mon-Fri	Pre-term Meetings	1	Wed	College Closed
17	Sat	First-Year Students Arrive / Residence Halls open 9AM	9	Thurs	Residence Halls Open at 12 pm
17-20	Sat-Tues	Orientation for New Students	10	Fri	Orientation and Registration for Transfer, New, and Re-entering Students / Advising for Returning Students
19	Mon	Transfer Registration/ Upper-Class Students Arrive	13	Mon	Classes Begin
20	Tues	FIRST YEAR Students register / Opening Convocation	20	Mon	Last Day to Add a Course (4PM) / Last Day to File for May and August Graduation
21	Wed	Classes Begin	20	Mon	Martin Luther King, Jr. Holiday / College Closed
28	Wed	Last Day to Add a Course / Last Day to File for December Graduation	22	Wed	Last Day to Add a Course (4PM)/Last Day to File for May and August Graduation
<b>SEPTEMBER</b>			<b>FEBRUARY</b>		
2	Mon	Labor Day Holiday / No Classes	17	Mon	Last Day to Remove "I" Grades Outstanding from Fall Semester and Winter Term
27-29	Fri-Sun	Family Weekend	20	Mon	Progress Reports Due
30	Mon	Last Day to Remove "I" Grades Outstanding	<b>MARCH</b>		
<b>OCTOBER</b>			29-8	Sat-Sun	Spring Break
3	Thurs	Progress Reports Due	9	Mon	Classes Resume
12-15	Sat-Tues	Fall Break	10	Tues	Last Day to Drop a Class (4pm) / Credit by Exam Must Be on File in Registrar's Office
25	Fri	Last Day to Drop a Class / Credit by Exam for Fall 2019 Must Be On File in Registrar's Office	19	Thurs	Last Day for Voluntary Withdrawal
28-31	Mon-Thurs	Registration for Spring Semester & Winter Term	23-	Mon-Thurs	Registration for Summer Session and Fall Semester
<b>NOVEMBER</b>			<b>APRIL</b>		
1	Fri	Last Day for Voluntary Withdrawal	10-	Fri-Sun	Easter Break College Closed
27-Dec 1	Wed-Sun	Thanksgiving Break	12		
<b>DECEMBER</b>			23	Thurs	Spring Awards Convocation
2	Mon	Classes Resume	28	Tues	MWF Classes meet, Last Day of Classes
4	Wed	Last Day of Classes	29	Wed	Study Day
5	Thurs	Study Day	<b>MAY</b>		
6-11	Fri-Wed	Final Examinations	30-5	Thurs-Tues	Final Examinations
12	Thurs	Residence Halls Close for Christmas Break at 5PM/All Grades due by 4 pm	5	Tuesday	Residence Halls Close for NON- GRADUATING Students at 5PM.
17-31	Tues-Mon	Holiday Break / College Closed	6	Wed	All Grades Due by Noon
<b>WINTER 2019 TERM</b>			7	Thurs	Senior Investiture
<b>DECEMBER</b>			8	Fri	Baccalaureate
13	Fri	Winter Term Begins	9	Sat	Commencement / Residence Halls Close for All Students at 5PM
16	Monday	Last Day to Add a Winter Term Class by 4PM			
27	Fri	Last Day to Drop a Winter Term Class by 4PM			
<b>JANUARY</b>					
9	Thurs	Last Day of Winter Term Classes			
10	Fri	Winter Term Grades are Due by 4PM			

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## **CATAWBA COLLEGE: A Strength of Tradition**

The vitality of Catawba College lies in its tradition of strong academic programs; sensitive, concerned but demanding faculty; diverse students who share a seriousness of purpose; successful, loyal graduates and informed, committed trustees.

### **Building the Tradition: History of Catawba College**

Catawba's tradition extends back to its establishment in 1851 in the town of Newton, a center of commerce in the foothills of western North Carolina. This region had been settled by hardy German pioneers who had traveled in the 1740s from eastern Pennsylvania to settle in the valleys of the Haw, Yadkin, and Catawba rivers. Bringing with them a strong cultural and religious heritage, these pious settlers established the North Carolina Classis of the Reformed Church in 1831 and shortly thereafter in 1834 established an Education Society to send young men to certain northern schools of the Reformed Church so that they might be educated and return to serve in the ministry. This tradition of placing a high value on education made itself felt again in the meeting of the Class at St. Matthew's Arbor in 1848 where it was suggested that the Education Society "found a college of our own in our own midst."

Bearing the name of the Indian tribe which had already lent its name to the county and the river flowing nearby, Catawba College opened in 1851 with a gift of ten acres of land and a capital investment of \$15,000. The years that followed were filled with a fair level of prosperity for the growing institution, reflecting the economic climate of the area. The Civil War, however, brought drastic changes, reducing the availability of funds and students. During the war years, the College became an academy, operating as Catawba High School from 1865 to 1885. In the latter year, it resumed operations under its original charter as Catawba College.

In 1890, Catawba became a coeducational institution, with the first woman graduate completing her studies in 1893. Even with the addition of women to the student body, the College struggled to overcome the ravages and depletion brought on by the war. Responding to the offer of a partially constructed dormitory-administration building and several acres of land in Salisbury, trustee, college, and church officials closed the campus in Newton in 1923 and re-opened in Salisbury in 1925. Since opening in Salisbury, the College has built a tradition of successful graduates who continue to honor the College by their achievements and enable it through their support to strengthen that tradition with each entering class. These graduates include physicians, attorneys, teachers and college professors, corporate executives, actors and musicians,

social workers, and others who contribute to our society in a variety of ways.

In 1957, the Evangelical and Reformed Church, Catawba's parent body, merged with the Congregational Christian Churches to form the United Church of Christ, with which the College maintains affiliation. There are, however, no sectarian restrictions at the College; instead, the institution seeks to maintain an atmosphere congenial to all students in search of truth. Many different religious denominations are represented among the student body with Baptist, Methodist, Roman Catholic, Lutheran, Presbyterian, the United Church of Christ, and the Episcopal churches having the largest number of students enrolled.

Catawba seeks to serve the Salisbury-Rowan County community through its programs and services. The Robertson College- Community Center, a facility built as a joint venture with the community over 40 years ago, houses the Shuford School of Performing Arts and showcases musical and theatre productions from the college and the community. Similarly, the college's athletic facilities have been enhanced by the local community and are available to local residents as well as students. Students thus have an opportunity to be an active part of a larger community while they are enrolled at Catawba and find within that community opportunities for interaction, service, and personal development.

### **Catawba College Today**

Catawba College now has 41 buildings on 276 wooded acres. It is known for its 189-acre on-campus ecological preserve and its 300-acre wildlife refuge. The physical plant is valued in excess of \$40 million. The college has 1,300 students representing over 30 states and 12 foreign countries attend Catawba. The student body is evenly divided among men and women. Like the student body, the Catawba faculty is cosmopolitan in nature. It embodies a significant range of opinion and philosophy, founded in studies at many of our nation's leading colleges and universities. Of the 93 full-time teaching faculty employed at the College, 87 percent hold the doctorate or terminal degree in their discipline (Ph.D. or M.F.A.).

Catawba seeks to employ faculty members who not only are excellent teachers, but who also have the capacity to guide and challenge students through their interaction with them in clubs, scholastic organizations, and athletic and social activities. Faculty are genuinely committed to the mission of the College which expresses concern for the total development of the student. The faculty-student ratio of approximately one-to-fourteen means that a faculty member is always available to aid and counsel a student and to offer support in the sometimes difficult developmental process. Former students often attribute their success to the fact that faculty members cared about them as persons, not

just for their academic performance.

Catawba College is governed by a Board of Trustees of 39 men and women representing a broad spectrum of leadership from various constituency groups within the College community – businesses and professions, the alumni association, and the United Church of Christ.



## **THE MISSION OF THE COLLEGE**

Catawba College was founded in Newton, North Carolina, in 1851 by the German Reformed Church. The College--which is today affiliated with the United Church of Christ--moved to its present location in Salisbury in 1925. The College endeavors to attract students both nationally and internationally of good ability and character. A private, coeducational institution, Catawba offers the Bachelor of Arts, Bachelor of Arts in Education, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Science, and Master of Education degrees to traditional and non-traditional students. The College also serves the public through educational outreach and volunteer service programs for the world community.

### **The Mission Statement**

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation. Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.

## **THE GRADUATE PROGRAM**

The graduate program at Catawba College is built upon the strengths of the undergraduate curriculum. Programs offered are:

- Masters of Business Administration
- Masters of Sport Management
- Masters of Health Science in Clinical Mental Health Counseling
- Masters of Education Mathematics or Science (with emphasis in STEM)

### **ACCREDITATION AND PROFESSIONAL MEMBERSHIPS**

Catawba College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (1866 Southern Lane, Decatur, GA 30033-4097; 404-679-4500) to award bachelor's and master's degrees.

The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina State Board of Education.

This accreditation includes both basic and advanced levels of professional education programs offered at the institution.

The College also holds membership in the following professional associations:

- Association of American Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Association of Independent Liberal Arts Colleges for Teacher Education
- Council of Independent Colleges
- National Association of Independent Colleges and Universities
- National Collegiate Honors Council
- North Carolina Association of Colleges and Teacher Educators
- North Carolina Association of Colleges and Universities

### **NON-DISCRIMINATION POLICY / TITLE IX POLICY**

Catawba College is committed to diversity and inclusion. In adherence with applicable laws and as provided by College policies, this institution prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status. Additionally, Catawba College promotes equal employment opportunity for women, minorities, persons with disabilities, and veterans through its affirmative action program. Individuals with disabilities or special print-related needs may contact Counseling and Disability

Services within Student Affairs at 704-637-4410 for more information.

Catawba College will comply with Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX). Title IX prohibits discrimination on the basis of sex in any education program or activity operated by a recipient of Federal financial assistance. Catawba College receives financial assistance from the U.S. Department of Education, thus the College is subject to Title IX and its implementing regulations.

The College complies with all applicable federal, state and local laws governing non-discrimination. Catawba College complies with Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX). Title IX prohibits discrimination on the basis of sex in any education program or activity operated by a recipient of federal financial assistance. Catawba College receives financial assistance from the U.S. Department of Education, thus the College is subject to Title IX and its implementing regulations.

### **CATAWBA COLLEGE TITLE IX POLICY**

1. Ensure that individuals are treated in a non-discriminatory manner in all educational and recreational programs or opportunities, including but not limited to intercollegiate and intramural athletics.
2. Ensure that individuals are treated in a non-discriminatory manner in any proposed educational and recreational programs or opportunities, including but not limited to intercollegiate and intramural athletics.
3. Inform the College's population that any individual who believes he or she has been discriminated against on the basis of sex, sexual orientation, or gender identity, should file a grievance with the Title IX Administrator.

### **Title IX Committee Make-up**

The Title IX Administrator, with the President's approval, will select a minimum of six (6) individuals from the faculty and staff, to include the Deputy Title IX Coordinator, to serve on the Title IX Committee. The appointment will be for two fiscal years.

**Title IX Grievance Procedures** This grievance process is set forth to provide for the prompt and equitable resolution of complaints alleging action prohibited by Title IX.

1. Grievance is brought to Title IX Administrator by the Complainant or someone else on behalf of the Complainant, e.g. family member, friend, colleague, etc.
2. Complainant is interviewed by the Title IX Administrator to assess if the grievance is indeed within the College's Title IX policy. During this process other interviews and/or

evidence may be submitted to make this determination. If so, the grievance is assigned to a Title IX Investigator(s), and all parties will be notified immediately. If not, the grievance will be directed to the appropriate office (e.g. Human Resources, Academic Affairs, or Student Affairs) for support, remediation, and/or investigation through that office.

3. A formal, neutral investigation is undertaken by the Title IX Investigator(s). Any evidence for the grievant and the recipient of the complaint, including witnesses, is reviewed and interviewed, respectively, by the Title IX Investigators. During all meetings parties may have a single person of support with them, e.g. friend, family member, or colleague. That person may not speak or act on behalf of the party other than to be present with them. Interviews may be (audio) recorded by the Investigator(s), however parties and witnesses being interviewed are not permitted to record these meetings. Audio and/or transcripts of the recordings will be available for the party who was recorded to review, though the recordings are the property of the College. If no recording is made, notes taken by the Investigator(s) during the interview may also be reviewed by the interviewees.

4. At the conclusion of the interview process, when all reasonably available and applicable evidence in support of both parties has been assessed, a recommendation for finding(s) is rendered to the Title IX Administrator by the Title IX Investigators.

5. The Title IX Administrator reviews the recommendation, ensures adherence to College policies and procedures, and makes the final determination of finding(s). If there are one or more findings of responsibility for policy violation(s), the Title IX Administrator will assign an appropriate sanction.

6. In alignment with the Department of Education Office of Civil Rights' guidance, the entire grievance process should not take more than 60 days, with consideration for unforeseeable events (e.g. crucial parties away from campus due to illness or other personal reasons, or emergency weather affecting institution and/or travel), pre-planned work-related absence, days when the College is closed due to holidays or breaks, etc.

**Title IX Appeals Procedures** In an instance where either party disagrees with the outcome(s) of the Title IX grievance process, a request for appeal may be made within five (5) days of notification of the decision. Only under certain circumstances is a request granted; a request does not mandate an appeal hearing. Such a request should be in writing, explaining the reason for the request (see appropriate reasons below) and delivered to the Title IX Administrator.

1. In order to be eligible for appeal, the party seeking the appeal must present evidence that one or both of the following circumstances has occurred or be in effect:

- That the grievance process was handled outside the parameters of the policy and associated procedures, i.e. that a procedural error occurred in determination of the findings.
- That new, previously unavailable evidence is now available that could potentially change the outcome of the grievance process.

2. When the Title IX Administrator receives the appeal request they assign a member of the Title IX committee (who was not involved in the investigation of the current case) as the Appeals Request Officer. The Appeals Request Officer determines if the request aligns with one or both of the appeals criteria, noted above. If the determination is that it does meet one or both of the criterion, an Appeals Hearing is initiated. If not, the original outcome will be considered final.

3. In an instance where an appeal is approved, the Title IX Administrator will assemble an Appeals Committee from Title IX Committee. Three individuals (who have served in no other positions related to the current case) will serve and review the original investigation for proper compliance with policies and procedures and/or review new evidence. In an effort to ensure a fair and equitable process, the Appeals Committee will review evidence, may speak with parties, and call new or previously interviewed witnesses. During all meetings parties may have a single person of support with them, e.g. friend, family member, or colleague. That person may not speak or act on behalf of the party other than to be present with them. Interviews may be (audio) recorded by the Committee Members, however parties and witnesses being interviewed are not permitted to record these meetings. Audio and/or transcripts of the recordings will be available for the party who was recorded to review, though the recordings are the property of the College. If no recording is made, notes taken by the Committee Members during the interview may also be reviewed by the interviewees.

4. After all evidence has been reviewed, the committee will vote by secret ballot to agree or disagree that the original grievance is in violation of the College's Title IX policy. The Appeals Committee's decision is determined by a majority. The outcome will be either in agreement with the original grievance process outcome, in which case the finding(s) and related sanction(s) stand, or it will be in opposition to some or all of the original grievance findings. In the latter case a revised finding(s) is determined with associated revisions to sanctioning.

5. The Appeals Committee result will be a recommendation to the Appeals Review Officer who is another member of the Title IX Committee (who has not previously been associated with the case), or the President. The Appeals Review Officer undertakes a holistic assessment of the appeals process and either accepts or rejects the Appeals Committee's decision. In the case that the Review Officer determines a finding of responsible for policy violation, sanctioning is either upheld from a previous result, or a new/revised sanction is imposed.

6. These findings are delivered to the Title IX Administrator and the President. Notification to both parties of the appeals outcome(s) will be within two (2) business days of the receipt of the decision by the President. The duration for the entire appeals process, from receipt of appeals request to notification of outcome(s), will be no more than sixteen (16) days.

### **Accountability**

All matters associated with the Title IX Committee process and hearings are confidential. The College will treat any violation of confidentiality as a serious offense and will maintain zero tolerance for such violations. All persons participating must maintain confidentiality and the complainant, witnesses and committee members are afforded complete privacy. All records and proceedings are considered confidential and will be maintained separate from personnel and student files, available only on a "need to know" basis and will be stored in the Title IX Administrator's office. All attempts to influence witnesses or committee members and any harassment of any of the parties involved in the case will not be tolerated. Any violation of the accountabilities referenced above will result in disciplinary action up to and including termination of employment in the case of a faculty or staff member, or in the case of a student, expulsion from the college.

## GENERAL GRADUATE ADMISSIONS INFORMATION

### GENERAL ADMISSION POLICIES AND PRIORITY DEADLINES

Admission to a Graduate Program at Catawba is granted on a rolling basis, however the College encourages students to be guided by the following deadlines:

Priority Deadline is November 19th

Notification of decision on or before December 15th

Regular Decision Deadline is April 15th

Notification of decision on or before May 1<sup>st</sup>

All offers of admission and scholarship awards are granted on a space available and fund available basis after May 1 for students seeking entry for the fall semester and January 4 for students seeking entry for the spring semester. To secure a place at Catawba for the desired term of entry, students should pay their \$50 enrollment deposit at ([www.catawba.edu/deposit](http://www.catawba.edu/deposit)) as soon as possible. Students who have not paid their enrollment deposit by the relevant May 1 or January 5 deadlines may be moved to the wait list if the incoming class for the desired term reaches capacity.

#### **Additional Application Deadlines:**

Fall semester: April 15 (All fall applications received after April 15 will be reviewed on a space available basis.) Applications completed after April 15th will be reviewed on a rolling basis (decisions will be made in the order that the completed applications are received).

#### **Notification of Admission**

After April 15th, students who have completed their application to the College will be notified of their admission status within three weeks. Upon acceptance by Catawba, the student should send the \$50 tuition deposit to the admissions office by May 1.

**Deposits** can be paid online at [www.catawba.edu/deposit](http://www.catawba.edu/deposit). Deposits are refundable through May 1. Upon payment of the deposit, a place in the incoming class will be reserved for the student. The deposit is credited to the student's account in the College Business Office and is deducted from the first payment of fees.

## **Master of Business Administration (MBA) Degree in General Management**

The Ralph W. Ketner School of Business offers undergraduate business degrees that are accredited by the Accreditation Committee for Business Schools and Programs (ACBSP). Catawba College is currently pursuing Department of Education (DOE) and ACBSP accreditation for this graduate program. Within the Ketner School of Business, the Ketner MBA offers a 33-hour fully online curriculum in a student cohort model allowing full-time students to complete the program of study in a calendar year. Please note: The Ketner MBA is awaiting approval from the U.S. Department of Education.

### **Faculty**

Karen B. Gaskill, MS, CPA, CGMA

Stephen R. (Steve) Hiatt, Ph.D.

Renee A. Just, Ph.D.

James Wesley (Jamie) Slate, Ph.D.

Pamela L. (Pam) Thompson, Ph.D.

Jennifer Yurchisin, Ph.D.

### **MBA Degree Admission Requirements**

1. A bachelor's degree from an accredited institution
2. Submission of official transcripts from each college or university attended
3. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale in the last 60 combined hours of undergraduate or graduate coursework earned from any institution or combination of institutions prior to enrollment
4. Three letters of recommendation
5. A minimum 500-word essay describing your desire to pursue this graduate degree at Catawba College
6. CV/Resume

### **MBA Degree Admission Processes**

[www.catawba.edu/admissions/graduate](http://www.catawba.edu/admissions/graduate)

For more information about details of the MBA degree, please contact the Graduate Advisor Dr. Eric R. Hake at (704) 637-4293 or [erhake@catawba.edu](mailto:erhake@catawba.edu).

## **Master of Education in STEM Education**

The graduate program at Catawba College is built upon the strengths of the undergraduate curriculum. The Master of Education Program in Science or Mathematics (with emphasis in STEM), designed for practicing teachers with "A" licensure in middle grades mathematics, middle grades science, secondary mathematics, or secondary comprehensive science, is based upon the recognition that a strong academic background is a vital part of a teacher's preparation. The graduate

program is designed to provide the practicing licensed teacher with advanced work in content along with a further development of professional knowledge and skills.

### **Faculty**

Kim Creamer, Phd

### **M ED STEM Degree Admission Process**

<https://catawba.edu/academics/programs/graduate/stem-education/admissions/>

For more information about details of the Masters of Education in Mathematics or Science degree, please contact the Graduate Advisor Dr. Kim Creamer at (704) 637-4462 or kcream14@catawba.edu.

### **Requests for Additional Information**

At the time of admission, the Office of Admissions provides a detailed checklist of all additional materials students must provide to complete their matriculation to Catawba. These items include, but are not limited to:

- Health Insurance application or Health insurance waiver
- Health & Immunization Forms
- Relevant Financial Aid Documents
- Billing Information
- Housing & Dining Applications
- Final High School Transcript (if applicable)
- Final College Transcripts (if applicable)
- Official Standardized Test Scores (if applicable)

During the registration process, any student accepted whose documentation is not complete may have a hold on their student record and may be prevented from registering from classes. Students with holds will be required to sign a document where-in he/she attests that:

1. He/she is aware that their admission is provisional.
2. He/she accepts the sole responsibility for securing and submitting the applicable items within 30 days of his/her initial registration.
3. If the acceptable item(s) are not received by Catawba College before the deadline, the College may be compelled to cancel the student's registration. If the College is compelled to take such action, the student will not be permitted to attend any classes following the cancellation date. He/she will not be entitled to a refund of tuition payments for any classes attended.

## **Master of Health Science in Clinical Mental Health Counseling**

Students will acquire clinical skills and competencies through comprehensive approaches within counselor education and student-specific experiential learning, including an Internship working with actual clients under clinical supervision. With the School of Health Sciences and Human Performance, the Master of Health Science in Clinical Mental Health Counseling offers a 60-credit hour fully online curriculum allowing graduates upon passing the National Clinical Mental Health Counselor Exam (NCMHCE), the ability to apply to the North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC) and become Licensed Clinical Mental Health Counselor Associates (LCMHCA).

### **Faculty**

Chad Betters, PhD, LCMHC, BCPCC

### **MHS Degree Admission Requirements**

1. A bachelor's degree from an accredited institution
2. Submission of official transcripts from each college or university attended
3. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale in the last 60 combined hours of undergraduate or graduate coursework earned from any institution or combination of institutions prior to enrollment
4. Three letters of recommendation
5. A minimum 500-word essay describing your desire to pursue this graduate degree at Catawba College

### **MHS Degree Admission Processes**

[www.catawba.edu/admissions/graduate](http://www.catawba.edu/admissions/graduate)

For more information about details of the MHS degree, please contact the Graduate Advisor Dr. Chad Betters at (704) 645-4561 or [cbetters19@catawba.edu](mailto:cbetters19@catawba.edu).

## **Master of Sport Management**

The Masters in Sport Management at Catawba prepares students for life in the fast lane as they prepare for careers in motorsports, professional and collegiate sports, and the business side of sport. Students will gain intensive, hands-on experience in a field that is important to our society in the way that sports can connect people together. Within the School of Health Sciences and Human Performance, the Master of Sport Management offers a 36-hour curriculum face-to-face, student cohort model delivered over 21 months allowing graduate students to actively engage in premier sports properties and venues throughout the region and country.

## **Faculty**

Duane Aagaard, PhD

Troy Carlton, PhD

## **MSPM Degree Admission Requirements**

1. A bachelor's degree from an accredited institution
2. Submission of official transcripts from each college or university attended
3. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale in the last 60 combined hours of undergraduate or graduate coursework earned from any institution or combination of institutions prior to enrollment
4. Three letters of recommendation
5. A minimum 500-word essay describing your desire to pursue this graduate degree at Catawba College

## **MSPM Degree Admission Processes**

[www.catawba.edu/admissions/graduate](http://www.catawba.edu/admissions/graduate)

For more information about details of the MSPM degree, please contact the Graduate Advisor Dr. Duane Aagaard at (704) 637-4728 or [daagaard17@catawba.edu](mailto:daagaard17@catawba.edu).

## **SCHOLARSHIPS AND FINANCIAL ASSISTANCE**

The Financial Aid Office works closely with prospective students and their families to help make a Catawba education affordable. Students and their families who anticipate having financial need should start planning for the cost of a college education as early as possible. The family is encouraged to determine the amount that can be saved for educational expenses. Students are expected to work during the summer and set aside a major portion of earnings to be used for college costs.

While Catawba endeavors to help all students afford a Catawba degree, the primary responsibility for meeting college costs rests with the student and family. Financial aid is intended to supplement what the family and student can contribute toward educational costs. The student should investigate all available sources to assist with educational expenses. Many scholarships are awarded by local civic clubs, high schools, companies, parental employers, and other local sources. Information about local financial assistance can often be found in high school guidance offices.

The financial aid program at Catawba is designed to assist several categories of students, including:

- Students who qualify for merit aid based on excellence in academics, performance, scholarships, and/or athletics
- Students who qualify for need-based aid
- Students who do not qualify for federal programs and who want to supplement other assistance through student loan programs and parent loan programs.

For more information about scholarship and financial aid programs at Catawba please contact:

The Financial Aid Office  
Catawba College  
2300 West Innes Street  
Salisbury, NC 28144-2488  
finaid@catawba.edu  
704-637-4416, 1-800-CATAWBA, Fax-704-637-4252

## **GRADUATE STUDENT FINANCIAL ASSISTANCE**

Graduate students must be enrolled in at least six credit hours to qualify for financial aid. Graduate students in need of assistance to meet their educational expenses should apply to the Financial Aid Office. Financial aid for graduate students is most often in the form of loans.

In order to apply for a federal loan, a graduate student must first complete the Free Application for Federal Student Aid (FAFSA) and list Catawba College (Code 002914). Once the Financial Aid Office has received the FAFSA, the staff will be able to provide assistance in the federal loan process. All aid from the Financial Aid Office is based upon a student's financial need, which is the difference between the cost of attendance and the student's FAFSA results or EFC (Estimated Family Contribution).

Since financial aid is limited for graduate students, applicants are encouraged to seek scholarships and aid through outside sources. Students are encouraged to contact websites such as [www.FASTWEB.com](http://www.FASTWEB.com) or [www.scholarsaid.com](http://www.scholarsaid.com) for assistance in locating outside scholarship and loan resources.

An award decision cannot be made until an applicant has been admitted to the graduate program, so the student should complete the admission procedure as early as possible.

## **SATISFACTORY ACADEMIC POLICY (SAP)**

Statement of Purpose: Graduate students are required to maintain satisfactory academic progress and to remain in academic good standing to retain eligibility for financial aid. Both full-time and part-time students are subject to the Satisfactory Academic Progress policy. Students enrolled less than full-time must notify the Office of Financial Aid and may be subject to reductions in financial assistance.

Federal regulations require a College's Standards of Academic Progress (SAP) to include the following 2 components for students to receive Federal, State, and Institutional Financial Assistance:

### **1. Quantitative Measure:**

A. To remain in good academic standing and retain eligibility for financial aid, students must successfully complete at least two-thirds of all hours attempted (or 67%) including Pass/Fail, repeated courses, incompletes, and courses dropped/withdrawn after the last day to drop a course without penalty (as published in the academic calendar).

B. Catawba College does not offer remedial coursework; therefore, there is no provision for it under the present academic progress policy. Audits and non-credit courses are not counted by the registrar as hours for which the student is registered; therefore, these

hours are not counted for financial aid purposes. Courses which are being repeated are counted as attempted hours for financial aid purposes.

C. Please note that grades of W (Withdrawal), WF (Withdraw Failing), WN, FN, and U are not considered satisfactory completion of a course and therefore are not earned hours. They will, however, count as attempted hours. Incompletes (I) are counted as attempted if the final grade has not yet posted, and earned hours once final grade has been assigned to the course in question. The following chart demonstrates examples of a student's required ratio of attempted hours to earned hours to be considered as progressing toward degree completion within the maximum 150% limit.

It is imperative that students who receive Federal Direct Student Loans realize there is a maximum aggregate amount they may borrow in their undergraduate career. Students who are enrolled for more than four years or eight semesters, and who receive federal loans during that time, are in jeopardy of meeting their aggregate loan limit for federal student loans.

When total hours attempted are:	Students must have earned at least:
35 hours	24 hours
64 hours	43 hours
95 hours	64 hours
125 hours	84 hours
155 hours	104 hours

D. Transfer Students: Transfer students are evaluated based on the number of hours accepted by Catawba College. Once transfer credit has been evaluated by the Registrar's Office and the student has been awarded credit hours, the student will fall under the same quantitative and qualitative requirements as previously mentioned based on that designated classification. Transfer grades are not factored into the student's cumulative GPA for SAP purposes, but the overall hours attempted and hours earned (quantitative measures) do fall under the standards for SAP. The maximum time limits for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Catawba College.

2. Qualitative Measure: Students must maintain the following minimum cumulative grade-point average (GPA) on all attempted hours:

For hours attempted:	A minimum GPA must be maintained:
less than 24	1.0
24 to 47	1.5
48 to 63	1.75
64 or more	2.0
Graduate Students	3.0

\*\*\*Certain academic awards and some endowed scholarships may require higher academic performance than this Satisfactory Academic Progress (SAP) policy.\*\*\*

## **SATISFACTORY ACADEMIC PROGRESS PROCEDURES**

Grades and progress will be evaluated at the end of every fall and spring semester/block once final grades are posted for the term.

Note: If a student does not meet these standards, the financial aid administrator may approve financial aid to be given under a formal 'Warning' for one semester. The student's cumulative G.P.A. would then be reviewed for the next academic progress evaluation period. In most cases, students will receive one formal warning notice of failing to meet Satisfactory Academic Progress, where they will have one full semester to improve his/her academic standing with Catawba.

If the student has received one warning notification and at the end of the next term he/she is still not meeting Satisfactory Academic Progress, he/she is formally notified by letter regarding the loss of financial assistance. Students have an opportunity to appeal the revocation of aid. Students also can reclaim eligibility by attending one academic term or summer school [at minimum] at Catawba College without financial assistance and meet satisfactory academic progress at the end of the term. When eligibility is restored, financial assistance will be awarded provided funds are available. Prior awards cannot be held while the student is restoring eligibility. Students may not improve their cumulative grade point average by attending another college.

Students who formally withdraw from Catawba and are subsequently re-admitted will have their Satisfactory Academic Progress status continued. Course withdraws and formal withdraws from Catawba College will have grades issued as "W" on the academic transcript and therefore those courses are included in the number of attempted hours.

**Formal Appeal Process:** A student may submit a written statement of appeal for additional financial assistance if he or she feels that special circumstances prevented him or her from meeting the minimum standards of Satisfactory Academic Progress. Acceptable appeal requests (per federal regulations) are allowable based on: illness or injury, death of a relative, or other exceptional circumstances. Any supporting documents or statements should also be submitted that will provide the Appeals Committee with additional information pertinent to its review. The student must complete and submit the Catawba College Satisfactory Academic Progress Appeal Request (this form is provided with revocation letter) along with the written statement from the student to the Office of Financial Aid. Family members may not complete this form or request an appeal on the student's behalf. These documents are due to the Financial Aid Office within 3 weeks of being notified or at the very latest 5 days before the first day of classes of the upcoming semester or term. The Satisfactory Academic

Progress Appeals Committee will review the request form, the student's written statement, and any other submitted documentation to determine if the student can meet satisfactory academic progress standards by the end of the next term. If the committee determines the student cannot meet the required standards after completion of one term, the appeal will be denied and financial aid will not be reinstated. All students will be notified in writing of the Appeals Committee's decision. After an approved appeal notice, the student's academic progress will be placed on "Probation" and reviewed again at the end of each term to ensure that Satisfactory Academic Progress and the Academic Plan for Improvement is being met. Additional information on the Academic Plan for Improvement is provided below. Students may not appeal more than once for the same reason.

**Academic Plan for Improvement:** The Academic Plan for Improvement is a strategy that presents the student's goal to "get back on track" and meet the standards of Satisfactory Academic Process (SAP) while completing degree requirements. In order to obtain an academic plan, the student should contact his/her academic advisor. The advisor will then develop a detailed academic plan for meeting the minimum standards of academic progress. The plan will have strict conditions that the student must follow in order to retain eligibility for financial aid.

**It is imperative that any student not making Satisfactory Academic Progress understands that failure to submit a successful appeal for Financial Aid Probation or an Academic Plan for Improvement to the Appeals Committee will mean that no additional financial aid will be awarded to that student for future semesters of enrollment. It is necessary that immediate action be taken upon a student's receipt of the notification that he or she is not making Satisfactory Academic Progress.**

**\*\*Students are not guaranteed replacement of any previously awarded financial aid package if an appeal is approved.\*\***

**\*\*\*Students seeking to re-establish financial aid eligibility remain ineligible to receive financial aid assistance or deferment of payment until the appeal process is complete and a decision has been made by the Financial Aid Office. Students should be prepared to pay tuition, fees, and other educational expenses until s/he has been approved to receive financial aid.\*\*\***

If you have any questions regarding this policy, please contact the Office of Financial Aid (704-637-4416).

## **RECOGNITION OF FULL-TIME STATUS AS A GRADUATE STUDENT**

A full-time graduate student is defined as one taking 6 semester hours. A half-time graduate student is one taking 3 semester hours.

## **EXPENSES AND FEES**

All tuition and fees are subject to change, without notice, by the Catawba College Board of Trustees.

**CHARGES BY SEMESTER** - Charges are billed to students each semester in advance of the start of each term. Upon completion of registration, the students obligate themselves for the semester.

Semester amounts due and payable are:  
2020-2021 Academic Year

### Cost Per Credit Hour

Graduate Programs	\$599
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### Fees Per Semester

Parking Graduate	\$25
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## ACADEMIC POLICIES, PROCEDURES, TERMINOLOGY, REGISTRATION

### THE HONOR CODE

“As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal.”

#### **The Pledge:**

“On my honor, I have not violated the Honor Code in completing this work.”

Effective with the 2016/17 academic year, there are significant changes in the policies and procedures for dealing with violations of the Catawba College Honor Code:

1. Faculty and staff members will use the newly-revised Settlement Form to report all academic instances of lying, cheating, or stealing to the Office of the Associate Provost for Student Academic Success on a timely basis. Individual faculty members determine the consequences for violations in their courses, which may range from a 0 on an assignment, to an additional partial or full-letter final grade reduction, to an F in the course. A second violation of the Honor Code—in any course—results in a hearing with the Honor Board. The Honor Board may assign additional penalties—up to and including suspension from the College—as it sees fit. Typically, a second violation leads to suspension for the remainder of the semester in which the violation occurs, an F in the course in which the violation took place, and a W in all other courses. Suspended students must apply for re-admission to the College and be approved by the Honor Board. The Board and Associate Provost for Student Academic Success maintain detailed records of all Honor Code violations and subsequent hearings and penalties.
2. The Honor Board consists of two faculty members and a staff member appointed by the Associate Provost for Student Academic Success and two students appointed by the SGA president. The Board convenes as needed throughout the school year when a student declines to admit responsibility on the Settlement Form and requests a hearing to dispute an accusation or commits a second violation and faces suspension. Final appeals of Honor Board decisions will be directed to the Associate Provost for Student Academic Success. Honor Board verdicts are based on whether the accused student is more likely than not to have violated the Honor Code. Only members of the Honor Board will be present for deliberations after pertinent evidence has been introduced.
3. Accused students may request that a trusted member of the college community serve as an advocate and advisor in Honor Board hearings, which are not courts of law and may not be attended by parents, legal counsel, or other witnesses.

4. Faculty members have the option of requiring students to write out and sign the Pledge on their examinations or written projects.

Additional information concerning our policies and procedures can be found on the Catawba College website,

<http://catawba.edu/index.php/academics/resources/honor-code/>

## **REGISTRATION**

The days scheduled for registration each semester will be announced at the beginning of each academic year. To obtain a list of the dates, contact the Registrar's Office or go on-line to the College website where calendars are published. In order that class work may be started promptly, all graduate students should plan to register on those announced days.

Students should meet with their advisor prior to the actual registration day to plan programs of study. Planning should include careful attention to degree requirements, course prerequisites, appropriate undergraduate background, and course scheduling. Students should plan schedules carefully to minimize dropping and adding courses at the beginning of the semester.

No new student may register until the record of previous work has been received and approved. The registration process includes the completion of all registration forms showing the schedule of classes approved by the student's advisor and the clearing of all accounts by the Business Office.

## **TRANSCRIPT FEE**

Official copies of student transcripts can be obtained from the Registrar's Office at a cost of \$10.00.

## **TRANSFER OF CREDIT**

Catawba College will accept a maximum of six semester hours of graduate credit toward a degree program from another regionally accredited institution. Transfer credit will be given only for graduate courses approved for the student's program in which grades of B or better were earned. No undergraduate course credits will be counted in the total requirements for the degree program. However, in some cases, appropriate undergraduate course credits may be accepted to meet prerequisite requirements.

Regularly enrolled graduate students at Catawba College who plan to take courses at other institutions must have these courses approved by the Director of the Graduate Program before beginning the courses. Such courses taken without prior approval may not be accepted for credit.

**CREDIT BY EXAMINATION**

Under unusual circumstances, a student may petition the Graduate Council for permission to meet a degree requirement by examination.

**REPEATING OF COURSES**

A course for which unsatisfactory credit was received may be taken a second time at Catawba College. Credit by examination may not be used for this purpose. The higher grade achieved by the student is the grade used for calculating the grade point average. All courses attempted and grades earned appear on the permanent record. Courses for which C or F was earned at Catawba College may not be repeated elsewhere for credit toward a degree at Catawba College.

**STUDENT PROGRESS**

Traditional grades are given at the completion of each course. The instructor of each course is expected to develop appropriate standards for the course. The following grades are used to report and record the level of student academic achievement:

Grade .....	Grade Points	Semester Hour
A.....Clearly superior achievement.....	4.0	
A-.....	3.7	
B+.....	3.3	
B.....Above average performance .....	3.0	
B-.....	2.7	
C+.....	2.3	
C.....Average performance .....	2.0	
C-.....	1.7	
F.....Failure to achieve minimum competency; no credit given .....	0.0	
*I .....	Incomplete	
*S.....Satisfactory (equivalent to B or better)		

\*M .....Marginal (equivalent to D, used only on progress reports)  
\*U..... Unsatisfactory (equivalent to F )  
\*W.....Withdrawn

\* Not used in computation of GPA

In this grading system, each semester hour passed has a grade point value equated to the letter grade. Thus, a student who earns an A in a three-semester-hour course earns 12 grade points for that course whereas an A- would yield 11.1 grade points (3 semester hours x 3.7 grade points) in the same course.

The cumulative grade point average (GPA) is obtained by dividing the total semester hours attempted into the total grade points earned. The grades of I, S, U, and W are not used in this calculation. Semester and cumulative grade point averages are indicated on the grade report at the end of each semester.

The grade of I may be given when a student, because of extenuating circumstances, is unable to complete a course in a particular semester. The student must complete the work within 40 calendar days of the next regular (non summer) date of registration after the end of the semester in which the I grade was earned. Otherwise, the grade of I automatically becomes an F. Exemption may be granted upon petition to the Graduate Council before the 40 calendar-day deadline. Exception to this policy: MHS program conducts summer classes to allow for preparation for clinical training. A student may complete the work during this summer semester.

The grades of S and U are used as final grades in the Action Research courses, the Graduate Capstone, internship, and independent study. Academic records may be withheld for failure to satisfy financial or other responsibilities.

### **DROPPING AND ADDING COURSES**

Courses may be added during a designated period at the beginning of each term, pending proper approval and payment of stated fees. A student may not enter a class after it has met more than three hours. A student may withdraw from a course with a grade of W up to the date posted in the academic calendar. Courses dropped after that time, except for reasons of health or other reasons approved by the Director of the Graduate Program, will result in a grade of F.

## **STUDENT RETENTION**

A graduate student must satisfactorily complete 11 courses or 33-60 semester hours of credit for the Master's degree (depending on the specific graduate program requirements). A 3.0 grade point average is required. No more than two courses with a grade of C will be counted toward the degree. Exception to this policy: Master of Health Science in Mental Health Counseling. Review program specific requirements for grading and progression.

A student will become ineligible to continue in the graduate program if 1) grades of F are received in any two courses; 2) grades of C are received in any three courses; 3) a grade of F is received in one course and grades of C are received in two other courses; or 4) a 3.0 average is not achieved within the 11 courses required for graduation. Exception to this policy: Master of Health Science in Mental Health Counseling. Review program specific requirements for grading and progression.

A student dismissed for academic reasons may apply for readmission on a provisional basis after one calendar year has elapsed. Withdrawal from a program shall not be considered complete until all student financial accounts have been cleared.

## **ACADEMIC LOAD**

The graduate program at Catawba College is designed for the student who is currently employed in a full-time teaching or other employment-related position. During the academic year, students will enroll for two courses. Normally, a student can expect to complete all degree requirements during a two-year period. As explained earlier in this catalog, Catawba College defines a full-time graduate student as one taking 6 hours. A half-time student is one taking 3 hours.

Although six credit is the required number of credit hours for graduate students to obtain financial aid from the Federal Department of Education, Student FTE within the CMHC program is twelve credit hours, which represent full time status in the program in order to matriculate within the proposed full time course sequence. Full time status will result, pending successful completion of the courses, in a five semester (two year) graduate degree program. Anything less than twelve credit hours per semester will result in an eight semester (three year) graduate degree program due to the course sequencing.

## **ACADEMIC GRIEVANCE PROCEDURE**

Any complaint involving a course grade must first be appealed to the professor assigning the grade. If the complaint is not resolved at that level, the student may appeal to the Graduate Council for a hearing.

## **CLASS SCHEDULING**

Graduate classes normally are scheduled in the late afternoons or online during the academic year. Day classes are usually scheduled during the summer terms. Ordinarily, during the academic year, each class will meet for three hours one day a week. Summer courses usually cover three-week spans and usually meet for three hours each day.

## **INDEPENDENT STUDY**

Independent study is an approach to learning that serves as an alternative to regular classroom instruction. In certain situations, independent study may be an appropriate form of graduate-level study. Permission to register for an independent study must be secured from the directing instructor and the Director of the Graduate Program. A member of the graduate faculty must agree to supervise this study. Prior to the granting of approval, a written plan must be submitted outlining the scope of the study and the desired outcomes. Upon approval, this proposal shall become a contract for the independent study.

## **CLASS ATTENDANCE**

Regular class attendance is expected in all classes. Each faculty member shall set an attendance policy for each course and make this policy known to students in writing at the beginning of each course. The professor has no obligation to allow or to facilitate make-up work for absences for which no valid reason exists.

## **EXAMINATIONS AND CULMINATING PRODUCTS OF LEARNING**

Final examinations or culminating products of learning are a normal part of every course. A student who does not take the examination or complete the culminating products of learning at the scheduled time will receive a failing grade in that subject unless excused by the instructor. In the event of an absence from an examination or culminating product of learning because of severe personal illness, death in the immediate family, or other legitimate reasons, the student will be given the opportunity to make up the examination or culminating product of learning.

## **WITHDRAWAL POLICY**

The College is required to use Federal software to calculate refunds for students withdrawing before the 60% point in the semester. Catawba College will credit any refund amount due the student to the student's account if the student also owes a repayment or owes unpaid charges to the institution.

The date of withdrawal is considered as the formal date when processed in the Registrar's Office. Students may obtain instructions for withdrawal from the Registrar's Office. If the student fails to formally withdraw from the institution, then the date of withdrawal is considered to be the last documented date of attendance.

Federal software is used to calculate each student's applicable refund. Institutional Refund Calculation Tuition refunds for full-time students are based on the date on the official withdrawal form when signed by the Registrar. All calendar days are counted from and including the first day of classes as published in the official Catawba College calendar.

**NO REFUND WILL BE MADE FOR GENERAL FEES AFTER CLASSES HAVE BEGUN.**

**MSPM Program:**

<b>Withdrawal Period for Full-time Day Students</b>	<b>% of Tuition Refund</b>
First day of class through 13 calendar days into the semester	75% Refund
During 14 calendar days to 27 calendar days into the semester	50% Refund
During 28 calendar days to 41 calendar days into the semester	25% Refund
After the 42nd calendar day into the semester	0% Refund

**MBA/MHS:**

**Block Schedule Classes**

Prior to class start date through 1 <sup>st</sup> day of class	100% Refund
Last day to add Class for Specific Block	75% Refund
After Last day to add Class for Specific Block	0% Refund

Tuition overload charges, tuition charges for graduate, distance and online education students, and students taking less than 12 hours are not refundable after the last day to "add a course." (see academic calendar.)

During shorter academic terms like summer sessions or winter term, **NO REFUNDS WILL BE MADE AFTER THE FIRST DAY OF CLASSES.**

**Withdrawals and Refunds (Division of Distance and Online Education)**

	Withdraw by 11:59PM for 100% refund	Withdraw by 11:59PM for 75% refund; no refund after this date
Fall 2020 Block 6	August 11, 2020	August 25, 2020
Fall 2020 Block 7	August 12, 2020	August 20, 2020
Fall 2020 Block 8	October 7, 2020	October 15, 2020
Spring 2021 Block 1	Block 1 January 14, 2021	January 19, 2021
Spring 2021 Block 2	February 11, 2021	February 15, 2021

Spring 2021 Block 3	March 11, 2021	March 15, 2021
Spring 2021 Block 4	April 8, 2021	April 12, 2021
Spring 2021 Block 5 & 6	January 12, 2021	January 26, 2021
Spring 2021 Block 7	January 13, 2021	January 20, 2021
Spring 2021 Block 8	March 10, 2021	March 17, 2021

Please note that policies governing financial aid may need to be considered in addition to the refund policies just stated. Students contemplating withdrawal from a class should contact the financial aid office to determine what effect, if any, withdrawing will produce. Distance and Online Education students should always discuss proposed withdrawals with their advisor.

## **Withdrawals**

### **Voluntary Withdrawal from the College:**

A student who wishes to withdraw completely from the College after the last day to add a class must complete the withdrawal process before the end of the tenth week of the semester. (See the “Academic Calendar” for the precise date each term.) A student must initiate the process by requesting a withdrawal form from the office of the Dean of Students and completing the process with the Office of the Registrar by the deadline. Students who comply with the deadline will receive transcripts showing “W” grades for all courses. Failure to withdraw officially will result in receipt of the letter grades earned in each course. A student who has withdrawn from the College more than once will not be readmitted. Any exceptions to this policy must be approved by the Academic Policies and Standards Committee.

### **Voluntary Medical or Compassion Withdrawal:**

Upon presentation of documentation deemed adequate and compelling by the Dean of Students or his or her designee(s), a student may be permitted to withdraw from the College during the semester and receive the grade of “W” for coursework being attempted at the time of withdrawal. Students seeking Voluntary Medical or Compassion Withdrawal after the last day for voluntary withdrawal from the College will be subject to particular scrutiny as such withdrawals entail relief from the academic consequences of late withdrawal. Students should submit documentation no less than two weeks prior to the last day of class unless there are unforeseen circumstances at the end of the semester.

### **Administrative Withdrawal:**

This type of academic intervention is imposed in response to poor performance within a semester by the student; specifically, the student has not withdrawn from the College but is making no appreciable attempt to attend and pass classes. Students who fail to meet these basic academic standards or policies in a given semester will be withdrawn by the Provost or his or her designee(s) and a letter put in their file indicating the

academic issues that necessitated the withdrawal. An Administrative Withdrawal that is carried out on or before the last day to voluntarily withdraw from classes will result in grades of "W". After the last day to voluntarily withdraw, Administrative Withdrawal will result in grades of "F".

**Administrative Withdrawal from a class:**

This type of academic intervention is imposed in response to poor performance, disruptive or other inappropriate behaviors that hinder the normal conduct of the class. Upon the referral from a faculty member, the Dean of Students will work in concert with the Office of the Provost and Registrar to assess the documented facts and determine an appropriate intervention.

**Medical Withdrawal:**

The College, upon advice from its professional staff, may require a student to withdraw for medical or psychological reasons. In these cases, the student will be encouraged to seek professional care. Such action is not taken for punitive reason, but because the welfare of the individual and the community mandates the procedure. A Medical Withdrawal will result in grades of "W" regardless of when the withdrawal occurs.

**Short-term Leave of Absence Policy:**

The Provost may, at his or her discretion and upon the advice of College health care providers and Student Affairs staff, authorize the absence of a student from the College for up to two weeks in order for the student to receive treatment for a medical condition or respond to a crisis that necessitates absence. There must be reason to believe the circumstances can be resolved in the short-term, and this provision is limited by the faculty's ability to make accommodations, which may vary considerably. The Provost will verify the student's circumstances to faculty and request consideration for accommodations. The student will be responsible for managing specific plans for make-up work during the absence and/or upon return.

## **STUDENT ACADEMIC SUCCESS**

**CAREER SERVICES** - The Career Services office strives to serve Catawba students with their individual career development by getting them ready for life after Catawba. Career Services assists with all phases, from making major decisions, to how to write a resume/cover letter, to experiential learning opportunities and job search techniques. Career Services assists students, beginning their freshman year, with exploring the different majors and the careers they can lead to, and help identify their areas of interest, skill and values.

Career Services also encourages all students to start building their resume early in their college career - urging participation in internships, volunteer service, campus activities and organizations. Students learn how their academic experience can be enhanced through these extra-curricular activities and help build skills employers seek such as leadership, communication, teamwork, initiative and problem solving.

Career Services sponsors career fairs, grad school fairs and forums, mock interviews, summer job/camp fairs, corporate recruiters on campus, and expert advice from professionals regarding dress for success, etiquette tips, and networking. Career Services also helps students identify alumni working in their field of interest who can provide valuable insight to their careers.

Internships are an important part of the learning process and when students search for pertinent internships in their major, they gain valuable practice for the job search process at graduation. Career Services helps Catawba students to reach their highest potential while becoming responsible citizens using the knowledge and skills acquired here.

Career Services is here for the Catawba student to help each one of them reach their highest potential while becoming responsible citizens using the knowledge and skills acquired here.

**CATAWBA TO CAREER (C2C)** - The Catawba to Career Program (C2C) is Catawba's Quality Enhancement Plan, originating from the college's decennial review for reaccreditation. The C2C's goals are that students will be able to identify their strengths, weaknesses, and experiences in relation to a future career goal, and that students will be able to identify the skills they need to acquire that will support future career choices. This timely initiative is aimed at sophomores in order to more effectively prepare them to either attend graduate school or begin a career that aligns with their personal attributes and interests. However, the program is available to all students. In the program, assessments taken by the students are intended to give them a starting point for exploring many possibilities that will be open to the millennial generation. The C2C will also help students with the preparation of a resume with an emphasis on building specific skills in order to be prepared for the 21st Century workplace. By implementing the C2C, Catawba is emphasizing important parts of its Mission, including personal

attention to students while blending liberal studies with career preparation.

### **ACADEMIC ACCESSIBILITY**

<https://catawba.edu/academics/success/accessibility/> Mr. Daryl Bruner, Student Success Director  
704-637-4175, [drbruner16@catawba.edu](mailto:drbruner16@catawba.edu)

Counseling and Disability Services provides services to students in the areas of mental health and disability assistance. These services include: personal counseling, psychological testing, disabilities services, educational programming and a self-help library. The office is located in the Cannon Student Center, in the Student Affairs suite. Contact Mr. Avery Barber at 704-637-4175; [albarber@catawba.edu](mailto:albarber@catawba.edu).

Academic AccessAbility Services are provided for those students with physical, psychological or learning disabilities. It is the responsibility of students who wish to request accommodations to provide appropriate documentation of the disability to the disability coordinator and to complete the accommodations process as outlined in greater detail on our webpage on the Catawba College website.

### **Accommodation Policy for Students with Disabilities**

Catawba College is committed to offering equal access to people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended 2008 (ADAAA), the College does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in College programs and activities, nor are persons with disabilities denied the benefits of these programs or subjected to discrimination.

It is the responsibility of students who wish to request services and/or accommodations to inform the College of the disability and provide appropriate documentation of the disability to Counseling and Disability Services. The accommodation process is outlined in greater detail on the Counseling and Disability Services webpage at the Catawba College website. The Disabilities Handbook for students may be found on the website with any pertinent forms. This webpage also explains the appeal procedure for grievance resolution for student accommodations due to disability.

Office of Student Academic Success  
<http://www.catawba.edu/studentaffairs/retention>  
Daryl Bruner, Student Academic Success Director  
704-637-4175, [studentsuccess@catawba.edu](mailto:studentsuccess@catawba.edu)

## **RETENTION**

The Office of Retention and Academic Support Services is located in Hedrick Administration Building, Rm 133D. Retention is about engaging students and encouraging them to become part of the Catawba community. Our goal is to help connect each student with different offices, faculty, staff and coaches, etc. on campus to start building the student's academic and social networks. We also provide academic support, help coordinate counseling, offer tips and advice for staying on track academically and help students set and attain goals. Our office works closely with faculty members to ensure we're providing the best support possible to our students.

Academic Accessibility services are provided for both day and Distance and Online Education students with physical, psychological, or learning disabilities. Catawba College is committed to offering equal access to people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), the College does not exclude otherwise qualified persons with disabilities, solely by reason of the disability, from participating in College programs and activities; nor are persons with disabilities denied the benefits of these programs or subjected to discrimination. More information can be found:

<https://catawba.edu/academics/success/accessability/>

## **THE WRITING CENTER**

The Writing Center provides free, one-on-one tutoring to all Catawba College students. A student can come in for assistance at any stage of the writing process, from deciding on a topic to organizing ideas to revising a partial or complete draft of a paper. The tutors can also work with students on their writing skills without focusing on particular assignments. Working on the principle that writing well is a deliberate process that depends upon close reading and careful revising by the writer, the Writing Center tutors can help any student become a stronger writer. The Writing Center is located in Corriher-Linn-Black Library. For more information, contact Dr. Jamie Henthorn, Director of the Writing Center.

## **THE MATH & SCIENCE CENTER**

The Math & Science Center provides free, one-on-one tutoring to all Catawba College students. A student can come in for help with any problems or assignments that involve quantitative skills or concepts. The tutors can help with almost any course that are quantitative in nature; for example, chemistry, physics, statistics, etc. The format for the Math Center is simply by drop-in and students may stay as long as they like. The Math Center is located in Study Room 2 of the Corriher-Linn-Black-Library. For more information, contact Dr. ChaMarra Saner, Director of the Math & Science Center.

## **ACADEMIC PROGRAMS**

### **GRADUATE COURSE NUMBERING SYSTEM**

The Graduate Program at Catawba College uses a four-digit numbering system.

The first digit in the series indicates the instructional level of the course:

4 = non-traditional or graduate level (with undergraduate enrollment permitted on a selective basis);

5 = graduate (undergraduate enrollment not permitted);

The second and third digits indicate the program and specialty area of the course; and

The fourth digit is for departmental and divisional use and has no bearing on enrollments.

## **Master of Business Administration (MBA), with a specialization in General Management**

The MBA program is a fully online 33 credit hour program consisting of an MBA core of seven courses and four courses in the General Management specialization. The graduate education in the Ralph W. Ketner School of Business at Catawba College develops successful students who embrace challenges, develop new ideas, and positively influence the world. Students will be prepared for successful personal and professional careers through a strong foundation in the liberal arts blended with the highest quality graduate business education.

Catawba's environment is characterized by personal attention and experiential learning using innovative teaching techniques with the latest technology. Our students become business and professional leaders with a unique combination of academic excellence, individual creativity, and moral character.

The mission and vision of the MBA degree at Catawba College follow the lessons of our namesake, Ralph W. Ketner, the co-founder, President, and CEO of Food Lion (Food Town, est. 1957). The Ketner MBA program helps students explore the entrepreneurial spirit that drives the American economy and was embodied by the work and teachings of Mr. Ketner.

### **Faculty**

Dr. Eric R. Hake, PhD

Saleeby Professor of Economics and Director of the MBA program

Office: Ketner 302

Phone: (704) 637-4293

E-mail: [erhake@catawba.edu](mailto:erhake@catawba.edu)

Dr. Stephen Hiatt, Ph.D., MBA

Professor of Management

Office: Ketner 316

Phone: (704) 637-4103

E-mail: [shiatt@catawba.edu](mailto:shiatt@catawba.edu)

Dr. Pamela Thompson, Ph.D., MBA

Associate Professor of Information Systems

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Phone: (704) 637-4323

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Dr. James W. Slate, Ph.D.,

Associate Professor of Economics

Office: Ketner 204

Phone: (704) 637-4407

Email: [jwslate@catawba.edu](mailto:jwslate@catawba.edu)

Professor Karen Gaskill, MS, CPA, CGMA

Assistant Professor of Accounting, Department Chair

Office: Ketner 326

Phone: (704) 637-4257

Email: [kgaskill12@catawba.edu](mailto:kgaskill12@catawba.edu)

Dr. Jennifer Yurchisin, Ph.D., MA

Assistant Professor of Marketing

Office: Ketner 303

Phone: 704-637-4186

Email: [jyurchis17@catawba.edu](mailto:jyurchis17@catawba.edu)

Dr. Renee Just, Ph.D., MA

Adjunct Professor of Entrepreneurship

Email: [rajust14@catawba.edu](mailto:rajust14@catawba.edu)

## **Admission Requirements and Procedures**

The admission requirements include:

1. A bachelor's degree from an accredited institution
2. Submission of a Catawba College published [graduate application](#)
3. Submission of official transcripts from each college or university attended
4. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale in the last 60 combined hours of undergraduate or graduate coursework earned from any institution or combination of institutions prior to enrollment
5. Three letters of recommendation
6. A minimum 500 word essay describing your desire to pursue a graduate degree in business administration at Catawba College
7. Resume/CV

Students interested in applying to the MBA should contact the admissions office or contact the Graduate Advisor Dr. Eric R. Hake at (704) 637-4293 or [erhake@catawba.edu](mailto:erhake@catawba.edu).

Admission to the MBA program is accepted on a rolling basis. Because the program can be completed either full time (one year) or part time, students could begin the program during the Summer, Fall, or Winter terms once a formal plan for study is developed.

### **Program Costs**

The tuition rate for the MBA program is \$599.00 per credit hour. There are no program fees.

### **The Curriculum**

#### **SUMMER**

MBA 5501 Motivation and Leadership	Block 3, eight week block
MBA 5201 Management Information Systems	Block 3, eight week block

#### **FALL SEMESTER**

MBA 5101 Managerial Economics	Block 7, first eight week block
MBA 5301 Financial Accounting and Reporting	Block 7, first eight week block
MBA 5401 Marketing Management	Block 7, first eight week block
ENT 5510 Creativity and Innovation	Block 8, second eight week block
IS 5510 Introduction to Databases	Block 8, second eight week block

#### **SPRING SEMESTER**

MBA 5302 Managerial Accounting	Block 7, first eight week block
MBA 5502 Conflict and Negotiation	Block 7, first eight week block
MGT 5990 Strategic Management	Block 8, second eight week block
DATA 5100 Applied Statistics for Analytics	Block 8, second eight week block

## **COURSE DESCRIPTIONS**

### **MBA 5101 (3 hours) Managerial Economics**

This course develops the theory and tools of economic analysis to facilitate the identification and analysis of business problems at the level of the firm, industry, and economy level.

**MBA 5201 (3 hours) Management Information Systems**

Use of information systems technology to improve organizational performance, data based decision making, group work, and personal productivity. Decision support software and database query systems are used to support a case-based approach to learning.

**MBA 5301 (3 hours) Financial Accounting and Reporting**

A study of the theoretical and technical facets of financial accounting for professionals with an emphasis on financial reporting, financial literacy, reporting compliance, preparation of financial statements, interpretation of financial statements, and analysis of financial statements. Students will evaluate financial accounting information in relation to the capital markets and societal implications of the financial performance of firms with a focus on ethical behavior.

**MBA 5302 (3 hours) Managerial Accounting**

A study of the theoretical and technical facets of managerial accounting and how accounting information is derived and how business managers use that information in making decisions and evaluating the activities with a focus on information management uses, operating decisions, strategic management, cost management, and internal controls. Prerequisite: MBA 5301 Financial Accounting and Reporting.

**MBA 5401 (3 hours) Marketing Management**

This comprehensive introduction to marketing management will improve marketing decision-making including assessing market opportunities, developing marketing strategies, and establishing a strategic marketing plan.

**MBA 5501 (3 hours) Motivation and Leadership**

This course examines the interaction between leadership and organizational culture, with an emphasis on their relationship in the corporate setting.

**MBA 5502 (3 hours) Conflict and Negotiation**

This course focuses on developing the art and science of negotiation – improving the ability to secure agreement between independent parties. This course will develop skills for negotiation and conflict management to develop a systematic and positive approach for negotiating with multiple stakeholders. Case studies, readings, and simulations will be used.

**ENT 5510 (3 hours) Creativity and Innovation**

A study of creativity and innovation in entrepreneurship utilizing tools drawn from the arts, sciences, and social sciences with a focus on the methods and practices used by innovative and creative individuals to solve complex managerial and organizational problems.

**IS 5510 (3 hours) Introduction to Databases**

This course covers database design, development and the use of database management systems for applications. Data mining and data warehousing topics are developed.

**MGT 5990 (3 hours) Strategic Management**

An integrative course examining the setting of strategic objectives, developing corporate strategies, and translating objectives and strategies into current operational plans.

**ACC 5201 (3 hours) Advanced Managerial Accounting**

A study of advanced theoretical and technical facets of managerial accounting with a focus on managerial behavior in response to internal accounting information.

**DATA 5100 (3 hours) Applied Statistics for Analytics**

This course is designed to give students a solid understanding of probability and inferential statistics. The course provides a foundational understanding of statistical concepts and tools required for data analysis and decision making in a data science setting. The course uses case studies and extensive use of statistical software.

**FIN 5402 (3 hours) Capital Markets**

Topics covered will include security markets, types of investment vehicles, and the environment in which investments are made. As part of the review of investment vehicles, you will be introduced to principles of asset valuation in efficient markets.

**Program Learning Outcomes**

Graduates of the program will

1. Demonstrate knowledge, skills, and techniques to manage and lead business organizations effectively and efficiently.
2. Understand ethical issues and dilemmas that business organizations face domestically and globally.
3. Apply knowledge in communication, information technology, operations, financial management, leadership, and economics to solve complex problems and develop organizational strategies in business.

**Program Academic Policies**

In addition to the approval of the MBA graduate application committee, students must satisfy all College requirements to be in good standing for admission and retention in the graduate program.

The graduation requirement for the MBA with a General Management specialization is a cumulative GPA of 3.0 and completion of all required courses. Students may apply one C+ or C grade to their graduation requirements.

For the purposes of improving a course grade, a student may be allowed a single opportunity to repeat a course receiving a C+ or less, subject to approval and consultation of the graduate advisor. Students receiving an F in any course will be automatically withdrawn from the program. If progress towards degree completion is determined to be unsatisfactory, the graduate advisor in consultation with the graduate faculty will withdraw the student from the program.

The Masters of Business Administration degree at Catawba College does not accept transfer credits from other graduate degree programs.

## **Master of Education in Mathematics or Science (with an emphasis in STEM)**

The Master of Education Program in Science or Mathematics (with emphasis in STEM), designed for practicing teachers with “A” licensure in middle grades mathematics, middle grades science, secondary mathematics, or secondary comprehensive science, is based upon the recognition that a strong academic background is a vital part of a teacher’s preparation. The graduate program is designed to provide the practicing licensed teacher with advanced work in content along with a further development of professional knowledge and skills.

### **Faculty**

**Kimberly Creamer, PhD**

Office: Ketner 207

Phone: (704) 645-4561

E-mail: [kcream14@catawba.edu](mailto:kcream14@catawba.edu)

The admission requirements to the Master of Education in Mathematics or Science degree program include:

- be currently teaching in a middle or secondary mathematics or science classroom; preference is given to candidates with at least one year of teaching experience;
- show evidence of having received a baccalaureate degree from an accredited institution of higher education with a grade point average of 3.0 or greater (on a 4.0 scale);
- hold, or be eligible to hold, a North Carolina Standard Professional 1 or 2 license in the area of middle school mathematics, middle school science, secondary mathematics, or secondary science;
- provide evidence of passing licensure exams as required by the State of North Carolina;
- provide three satisfactory recommendation forms from persons who have knowledge of the applicant’s academic and professional performance or potential with one form completed by the current principal (or most recent principal in the case that the applicant changed schools during the current academic year);
- complete the Rowan-Salisbury School System (RSSS) screening process for RSSS teachers or complete a satisfactory interview with the Director of the Graduate Program for non-RSSS applicants; and
- complete and submit all necessary application forms including a personal statement concerning reasons for desiring graduate study.

- Conditional admission may be granted to an applicant with an undergraduate grade point average slightly under 3.0 if there is evidence of academic ability sufficient to complete the program. Under such circumstances, the conditionally-admitted person must maintain a 3.0 average for the first four courses taken to be eligible to continue.

**ADMISSION OF POST-BACCALAUREATE UNCLASSIFIED (PBU) STUDENTS INTO GRADUATE COURSES**

Non-degree seeking persons who wish to pursue graduate studies for personal enrichment or renewal of a teaching license and who hold a baccalaureate degree from a recognized accredited college or university are allowed to take certain courses offered in the graduate program. These students are categorized as Post-baccalaureate Unclassified (PBU). The courses Action Research I and II and Graduate Capstone are reserved for graduate students. PBU students may take an independent study with the approval of the Teacher Education Department. Graduate credits earned as a PBU student are not normally applicable to a graduate degree. However, should a PBU student wish to apply for admission to the graduate program, and if that student would have clearly qualified for admission at the time the credit was earned, then that PBU student may apply up to nine semester hours toward a master’s degree provided that approval is secured from the Graduate Council. PBU students go through general admissions and not through the graduate admissions. Graduate tuition applies only to those students who are admitted into the graduate program.

The tuition rate for the MEd program is \$599.00 per credit hour. There are no program fees.

**CURRICULUM**

The program in STEM Education is designed to meet the needs of the middle and secondary mathematics and science classroom teacher. The student successfully fulfilling the program requirements will qualify for North Carolina licensure at the Advanced level in the areas of middle grades mathematics, middle grades science, secondary mathematics, or secondary comprehensive science.

Candidates must complete 33 semester hours of coursework:

EDUC 5102	School Curriculum	3
EDUC 5103	Research Methods for the Classroom Teacher	3
EDUC 5113	Advanced Technology Applications for Teachers I	3
EDUC 5114	Advanced Technology Applications for Teachers II	3
EDUC 5115	Multiliteracies in STEM for Teachers	3
EDUC 5127	Graduate Capstone and Teacher Leadership	3
EDUC 5703	Summer Internship (or Elective)	3
		<b>21</b>

<b>MIDDLE GRADES MATHEMATICS (M.Ed.)</b>		
STEM Core		21
EDUC 5119	Action Research I: Middle Grades Mathematics	3
EDUC 5120	Action Research II: Middle Grades Mathematics	3
EDUC 5503	Integrated Mathematics for Classroom Teachers	3
EDUC 5504	Mathematics as an Interdisciplinary Topic	3
		<b>33</b>
<b>MIDDLE GRADES SCIENCE (M.Ed.)</b>		
STEM Core		21
EDUC 5123	Action Research I: Middle Grades Science	3
EDUC 5124	Action Research II: Middle Grades Science	3
EDUC 5603	Investigations in Physical Science	3
EDUC 5604	Investigations in Biology and Environmental Science	3
		<b>33</b>
<b>MATHEMATICS (M.Ed.)</b>		
STEM Core		21
EDUC 5121	Action Research I: Secondary Mathematics	3
EDUC 5122	Action Research II: Secondary Mathematics	3
EDUC 5503	Integrated Mathematics for Classroom Teachers	3
EDUC 5504	Mathematics as an Interdisciplinary Topic	3
		<b>33</b>
<b>COMPREHENSIVE SCIENCE (M.Ed.)</b>		
STEM Core		21
EDUC 5125	Action Research I: Secondary Science	3
EDUC 5126	Action Research II: Secondary Science	3
EDUC 5603	Investigations in Physical Science	3
EDUC 5604	Investigations in Biology and Environmental Science	3
		<b>33</b>

\*National Board Certification in the areas of Mathematics or Science Early Adolescence or Adolescence and Young Adulthood may be substituted for one elective course.

## **COURSE DESCRIPTIONS**

### **EDUC 5102 SCHOOL CURRICULUM (3 hours)**

A study of curricular and instructional principles, processes, and designs. Particular emphases will be current and emerging curricular trends and professional leadership in the development of learning communities.

### **EDUC 5103 RESEARCH METHODS FOR THE CLASSROOM TEACHER (3 hours)**

An introduction to quantitative and qualitative approaches to educational research,

including data analysis, interpretation, and application of findings. Particular emphasis will be given to the design and implementation of teacher-designed classroom research.

**EDUC 5113 ADVANCED TECHNOLOGY APPLICATIONS FOR TEACHERS I (3 hours)**

An introduction to modern educational technologies and their applications for enhancing instruction, assessment, and professional practice.

**EDUC 5114 ADVANCED TECHNOLOGY APPLICATIONS FOR TEACHERS II (3 hours)**

An overview of the integration of technology in STEM and PBL instruction. This course will explore and build knowledge of various science and math pedagogy models while providing relevant instructional technology classroom practices.

**EDUC 5119 ACTION RESEARCH I: MIDDLE GRADES MATHEMATICS (3 hours)**

The first of a two-course individualized research endeavor involving identifying the area of focus, writing the literature review, designing the intervention and explaining its rationale and posing the research questions that will direct the data gathering and analysis. Prerequisite: EDUC 5103 Research Methods for the Classroom Teacher.

**EDUC 5120 ACTION RESEARCH II: MIDDLE GRADES MATHEMATICS (3 hours)**

The second of a two-course individualized research endeavor involving the implementation of the research developed in Action Research I and the analysis and interpretation of the data gathered from this research. Prerequisite: EDUC 5119 Action Research I: Middle Grades Mathematics.

**EDUC 5121 ACTION RESEARCH I: SECONDARY MATHEMATICS (3 hours)**

The first of a two-course individualized research endeavor involving identifying the area of focus, writing the literature review, designing the intervention and explaining its rationale and posing the research questions that will direct the data gathering and analysis. Prerequisite: EDUC 5103 Research Methods for the Classroom Teacher.

**EDUC 5122 ACTION RESEARCH II: SECONDARY MATHEMATICS (3 hours)**

The second of a two-course individualized research endeavor involving the implementation of the research developed in Action Research I and the analysis and interpretation of the data gathered from this research. Prerequisite: EDUC 5121 Action Research I: Secondary Mathematics.

**EDUC 5123 ACTION RESEARCH I: MIDDLE GRADES SCIENCE (3 hours)**

The first of a two-course individualized research endeavor involving identifying the area of focus, writing the literature review, designing the intervention and explaining its rationale and posing the research questions that will direct the data gathering and analysis. Prerequisite: EDUC 5103 Research Methods for the Classroom Teacher.

**EDUC 5124 ACTION RESEARCH II: MIDDLE GRADES SCIENCE (3 hours)**

The second of a two-course individualized research endeavor involving the implementation of the research developed in Action Research I and the analysis and interpretation of the data gathered from this research. Prerequisite: EDUC 5123 Action Research I: Middle Grades Science

**EDUC 5125 ACTION RESEARCH I: SECONDARY SCIENCE (3 hours)**

The first of a two-course individualized research endeavor involving identifying the area of focus, writing the literature review, designing the intervention and explaining its rationale and posing the research questions that will direct the data gathering and analysis. Prerequisite: EDUC 5103 Research Methods for the Classroom Teacher.

**EDUC 5126 ACTION RESEARCH II: SECONDARY SCIENCE (3 hours)**

The second of a two-course individualized research endeavor involving the implementation of the research developed in Action Research I and the analysis and interpretation of the data gathered from this research. Prerequisite: EDUC 5125 Action Research I: Secondary Science.

**EDUC 5127 GRADUATE CAPSTONE AND TEACHER LEADERSHIP (3 hours)**

The culminating graduate experience in which each candidate creates evidence of in-depth content knowledge, demonstrates growth in professional dispositions, and presents his/her action research before a learning community. This course also includes a study of the central concepts, theories, and research regarding teacher leadership. Prerequisite: EDUC 5120, 5122, 5124, or 5126 Action Research II.

**EDUC 5503 INTEGRATED MATHEMATICS FOR CLASSROOM TEACHERS (3 hours)**

An examination of the connections between the concepts of number, algebra, geometry, probability, and statistics.

**EDUC 5504 MATHEMATICS AS AN INTERDISCIPLINARY TOPIC (3 hours)**

An examination of the connections between mathematics and other academic disciplines.

**EDUC 5603 INVESTIGATIONS IN PHYSICAL SCIENCE (3 hours)**

An examination of the nature of scientific inquiry in the physical sciences.

**EDUC 5604 INVESTIGATIONS IN BIOLOGY AND ENVIRONMENTAL SCIENCE (3 hours)**

An examination of the nature of scientific inquiry in the biological and environmental sciences.

**EDUC 5703 SUMMER INTERNSHIP (3 hours)**

A hands-on experience in the field designed to extend learning beyond the classroom.

## **ELECTIVE Courses**

### **EDUC 5104 ADVANCED EDUCATIONAL PSYCHOLOGY (3 hours)**

A study of psychological theories and principles and their application to contemporary educational problems and issues, including diverse populations and special needs students.

### **EDUC 5502 THEORY OF NUMBERS (3 hours)**

A rigorous analysis of arithmetic theory, including properties of real numbers with emphasis given to the set of integers, along with modern and historical numeration systems.

### **EDUC 5602 ENVIRONMENTAL SCIENCE EDUCATION (3 hours)**

An advanced study of environmental science education, including the design and implementation of experiential learning experiences.

### **EDUC 5702 CULTURAL DIVERSITY (3 hours)**

A critical analysis of topics and issues related to cultural diversity that challenge classroom teachers; a reflective examination of fundamental assumptions and perspectives that influence teaching and learning.

## **TOPICS AND INDEPENDENT STUDY Courses**

### **EDUC 5900 TOPICS IN EDUCATION (3 hours)**

The study of a selected topic from the fields of education focusing on specialized interests within the discipline.

### **EDUC 5901 INDEPENDENT STUDY IN EDUCATION (1 - 3 hours)**

Self-directed study following a contractual plan initiated by the student and accepted by the faculty.

## **PROGRAM GOALS AND OBJECTIVES BASED ON NORTH CAROLINA'S STANDARDS FOR GRADUATE TEACHER CANDIDATES**

Catawba College's graduate program goals and objectives are based on the North Carolina's Standards for Graduate Teacher Candidates, which are parallel to and expand upon the North Carolina Professional Teaching Standards. These are advanced standards, used as guidelines in preparing teacher leaders who facilitate the creation of healthy educational environments, have deep knowledge and skills in their content and curriculum, use research in making decisions about effective practice for student learning, and are continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

### **Standard 1: Teacher Leadership**

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools, and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

### **Standard 2: Respectful Educational Environments**

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

### **Standard 3: Content and Curriculum Expertise**

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.

- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

#### **Standard 4: Student Learning**

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

#### **Standard 5: Reflection**

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement

### **THE NCATE UNIT STANDARDS RELEVANT TO ADVANCED DEGREES**

The Catawba College teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). The NCATE Unit Standards serve as additional guidelines for the goals the College aspires to achieve for both the overall program quality and for the master's teacher candidates. The unit aims to have the master's candidates receive acceptable/proficient ratings or target/accomplished ratings in those NCATE substandards that are relevant to classroom teachers.

## **Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

### **1a. Content Knowledge for Teacher Candidates**

**Acceptable:** Candidates have an in-depth knowledge in the content they teach.

**Target:** Candidates are recognized experts in the content they teach.

### **1b. Pedagogical Content Knowledge and Skills for Teacher Candidates**

**Acceptable:** Candidates demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote students learning and are able to clearly explain the choices they make in their practice.

**Target:** Candidates have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience, that help all students learn.

### **1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

**Acceptable:** Candidates reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.

**Target:** Candidates develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

### **1d. Student Learning for Teacher Candidates**

**Acceptable:** Candidates have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.

**Target:** Candidates have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

### **1g. Professional Dispositions for All Candidates**

**Acceptable:** Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues, and communities reflects these professional dispositions.

**Target:** Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

### **Standard 2: Assessment System and Unit Evaluation**

Candidates are kept abreast of their performance through formative feedback. They review their performance data with faculty and develop plans for improvement based on this data. In most courses, individual conferencing with faculty is encouraged and in the final three culminating courses is required of all candidates. Candidates contribute to data aimed at evaluating and improving candidate performance, the unit, and the graduate program. Current and former candidates are called upon for their recommendations aimed at program improvement.

### **Standard 3: Field Experiences and Clinical Practice**

#### **3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

**Acceptable:** Candidates participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning. They engage in structured activities that involve analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

**Target:** Candidates participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied

research. This research is theoretically based, involves the use of research and technology, and has real world applications.

There are CMHC program academic policies aligned with CACREP's accreditation standards. These policies include:

### **NATIONAL BOARD CERTIFICATION CREDIT**

A graduate student who has successfully completed all requirements of the National Board Certification process in Mathematics or Science Early Adolescence or Adolescence and Young Adulthood may be eligible to receive three semester hours of graduate credit. These hours will be transfer credit substituted for an elective. To receive graduate credit for National Board Certification, the graduate student must provide a copy of the dated "Letter to the Candidate" sent by the National Board for Professional Teaching Standards (NBPTS) informing the candidate that he/she has met the standard for National Board Certification. No graduate credit will be given for the completion of any part of the National Board process without certification. Catawba College will grant graduate credit for National Board Certification awarded within the five years preceding the graduate program, and that certification must be retained through completion of the master's program.

### **ACTION RESEARCH REPORT AND ACCOMPANYING MULTI-MEDIA PRESENTATION**

Action research is required of all students. In EDUC 5119 Action Research I: Middle Grades Mathematics, EDUC 5121 Action Research I: Secondary Mathematics, EDUC 5123 Action Research I: Middle Grades Science, or EDUC 5125 Action Research I: Secondary Science, students review the relevant literature and plan the intervention and how it will be assessed. In EDUC 5120 Action Research II: Middle Grades Mathematics, EDUC 5122 Action Research II: Secondary Mathematics, EDUC 5124 Action Research II: Middle Grades Science, or EDUC 5126 Action Research II: Secondary Science, students implement the intervention and analyze the results. In EDUC 5127 Graduate Capstone and Teacher Leadership, the Action Research Report, bundled with a multi-media presentation that summarizes the research, is presented to a learning community. Later, the research is reviewed by an evaluative panel of three (two graduate faculty members and one public school representative who holds a master's degree or higher). During this evaluative review, the candidate has to demonstrate growth in professional dispositions. The Action Research Report, along with its accompanying multi-media presentation, is the evidence that the candidate has fulfilled North Carolina's Standards for Graduate Teacher Candidates. This evidence is placed in Taskstream, a web-based archival system. 13 Application for admission to candidacy must be made upon

completion of at least 18 semester hours and prior to implementing the action research project.

### **APPLICATION FOR THE DEGREE**

A student must apply for the Master of Education degree when registering for the final term of graduate study. Forms should be obtained from the Registrar.

### **POLICY REGARDING GRADUATION**

The requirements for the master's degree are fulfilled upon the completion of the required coursework and the evaluation panel's approval of the Action Research Report and the accompanying multi-media presentation. Once both requirements are fulfilled, NCDPI will be informed that the graduate student qualifies for a graduate license. A declaration of intent to graduate must be filed in the Registrar's Office by the announced filing deadline. The Registrar certifies the completion of all degree requirements. A graduate student anticipating graduation at the end of a particular semester who does not complete all work by the time grades are due must reapply for graduation at a later date and assume the financial responsibilities involved therein. Commencement exercises are held once a year in May when degrees are conferred and diplomas are issued to those who have completed all degree requirements. The diplomas of graduate students who complete their degree requirements during the summer or the fall terms will be dated and issued the following May. Permanent records (transcripts) will note the date of completion of all requirements until the degree is conferred, at which time the conferral date will be noted.

### **DEGREE COMPLETION**

Graduate students must complete 33 semester hours of coursework required with a minimum 3.0 grade point average. Moreover, the candidates must successfully complete and defend their Action Research Report before an evaluation team. The Action Research Report and accompanying media presentation, the content paper and accompanying media presentation, and the self-evaluation of professional dispositions must be approved and archived on Taskstream. Coursework counted toward the degree must be completed in five years, counting from the earliest course used for degree credit. For graduate credit to be awarded for National Board Certification, the certificate must have been awarded within the five years preceding the graduate program, and that certification must be retained through completion of the master's program. Any exceptions to these policies must be approved by the Graduate Council.

### **Course Repeat Policy**

If you receive a final grade between C+ and D- in a course required for your degree, you may attempt to improve the grade by repeating the course only one time. If that attempt is unsuccessful, you will be withdrawn from the CMHC Program and academically disqualified from any further courses in the CMHC Program. If you receive a final grade of F in a course required for your degree, you cannot retake the course. You will be withdrawn from the CMHC Program and academically disqualified from any further courses in the CMHC Program.

The College does have a policy that allows a student to request reinstatement to a graduate program from which he or she has been administratively withdrawn. Please keep in mind that requests for reinstatement are rigorously reviewed and approval is by no means guaranteed. You may apply to a graduate program in a different discipline if that is of interest to you. Success sometimes awaits those who examine their goals and try a second time, but in a more appropriate field.

### **Transfer Credits**

You can transfer up to six graduate semester credits taken at other institutions and apply those credits toward a degree. However, the courses must be consistent with the program of study planned by you and your Advisor. In addition, you must have taken the courses at an accredited institution and must have received – in each course – a grade no lower than B.

In general, the CMHC Program discourages students from transferring credits. No correspondence course credits or experiential credits will be accepted for credit. Finally, you cannot transfer credits used to satisfy requirements for a graduate degree you received from another institution.

## **Master of Health Science in Clinical Mental Health Counseling**

The MHS in Clinical Mental Health Counseling (CMHC) degree program is a fully online, 60 credit hour clinical program. All students complete 45 credit hours of didactic training and experience 15 credit hours of directly supervised clinical training. The CMHC program and each course offered have been designed with the current Catawba College mission statement in mind, specifically “An education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation.” A maximum cohort size of fifteen students per year and individualized advising by a CMHC faculty member ensures an experience rich in personal attention.

### **Faculty:**

#### **Chad Betters, PhD, LCMHC, BCPCC**

Associate Professor and Director of the CMHC Program

Office: Ketner 207

Phone: (704) 645-4561

E-mail: [cbetters19@catawba.edu](mailto:cbetters19@catawba.edu)

### **Admission Requirements**

The admission requirements to the Master of Health Science (MHS) in Clinical Mental Health Counseling (CMHC) degree program include:

1. A bachelor’s degree from an accredited institution
2. Submission of a Catawba College published graduate application
3. Submission of official transcripts from each college or university attended
4. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale of undergraduate or graduate coursework earned from any institution or combination of institutions prior to enrollment
5. Three letters of recommendation
6. A minimum 500 word essay describing your desire to pursue a graduate degree in clinical mental health counseling at Catawba College

### **Tuition**

The tuition rate for the CMHC program is \$599.00 per credit hour. There are no program fees, although all students will need to purchase individual professional liability insurance once they begin the clinical coursework (Practicum and Internship). A twelve-month policy appropriate for this experience will cost approximately \$90.00.

### **Curriculum**

The curriculum for the CMHC program includes the following:

**Fall Year 1: (12 hours)**

First Eight Weeks:

CMHC 5000 Introduction to Counseling	3 semester hours
CMHC 5100 Counseling Theories	3 semester hours

Second Eight Weeks:

CMHC 5200 Principles of Addiction	3 semester hours
CMHC 5300 Counseling Skills & Techniques I	3 semester hours

**Spring Year 1: (12 hours)**

First Eight Weeks:

CMHC 5400 Counseling Skills & Techniques II	3 semester hours
CMHC 5600 Ethical, Legal, & Professional Issues in Counseling	3 semester hours

Second Eight Weeks:

CMHC 5500 Multicultural Diversity in Counseling	3 semester hours
CMHC 5700 Diagnosis & Treatment in Mental Health Disorders	3 semester hours

**Summer Year 1: (12 hours)**

First Six Weeks:

CMHC 5800 Human Growth & Development	3 semester hours
CMHC 6100 Research Methods & Counseling Program Evaluation	3 semester hours

Second Six Weeks:

CMHC 5900 Career Development	3 semester hours
CMHC 6000 Group Counseling	3 semester hours

**Fall Year 2: (12 hours)**

First Eight Weeks:

CMHC 6200 Assessment & Evaluation in Counseling	3 semester hours
CMHC 6300 Case Management	3 semester hours

Second Eight Weeks:

CMHC 6400 Counseling with Couples & Families	3 semester hours
CMHC 6500 Counseling Practicum	3 semester hours

**Spring Year 2: (12 hours)**

CMHC 6900 Counseling Internship	12 semester hours
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## **Course Descriptions:**

### **CMHC 5000 Introduction to Counseling**

The purpose of this course is to introduce the counseling profession, specifically examining the roles and functions of clinical mental health counselors and various other counseling professionals. Orientation to the professional counselor identity and the professional counselor culture is provided, as well as an introduction to the curriculum for professional counseling.

### **CMHC 5100 Counseling Theories**

The purpose of this course is to introduce the theoretical approaches to understanding human behavior and the application of theory-driven practice in psychotherapy. Traditional theoretical orientations, as well as postmodern eclectic models, will be examined, and connection to clinical objectives within the counseling experience will be addressed.

### **CMHC 5200 Principles of Addiction**

The purpose of this course is to introduce principles of addiction, specifically substance use and misuse disorders. Co-occurring disorders and the impact of chemical dependency on self, family, and social dynamics are also addressed, as well as treatment modalities and recovery models.

### **CMHC 5300 Counseling Skills & Techniques I**

The purpose of this course is to introduce the foundational skills and techniques for effective counseling and psychotherapy. The counselor-client therapeutic relationship and the mechanisms to promote client autonomy within the clinical context are addressed. This course is followed by CMHC 5400 for theoretical application.

### **CMHC 5400 Counseling Skills & Techniques II**

The purpose of this course is to introduce counseling skills and techniques acquired in CMHC 5300 and utilize theoretical application for specific clinical needs. The implementation of counseling skills and techniques associated with both traditional and postmodern approaches will be demonstrated, as well as development of an eclectic counseling orientation for clinical service delivery.

### **CMHC 5500 Multicultural Diversity in Counseling**

The purpose of this course is to examine cultural diversity with respect to ethnographic, demographic, and status variables, and challenge culturally biased assumptions which

influence the provision of mental health services. Specific attention to cultural identity of the client and mechanisms for appropriate service delivery will be addressed.

### **CMHC 5600 Ethical, Legal, & Professional Issues in Counseling**

The purpose of this course is to introduce ethical principles and facilitate critical thinking to establish a basis for the development of an ethical framework within the counseling profession. Utilization of the American Counseling Association (ACA) Code of Ethics within ethical dilemmas will be addressed, as well as mechanisms for appropriate care when ethical standards are not sufficient.

### **CMHC 5700 Diagnosis & Treatment of Mental Health Disorders**

The purpose of this course is to introduce the DSM-5 and its utilization for mental health disorder diagnostics. Mental health disorder etiology, epidemiology, and diagnostic criteria will be addressed, as well as psychotherapeutic and pharmacological treatment modalities. Clinical considerations for mental health diagnosing, including dual diagnosis, will also be included.

### **CMHC 5800 Human Growth & Development**

The purpose of this course is to provide an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan.

### **CMHC 5900 Career Development**

The purpose of this course is to examine topics concerning counseling research, methods for conducting counseling research, and the application of counseling research. Details regarding the research methodology process, scientific literature review and critique, and proposal drafting will be covered. Program evaluation will also be addressed for clinical research needs.

### **CMHC 6000 Group Counseling**

The purpose of this course is to introduce the principles of group counseling, as well as the skills and techniques utilized for effective group work. The group process, from initiation to finalization, will be explored, and experiential learning via group participation will provide a group member perspective as a function of the learning context.

### **CMHC 6100 Research Methods & Counseling Program Evaluation**

The purpose of this course is to examine topics concerning counseling research, methods for conducting counseling research, and the application of counseling research. Details regarding the research methodology process, scientific literature review and critique, and proposal drafting will be covered. Program evaluation will also be addressed for clinical research needs.

### **CMHC 6200 Assessment & Evaluation in Counseling**

The purpose of this course is to examine various counseling assessment and evaluation approaches, techniques, interpretation, and available resources. These include paper and pencil inventories and observational assessments that provide information to assist in the development of the treatment plan. The course will also examine psychometrics and assessment development, as well as diagnostic report writing.

### **CMHC 6300 Case Management**

The purpose of this course is to develop case management skills utilized within the counseling profession, including case conceptualization, clinical note documentation, treatment planning, and progress note management.

### **CMHC 6400 Counseling with Couples & Families**

The purpose of this course is to introduce the theoretical concepts and intervention strategies associated with traditional, systemic, and post-modern theories of couples and family therapy. Interventional strategies derived from couples and family counseling theory will be examined, and multicultural considerations for couples and family counseling will be addressed.

### **CMHC 6500 Counseling Practicum**

The purpose of this course is to introduce students into actual counseling service delivery under close supervision. Students will receive feedback during supervision via modeling, peer counseling, live observation, and electronic recording of sessions.

### **CMHC 6900 Counseling Internship**

The purpose of this course is to introduce students into actual counseling service delivery under close supervision. Students will receive feedback during supervision via modeling, peer counseling, live observation, and electronic recording of sessions.

## **Student Learning Outcomes**

The CMHC program learning outcomes, which are aligned with CACREP's counseling program's standards, include:

- 1) Students will identify and experience opportunities while participating in the program that instill the four core tenets of Catawba, including scholarship, character, culture, and service.
- 2) Students will acquire the knowledge, skills, and competencies necessary for client assessment, diagnosis, case conceptualization, and treatment planning for diverse client populations.
- 3) Students will develop an eclectic range of therapeutic skills and techniques to implement with a diverse client population
- 4) Students will experience growth and development as counselors and receive evaluation of their progress through self-evaluative means, as well as feedback from program faculty, peers, and site supervisors.
- 5) Students will acquire the knowledge and understanding to implement counseling services within an ethical scope of practice.

There are CMHC program academic policies aligned with CACREP's accreditation standards. These policies include:

### **Acceptable Academic Performance**

The CMHC Program expects all counseling students to strive toward – and attain – academic excellence. If your academic performance is unsatisfactory, you may be withdrawn from the degree program by the CMHC Program Director, as well as the Dean of the School of Health Sciences and Human Performances, acting on the recommendation of your program.

To be eligible to receive a degree, you must have a grade-point average (GPA) of 3.00 (B) or better in all graduate work specific to your program of study, and you cannot have a grade below a B- in any individual course. You cannot count grades C+ or below to meet any requirement of the graduate degree program. A grade of C+ or below will make you ineligible for graduation.

If you earn a cumulative GPA of less than 3.00 for two consecutive semesters, you will be withdrawn from the CMHC Program and academically disqualified from any further courses with the CMHC Program.

### **Course Repeat Policy**

If you receive a final grade between C+ and D- in a course required for your degree, you may attempt to improve the grade by repeating the course only one time. If that attempt is unsuccessful, you will be withdrawn from the CMHC Program and academically disqualified from any further courses in the CMHC Program. If you receive a final grade of F in a course required for your degree, you cannot retake the course. You will be withdrawn from the CMHC Program and academically disqualified from any further courses in the CMHC Program.

The College does have a policy that allows a student to request reinstatement to a graduate program from which he or she has been administratively withdrawn. Please keep in mind that requests for reinstatement are rigorously reviewed and approval is by no means guaranteed. You may apply to a graduate program in a different discipline if that is of interest to you. Success sometimes awaits those who examine their goals and try a second time, but in a more appropriate field.

### **Transfer Credits**

You can transfer up to six graduate semester credits taken at other institutions and apply those credits toward a degree. However, the courses must be consistent with the program of study planned by you and your Advisor. In addition, you must have taken the courses at an accredited institution and must have received – in each course – a grade no lower than B.

In general, the CMHC Program discourages students from transferring credits. No correspondence course credits or experiential credits will be accepted for credit. Finally, you cannot transfer credits used to satisfy requirements for a graduate degree you received from another institution.

## **Master of Sport Management**

Catawba College Master of Sport Management program was designed to capitalize on its proximity to the metropolitan areas of Charlotte, Winston-Salem, and Greensboro. Within 60 miles of the campus, graduate students will have opportunities to engage with many of the premier sport properties in the country including the Carolina Panthers, Charlotte Hornets, Learfield-IMG, Octagon, Atlantic Coast Conference, Greensboro Sports Foundation, Richard Childress Racing, Joe Gibbs Racing, Charlotte Football Club, Charlotte Soccer Academy, Wake Forest Athletics, Charlotte Knights, Winston-Salem Dash, Kannapolis Cannon Ballers, Hickory Crawdads, and Greensboro Grasshoppers.

Catawba College offers a 36 hour residential daytime graduate program to be completed in 21 months through a cohort model. Students will take courses Monday-Thursday (Mon/Wed & Tue/Thu) from 9:00am-11:00am. Students will also be required to engage with sport properties for 15 hours a week during the fall and spring semesters.

Once a month on Fridays, sport management graduate students will visit with our regional education partners to gain knowledge from industry leaders while building their personal and professional network.

Domestic and International travel is built into the curriculum as students will travel to either Washington DC, New York, or Boston during their first summer in the program for *Sport Facilities & Event Management*, then travel to Europe during their second spring/summer for *European Model of Sport*.

The culminating assignment for Catawba's Sport Management graduate students will be their written thesis and oral defense.

### **Faculty**

The MSPM program faculty includes:

#### **Duane Aagaard, PhD**

Associate Professor of Sport Management

E-mail: [daagaard@catawba.edu](mailto:daagaard@catawba.edu)

#### **Troy Carlton, PhD**

Assistant Professor of Sport Management

E-mail: [tcarlton19@catawba.edu](mailto:tcarlton19@catawba.edu)

## Admissions Requirements

The admission requirements to the Master of Sport Management (MSPM) degree program include:

1. A bachelor's degree from an accredited institution. A major in Sport Management or a related field is preferred but not required.
2. Submission of a Catawba College published graduate application
3. Submission of official transcripts from each college or university attended
4. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale of undergraduate or graduate coursework earned from any institution or combination of institutions prior to enrollment
5. Three letters of recommendation
6. A minimum 500 word essay describing your desire to pursue a graduate degree in Sport Management at Catawba College as well as any relevant experience in the sport industry throughout your undergraduate career.

## Tuition & Fees

The tuition rate for the MSPM program is \$599.00 per credit hour. There is also a MSPM program fees of \$100/semester and travel expenses related to MSPM 5400 and MSPM 6300.

## Curriculum

The curriculum for the MSPM program includes the following:

### Fall Year 1: (6 hours)

MSPM 5000 Business of NASCAR	3 semester hours
MSPM 51000 Advanced Sport Marketing	3 semester hours

### Spring Year 1: (6 hours)

MSPM 5200 Research Methods in Sport	3 semester hours
MSPM 5300 Management & Leadership in Professional Baseball	3 semester hours

### Summer Year 1: (6 hours)

MSPM 5400 Sport Facilities & Event Management	3 semester hours
MSPM 5500 Sport Management Thesis I	3 semester hours

### Fall Year 2: (6 hours)

MSPM 6100 Sales & Sponsorship in the Sport Industry	3 semester hours
MSPM 6200 Sustainability in Sport	3 semester hours

Winter Year 2: (3 hours)

MSPM 6300 European Model of Sport 3 semester hours

Spring Year 2: (9 hours)

MSPM 6400 Student Athlete Welfare & Professional Athlete 3 semester hours

MSPM 6500 PR & Social Media in Sport 3 semester hours

MSPM 6600 Sport Management Thesis 3 semester hours

**Course Descriptions**

The course descriptions for the MSPM program include:

**MSPM 5000 Business of NASCAR**

This course provides an in-depth examination of the business and legal aspects of the motorsports industry. Across the state of North Carolina motorsports is a multi-billion dollar industry; through this course students will investigate NASCAR, NHRS, and World of Outlaws Sprint Racing Series investigating the motorsports' history, structure, finance, sponsorships, and career opportunities.

**MSPM 5100 Advanced Sport Marketing**

The course develops knowledge and skill in marketing process as it relates to understanding the sport consumer, logistics, promotions, and public relations activities in traditional and specialized areas of the sport industry. The capstone project includes analyzing, developing marketing strategies, and presenting a marketing campaign towards specific sport scenarios.

**MSPM 5200 Research Methods in Sport**

This course introduces students to the concepts and process of graduate research. Both quantitative and qualitative methodologies are discussed. Students will become informed consumers of research and thus develop an understanding of how to integrate research into decision making. Students will also develop skills to conduct their own research related within the operations of a sport organization.

**MSPM 5300 Management & Leadership in Professional Baseball**

Within the perspective of professional baseball this course evaluates leadership theories from historical and contemporary perspectives. Students will identify leadership principles across sport organizations that are positively impacting local and regional communities while developing personal and professional growth plans as future sport leaders.

**MSPM 5400 Sport Facilities & Event Management**

This course allows students to experience first-hand one of the premier sport cities in

the U.S. (Washington DC, New York City, or Boston) to gain understanding of the management of sport venues and events. Through facility tours, class lectures, and interactions with industry professionals, students will gain knowledge to cultivate, organize, and execute any sporting event from a managerial perspective.

### **MSPM 5500 Sport Management Thesis I**

This course incorporates the sport management thesis proposal and research, which take place under the guidance of an assigned research chair.

### **MSPM 6100 Sales & Sponsorship in Sport**

This course examines the theoretical foundations for promotions and sales in the sport industry and provide students the opportunity to create a sponsorship proposal that identifies target markets; create media and promotion plans; and measurable strategies for the impact of sponsorship.

### **MSPM 6200 Sustainability in Sport**

This course investigates how sustainability can affect all functional areas of a sport organization's operations. An emphasis will include the public policies specific to sustainability that are applicable to sport organizations, how economic activity associated with sport organizations impacts the natural environment, and the examination of green initiatives across NCAA institutions and professional sport franchises.

### **MSPM 6300 European Model of Sport**

This course allows students to experience first-hand international travel to examine the European model of sport. Students will gain knowledge through facility tours, class lectures, and interactions with industry professionals, many working within some of the largest and most recognized sport organizations in the world.

### **MSPM 6400 Student-Athlete Welfare & Professional Athlete Development**

This course provides an investigation of the primary skills utilized by individuals within the athlete development industry; particular focus will be placed on student-athlete welfare, career development, mental health and counseling services, personal finance, leadership development, post-sport career transition, community outreach, and reaching injured athletes.

### **MSPM 6500 Public Relations & Social Media in Sport**

This course prepares students to understand social media which has become one of the most dynamic and fastest growing components of the sport industry. Additional focus in public relations includes defining, developing, and delivering effective campaign; the use of mass and social media platforms for brands, personalities and teams; as well as the management and mitigation of crisis.

## **MSPM 6600 Sport Management Thesis II**

This course incorporates the sport management thesis defense as each student will defend their thesis in front of a committee consisting of their assigned chair and two readers.

### **Grade Point Averages**

Grade Point Average (GPA): Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average to maintain satisfactory academic progress and to graduate.

### **Academic Probation**

Any graduate student falling below a 3.00 (scale is 4.00 = "A") grade point average will be placed on academic probation for one semester. If the student fails to improve their GPA after one semester to a 3.00 or higher than the student will be academically superseded and removed from the program.

### **Industry Engagement Hours**

All students are required to accrue a minimum of 15 hours/week engaged with a local sport property, not including Catawba Athletics. Acceptable forms of engagement are full-time work, part-time work, volunteering, shadowing, etc. It is the responsibility of the student to secure their own site but the MSPM faculty may assist in this process if needed. Flexibility and accommodations can be made concerning the number of hours depending on the students' circumstance (e.g., 5<sup>th</sup> year student athlete). The faculty need to be consulted with early on if the student feels they qualify for a deduction in the 15 hour/week requirement.

### **Course Repeat Policy**

If you receive a final grade between C+ and D- in a course required for your degree, you may attempt to improve the grade by repeating the course only one time.

The College does have a policy that allows a student to request reinstatement to a graduate program from which he or she has been administratively withdrawn. Please keep in mind that requests for reinstatement are rigorously reviewed and approval is by no means guaranteed. You may apply to a graduate program in a different discipline if that is of interest to you.

### **Transfer Credits**

You can transfer up to six graduate semester credits taken at other institutions and apply those credits toward a degree. However, the courses must be consistent with the program of study planned by you and your Advisor. In addition, you must have taken the courses at an accredited institution and must have received – in each course – a grade no lower than B.

