

Graduate Programs

Queens University of Charlotte offers programs of study leading to the masters degree as well as non-degree graduate programs. Graduate degrees offered by the University include:

The College of Arts and Sciences

Master of Fine Arts (MFA) in Creative Writing

The McColl School of Business

Master of Business Administration (MBA) in Professional and Executive programs

Master of Science (MS) in Organization Development

The Presbyterian School of Nursing

Master of Science in Nursing (MSN)

Post Baccalaureate Programs

The School of Education

Master of Arts in Teaching (MAT) in Elementary Education

Master of Education (MED) in Literacy (K-12)

The School of Communication

Master of Arts (MA)

Graduate Academic Policies

The following policies apply to all graduates students except for those enrolled in the Executive MBA and the Master of Fine Arts programs.

The Honor Code

The Honor Code is binding on all members of the University community and applies to all phases of life at the University. The student's signature on the application for admission to the University indicates understanding and acceptance of the Honor Code:

As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.

Academic Pledge: I pledge truthfulness and honesty in the performance of all academic work.

Community Pledge: I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty. Suspected violations of the Honor Code should be reported to the dean of the student's graduate program.

Academic Responsibility

While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for his or her degree.

Academic Advising

An academic advisor is assigned to help the student with this responsibility. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

Catalog of Entry

A student must fulfill the degree requirements set forth in the Catalog current during the student's first term enrolled in a graduate program at Queens. Academic policies amended while a student is enrolled at Queens may be deemed to apply regardless of the policies stated in the Catalog at time of entry. The University reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If a student is readmitted he/she re-enters under the Catalog in effect at the time of readmission.

Full-Time Part-Time Status

A graduate student enrolled in at least 9 credit hours is considered a full-time student. A graduate student enrolled in fewer than 9 credit hours is considered a part-time student.

Admission Eligibility

Admission to a graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period are required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

Time Limits for Degree Completion

The degree must be completed within the time period specified for the specific program. Any exceptions to the time limit must be granted by the program's Graduate Student Qualifications Committee.

In the McColl School of Business

Master of Business Administration and Master of Science in Organization Development: All course work must be completed within six years of matriculation.

In the Presbyterian School of Nursing

Master of Science in Nursing: all course work must be completed within six years of matriculation.

In the School of Education

Master of Arts in Teaching and Master of Education: all course work must be completed within seven years of matriculation.

In the School of Communication

Master of Arts: all course work must be completed within seven years of matriculation.

Variations in Degree Requirements

Any change in degree requirements must be approved by the program's Graduate Student Qualifications Committee.

TRANSFERRED COURSES

At Admission

Generally, no more than six credit hours of graduate work may be transferred from another regionally accredited institution. Only graduate courses with a grade of B or better will be considered for transfer credit. Generally courses considered for transfer credit must have been completed within the three years immediately preceding admission into the graduate program.

Granting of transfer credit is dependent upon the specific course under consideration, which will be evaluated in terms of content, level and equivalency to a course in the graduate program.

After Admission

After students have been admitted to a graduate program, they must receive prior approval from their graduate student advisor to take a course at another institution with the intent of transferring those credit hours back towards their Queens degree. Normally, graduate students may take courses at another regionally accredited institution for transfer if the courses are equivalent to, or supplemental to, those offered in Queens' graduate programs. Courses are accepted for transfer only with prior approval and with a grade of B or better.

Ordinarily, no more than six hours of graduate credit are accepted in transfer work. An official transcript of work done at another institution must be sent to the Registrar for any course taken at another institution. Any grade received from another institution will not be included in the Queens grade point average.

REGISTRATION

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

Taking Undergraduate Courses

A graduate student may also take any undergraduate course for which they have the prerequisites unless there are restrictions on the undergraduate course. Graduate students should register for these classes at the same time as they register for their graduate classes. Graduate students are expected to follow the calendar and policies of the undergraduate program in which they enroll.

Drop and Add

The drop and add period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: <http://www.queens.edu/registrar>.

When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University. After the drop/add period has ended, a student must withdraw from any course he or she does not intend to complete in order to receive a status of "W".

Withdrawal From A Course

After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: <http://www.queens.edu/registrar>. A status of "W" will be recorded if a student withdraws during the withdrawal period. (See Withdrawal and Financial Obligations)

Late Withdrawal

After the deadline for withdrawal a student may only withdraw from a course with the approval from the appropriate Student Qualifications Committee.

Abandoning a Class

A student who simply stops attending a class will receive a grade of "F" for the course. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. See *Withdrawal and Financial Obligations*.

GRADING

Grades are based on the quantity and quality of the student's work. Graduate programs use the following system of grades and grade point values per credit hour.

Grade	Quality	Points
A	Excellent	4.000
B	Satisfactory	3.000
C	Poor	2.000
F	Failing	0.000
P	Passing	0.000

Course Status (No effect on Quality Points)

I	Course Work Incomplete
W	Student Withdrawn
NR	No record is made on the transcript
K	"K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress, and will be replaced by letter grade upon completion of the second-term of the course. It has no effect on grade points.

Grade Point Average

The grade point average in the program is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Graded credit hours include all courses with grades of A, B, C and F. Courses with grades or status of P, W and I are not figured in the grade point average. In addition, a student's cumulative grade point average at Queens is based solely on academic work at Queens, and is not affected by course credit earned at another institution.

Pass/Fail

Some graduate classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Pass / No Record

Some graduate classes are offered on a Pass / No Record basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below B is considered No Record and the Z designation is used on the student's grade report, but the course is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average. A graduate course may not be taken on a Pass / No Record basis unless this status is specified in the course description.

Incomplete Status

A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he or she cannot complete final assignments before the end of the term. After discussion with the student if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the Registrar. This status must be changed within one year of the end of the term in which the status was recorded. The student has until this time to complete the missing work. After this time the student will be assumed to have abandoned the class and the instructor or the Registrar will change the status as appropriate.

Neither credit hours nor grade points are awarded for a course whose status is "I." A student with a status of "I" in a course may not receive a degree.

Academic Grievances

The subjective judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records -- that is, any discrepancy in computation and transcription of the grade -- not the qualitative and subjective elements of grading.

If there is a possible error in the computation or transcription of a grade, the student should initiate a conference with the instructor within 30 days of the end of the term in which the grade was received. If a satisfactory agreement between the student and the instructor is not reached, the student may request a meeting with the program director. If a satisfactory agreement is still not reached the student may request a meeting with the dean.

STUDENT QUALIFICATIONS

The faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees. Each graduate program has a Student Qualifications Committee (SQC). At the end of each term, the committees review the academic record of each student who is in academic difficulty.

Admission on Probation

Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal

A graduate student who earns an "F" in any course will be subject to dismissal from the University. A student will be placed on probation if he/she earns a grade of C in two graduate courses, or if the grade point average falls below 3.000.

The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. Generally the student's cumulative record must be at least 3.000 and the student must not have more than two grades of C on their academic record. If the student cannot be removed from probation the student is subject to dismissal from the University. Extension of probation is by special permission and only due to extenuating circumstances.

Probation and Federal Financial Aid

A student admitted or placed on probation may only receive federal financial aid for one term.

Satisfactory Academic Progress

All graduate students must show progress toward completion of degree requirements.

Readmission after Dismissal

A student dismissed from a graduate program may apply for readmission after an absence of at least one term. An application for readmission, a personal statement concerning the student's goals and accomplishments since leaving Queens and expectations of future success at Queens, and any other materials required by the program must be submitted to the graduate admissions office. The Student Qualifications Committee for that program will then review the application. A student readmitted to their program following academic dismissal is normally readmitted on academic probation.

WITHDRAWAL FROM THE UNIVERSITY

See also the section on Withdrawal and Financial Obligations.

By the Student

A student who wishes to withdraw from the University should notify the academic advisor and must submit the form Official Withdrawal from Queens University of Charlotte to the Registrar. The form is available from the Registrar's Office. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding.

If documentation from the attending physician is presented with the Official Withdrawal Form a "medical withdrawal" will be granted.

Upon withdrawal from the University the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The student will receive written confirmation that the courses have been dropped/withdrawn.

By the University

A graduate student does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return.

In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Leave of Absence

A graduate student may request a leave of absence not to exceed 12 months. The student must notify the academic advisor and complete a Leave of Absence request form, which must be filed with the Registrar.

A student who returns on the agreed-upon date re-enters the program with the same status held at the time he/she left. A student who does not obtain a formal leave of absence, or who does not return in the agreed-upon time, shall be considered withdrawn from the University and will have to reapply to return.

Readmission after Withdrawal

A student who withdraws or is withdrawn from the University must apply for readmission to their program in order to return. If readmitted the student will then be bound to the Catalog in effect at the time of readmission.

GRADUATION

Graduation Requirements

Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.000 or better is required in all graduate coursework. No course with an assigned grade below C may apply toward degree requirements.

Application for Graduation

It is the student's responsibility to be aware of progress toward the degree and to file a completed Application for Graduation form in the Registrar's Office by these deadlines:

- For Spring completion, the Application is due before of the end of the preceding Fall's Add-period.
- For Summer completion, the Application is due before the end of the preceding Spring's Add-period.
- For Fall completion the Application is due before the end of the preceding Summer's Add-period.

Application forms are available from the academic advisor and the Registrar's Office, and are available on the Web site at <http://www.queens.edu/registrar>.

Commencement Exercises

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed. The diploma is awarded in May.

Admission of Undergraduates to Graduate Study

Seniors at the University with a cumulative grade point average of 3.5 or better may request permission to enroll in a graduate course at Queens. All graduate courses may not be open to undergraduates. A senior wishing to take a graduate course must obtain written approval from his or her advisor and then meet with the graduate program advisor for approval by the program.

Written approval by the school offering the course is required prior to registration. A full-time student should take no more than 18 credit hours in any semester which includes a graduate course. A part-time student should take no more than 6 credit hours in any semester which includes a graduate course.

Graduate credit hours earned by an undergraduate in this case may be counted toward the minimum credit hours required for the baccalaureate degree, and a maximum of 6 graduate credit hours may be counted toward the residency requirement.

The student who is subsequently admitted to a graduate program may request that these credit hours be included as part of the graduate program. See the specific graduate program for more information.

A students who wishes to complete the graduate degree must apply to the program after receiving a bachelors degree, and be fully accepted, in order to continue taking graduate classes.

See also the RN-to-MSN program, which differs from these general policies.

The College of Arts and Sciences: The Master of Fine Arts Program in Creative Writing

The Low-Residency Master of Fine Arts Program in Creative Writing is housed in the English Department of the College of Arts & Sciences.

The Master of Fine Arts degree is the terminal degree for students of creative writing. Though the MFA degree provides students with the necessary academic credentials for careers teaching creative writing at the college level, it should not be regarded solely as a pre-professional degree. Generally, students choose to pursue an MFA first and foremost in order to develop their skills as publishable writers. They are drawn to such programs out of a commitment to their art, a desire for self-enrichment and the prestige of achieving the degree itself. MFA programs provide students with an opportunity for immersion in a community of writers as they hone their craft through a curriculum of writing workshops in their respective genres (generally fiction, poetry and creative non-fiction) and academic seminars on the form and theory of those genres. After completing all required classes, an MFA student will submit a creative thesis, a book-length manuscript that is the culmination of the work the student has done over his or her course of study.

The low-residency MFA program at Queens involves four semesters of coursework. Each semester begins with a seven-day on-campus residency, which includes daily workshops, seminars on the craft and profession of writing and readings. Following the completion of the residency, the students continue their work for the semester through distance learning, which is conducted in online workshops that are limited to no more than four students and a faculty mentor. In the online workshops, each student must complete four required submissions of new work that are circulated to the other students in the workshop and to the instructor; each student is also required to compose formal comments on the work submitted by his or her fellow students.

As a requirement for graduation, under the direction of a thesis advisor, the student will prepare and submit a collection of prose pieces, a collection of poetry, a screenplay or theatrical script or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The student will offer a public reading excerpted from the thesis during a fifth graduating residency.

Under the direction of a craft advisor, the graduating student must also prepare and submit a proposal for a thirty-minute craft seminar, also to be offered during the graduating residency period. The proposal must include a 2 to 3 page précis of the objectives and procedures of the seminar, an attached bibliography and required reading list. The student will teach one craft seminar during the graduating residency.

For additional information visit http://www.queens.edu/graduate/programs/creative_writing.asp.

ADMISSION REQUIREMENTS

In order to be considered for admission to the MFA program in creative writing, an applicant must meet the following criteria:

1. Hold a bachelor's degree from an accredited college or university or have equivalent experience practicing creative writing as that experience is reflected in the quality of the prospective student's application portfolio.
2. Submit a completed graduate application form, including a nonrefundable application fee.
3. Submit official transcripts from the college or university from which their highest degree was awarded.
4. Submit two copies of a portfolio of creative writing, consisting of approximately 25 pages of fiction or creative nonfiction or 10 pages of poetry.
5. Submit two copies of a one-page, typed, single-spaced essay on the prospective student's reasons for applying to the MFA program and expectations for the program.
6. Provide one letter of academic or professional reference.

CURRICULUM AND INSTRUCTION

In order to complete the degree, students in the low-residency MFA program will be required to attend five on-campus residencies, complete four semesters of course work and complete a Master's Thesis comprised of a collection of works written and revised over the course of the program.

Residencies are seven days in length and mark the outset of each semester. Each student must participate in four such residencies and then return for a graduating residency, in which the student leads a craft seminar, submits a final thesis draft and offers a public reading. The specific components of the curriculum are described in more detail below.

MFA students may combine their fourth residency with a graduating residency, but it should be noted that this configuration is especially arduous and that all fees apply. Students must submit in writing to the Program Director and the On-Campus Director, within one week after the third residency, an email letter stating their preference and justification for this option in order to be considered for this combined fourth residency/graduating residency. An altered thesis submission schedule will be followed in such a configuration.

Residencies

Students will attend one writing workshop daily during the on-campus residency, led by a variety of instructors. Each workshop will typically offer students the opportunity to work closely with an established writer and to receive constructive feedback from a group of peers over the course of an intensive week dedicated to creative work.

Most workshops are revision-based and are designed to help students improve their existing work. Faculty will lead in-class discussions of student work and suggest suitable exercises and additional reading to help further advance the students' creative development. Students must make two submissions per residency for critical response by workshop and be on hand to respond critically to all other student work submitted in their workshop.

Students will attend craft or gateway seminars daily during the on-campus residency, offered by a variety of instructors. In addition, students must submit two brief response papers for a craft seminar and a gateway seminar of their choice at the residency. During each residency, all students in a particular graduating cycle will take one gateway seminar offered on alternate days throughout the course of the week. The topics of these gateway seminars, in order of the first through fourth residencies, will be as follows:

- Reading as a Writer
- Literary Reviewing
- Shaping a Book
- Teaching Creative Writing

On each of the other days of the residency, the students will attend single-day seminars on a variety of topics. Sample topics for these seminars might include the following:

- Thinking the Novel
- Prosody
- Postmodern American Fiction: Craft and Theory
- The Nonfiction Novel
- Memoir and Personal Essay: Distinctions and Commonalities
- Embracing the Difficult: Writing Beyond What Is Comfortable

Distance Learning Workshops In the interim periods between the on-campus residencies, students will be required to produce four submissions per semester, to be made via electronic mail, at stipulated dates to both the instructor and the other 2 to 3 students in the workshop. In poetry, the submissions should be 5 to 10 pages; in prose, the submissions should be 8 to 25 pages (double-spaced).

The other students in the workshop will also be required to compose formal responses, of 300 to 500 words in length, to all work submitted by the other students and to send those responses via electronic mail to all members of the distance learning group by a stipulated deadline.

Graduating Residency

Under the direction of a thesis advisor, the candidate for graduation will prepare and submit a collection of prose pieces, a collection of poetry or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The candidate will offer a public reading excerpted from the thesis during the graduating residency.

In preparation for the craft seminar and under the direction of the craft seminar advisor, the candidate will prepare a 6-8 page critical paper exploring the topic of the seminar. After the completion of the paper and upon consultation with the craft seminar advisor, the candidate should send via email a description of the craft seminar, including all recommended reading for the seminar, to the MFA coordinator no later than 30 days prior to the graduating residency.

Under the direction of a craft advisor, the candidate must also prepare and submit a proposal for a thirty-minute craft seminar, to be offered during the graduating residency period. The proposal should include an outline of the presentation for the seminar, an attached bibliography and required reading list. The candidate will then teach this seminar during the graduating residency.

Completion of Requirements and Deferrals

Candidates are strongly encouraged to complete the requirements for graduation from the program in five consecutive residencies. If the candidate is unable to complete these requirements, a deferral or leave of absence may be granted and is subject to approval of both the Program Director and the On-Campus Director. All requests for deferral must be submitted no later than four weeks prior to that semester. While the first such deferral is gratis, any additional deferrals are subject to a deferral fee of \$250 per semester deferred. Credit hours expire after four years. The candidate's intent to complete a graduating residency must be declared within 16 weeks of the graduating residency date. In addition, candidates may combine their fourth residency with a graduating residency, but it should be noted that this configuration is especially arduous and that all fees apply. Candidates must submit in writing to the Program Director and the On-Campus Director, within one week after the third residency, an email letter stating their preference and justification for this option in order to be considered for this combined fourth residency/graduating residency. An altered thesis submission schedule will be followed in such a configuration.

Postgraduate Options

Because a writer's development is always ongoing and always subject to change, the program offers several options beyond the four semester and graduating residency scenario. First, any MFA candidate in good standing may prolong their study one full semester prior to embarking on preparation for the graduating residency. In this semester, the MFA candidate can choose which gateway and craft seminars to take and the candidate will respond to them as other candidates and will also participate accordingly in writing workshops. Second, any MFA degree recipient in good standing may enroll in a postgraduate semester in the same genre, or can apply for admission and be admitted to a postgraduate semester in another genre. In addition, any MFA degree recipient in good standing may apply for admission and be admitted to a postgraduate program of two or more semesters in another, in order to earn a postgraduate certificate of study. In two or more semesters, the candidate will be required to enroll at Queens and participate in all relevant gateway and craft seminars and writing workshops and then will embark on preparation for a graduating residency. Upon completion of the thesis in the new genre and the presentation of a craft seminar related to the genre, the MFA degree recipient will earn a postgraduate certificate of study in that genre. The fees for post-graduate work, both per-semester and for the graduating residency, will be the same as the fees for all MFA students.

GRADING

Because of the inherent difficulty and inevitable subjectivity involved in the evaluation of creative work, all work for the MFA program will be graded on a pass-fail basis.

Any student who does not satisfactorily complete the required number of submissions and formal critiques during a workshop or the required number of response papers during a seminar will receive a failing grade for that part of the program.

GRADUATION REQUIREMENTS

In order to successfully meet the requirements for graduation, students must complete 48 hours of course work. These requirements are broken down as follows:

1. Four workshops in the student's chosen literary genre, worth three credit hours each, with one taken each semester.
2. Four gateway seminars, worth three credit hours each, with one taken during the on-campus residency at the onset of each semester.
3. Twelve craft seminars, worth one credit hour each, with three taken during the on-campus residency at the onset of each semester.
4. Six hours of thesis hours, earned during the third and fourth semesters of the program and awarded upon the completion of the thesis.
5. Six hours of craft seminar preparation, earned during the third and fourth semesters of the program and awarded upon the completion of all degree requirements.

These course requirements are supplemented by the following other graduation requirements:

1. The successful completion of a Master's thesis comprised of work written and revised over the course of the program.
2. A public reading of work from the thesis.
3. Developing and then successfully teaching a craft seminar for other students in the program.

2008-2009 MFA FACULTY

Because the MFA program is a low-residency program, distinguished authors from all over the country are able to serve as faculty in the program. While most are not full-time Queens faculty members, all are committed to the goals of the MFA program and to the mission of the University. Some of their individual achievements are listed below.

Fred Leebron, program director, is the author of the novels *Six Figures*, *In the Middle of All This* and *Out West*. He has received a Pushcart Prize, a Michener Award, a Stegner Fellowship and an O. Henry Award. He is co-editor of *Postmodern American Fiction: A Norton Anthology* and co-author of *Creating Fiction: A Writer's Companion*.

Jane Alison is the author of the novels *Natives* and *Exotics* (Harcourt 2005); *The Marriage of the Sea* (FSG 2003), which was a *New York Times* Notable Book; and *The Love-Artist* (FSG 2001), which has been translated into seven languages. Her short fiction and critical writings have appeared in *Five Points*, *Seed* and *The Germanic Review*, among others.

Khris Baxter has optioned five screenplays to major Hollywood studios over the past 12 years, including *Voyage*, produced by USA Pictures. His latest screenplay, *Outrider*, begins production soon (produced by and starring, Robert Redford).

Geoffrey Becker is the author of *Dangerous Men*, a collection of short stories which won the Drue Heinz Literature Prize and *Bluestown*, a novel. A past winner of an NEA fellowship, the Nelson Algren Award and the GLCA prize for best first book of fiction, his stories have appeared in many literary magazines and been reprinted in anthologies including *The Best American Short Stories*.

Pinckney Benedict has published two collections of short fiction *Town Smokes* and *The Wrecking Yard* and a novel *Dogs of God*. His stories have appeared in, among other magazines and anthologies, *Esquire*, *Zoetrope All-Story*, the *O. Henry Award* series, the *New Stories from the South* series, *Ontario Review*, the *Pushcart Prize* series and *The Oxford Book of American Short Stories*.

Cathy Smith Bowers is the author of three collections of poetry: *The Love That Ended Yesterday in Texas*, (Texas Tech University Press, 1992); *Traveling in Time of Danger*, (Iris Press, 1999); and *A Book of Minutes*, (Iris Press, 2004). Her poems have appeared widely in publications such as *The Atlantic Monthly*, *The Georgia Review*, *Poetry*, *The Southern Review* and *The Kenyon Review*.

Morri Creech is the author of two collections of poetry *Paper Cathedrals* and *Field Knowledge*. His work has appeared in many publications, including *Poetry*, *The New Republic*, *The New Criterion*, *The Yale Review*, *The Hudson Review* and *The Sewanee Review*. *Field Knowledge* was awarded the first annual Anthony Hecht Prize and was nominated for The Los Angeles Times Book Award. He has been a recipient of a National Endowment for the Arts Poetry Fellowship and a Ruth Lilly Fellowship for Young Poets awarded by Poetry magazine. He teaches full-time at Queens University of Charlotte.

Ann Cummins is the author of the story collection *Red Ant House* and novel, *Yellowcake*. Her stories have appeared in *The New Yorker*, *McSweeney's*, *Antioch Review* and elsewhere.

Jonathan Dee is the author of the novels *Palladio*, *St. Famous*, *The Liberty Campaign* and *The Lover of History*. He is a staff writer for *The New York Times Magazine*, a frequent literary critic for *Harper's* and a former Senior Editor of *The Paris Review*.

Elizabeth Evans is the author of five books of fiction. Her short story collections are *Suicide's Girlfriend* (Harper Collins) and *Locomotion* (New Rivers Press). Her novels are *The Blue Hour* (Algonquin), *Rowing in Eden* (HarperCollins) and *Carter Clay* (HarperCollins), which was selected by *The Los Angeles Times* for "The Best Books of 1999."

Steve Gehrke has published three books of poetry, most recently *Michelangelo's Seizure*, which was selected for the National Poetry Series and published by the University of Illinois Press. His other books are *The Pyramids of Malpighi* (Anhinga 2004), selected for the Philip Levine Prize for Poetry and *The Resurrection Machine* (BkMk 2000), winner of the John Ciardi Prize.

Bob Hicok's fifth book of poems, *This Clumsy Living*, was published by Pitt in 2007. He is the author of *Insomnia Diary* (Pitt, 2004), *Animal Soul* (Invisible Cities Press, 2001), which was a finalist for the National Book Critics Circle Award, *Plus Shipping* (BOA Editions, 1998) and *The Legend of Light* (University of Wisconsin Press, 1995), which won the 1995 Felix Pollak Prize in Poetry and was named a 1997 ALA Booklist Notable Book of the Year. A recipient of two Pushcart Prizes and an NEA Fellowship, his poetry has been published in *The New Yorker*, *APR*, *Poetry* and *The Paris Review*, as well as three volumes of *Best American Poetry*.

Cathy Park Hong's second book, *Dance Dance Revolution*, was chosen for the Barnard New Women Poets Prize and was published by *W.W. Norton* in 2007. She is the recipient of a Fulbright Fellowship, a National Endowment for the Arts Fellowship and a New York Foundation for the Arts Fellowship. Her work has appeared in *Volt*, *Denver Quarterly*, *American Letters* and *Commentary*, *Chain*, *Field* and she has also received a Pushcart Prize.

Daniel Jones is a contributing editor at *The New York Times*, where he edits the weekly "Modern Love" column in Sunday Styles. He's also the editor of *The Bastard on the Couch: 27 Men Try Really Hard to Explain Their Feelings About Love, Loss, Fatherhood and Freedom* and the author of the novel *After Lucy*, which was a finalist for the Barnes & Noble Discover Award.

Sally Keith's first book, *Design* (University Press of Colorado, 2001), won the 2000 Colorado Prize, judged by Allen Grossman. Her second manuscript *Dwelling Song* was chosen by Bin Ramke and Fanny Howe for the University of Georgia's Contemporary Poetry Series.

Natalie Kusz is the author of the memoir *Road Song* and has published essays in *Harper's*, *Threepenny Review*, *McCall's*, *Real Simple* and other periodicals. Her work has earned, among other honors, a Whiting Writer's Award, a Pushcart Prize and fellowships from the NEA, the Bush Foundation and the Bunting Institute of Radcliffe College.

Suzannah Lessard is the author of *The Architect of Desire: Beauty and Danger in the Stanford White Family* for which she won the Whiting Award. She is currently working on a book about the American landscape for which the working title is *Mapping the New World: An Inquiry into the Meaning of Place in the Twenty-first Century*.

Andrew Levy is Edna Cooper Chair in English at Butler University in Indianapolis. He is author of *The Culture and Commerce of the American Short Story*, co-author of *Creating Fiction: A Writer's Companion* and co-editor of *Postmodern American Fiction: A Norton Anthology*. His most recent book, *The First Emancipator* (Random House), was cited as a "Best of 2005" by the *Chicago Tribune*, *Amazon* and *Booklist* and received the Slatten Award from the Virginia Historical Society. His essays and reviews have appeared in *Harper's*, *The American Scholar*, *Dissent*, *Best American Essays*, *Philadelphia Inquirer* and elsewhere.

Sebastian Matthews is the author of a collection of poems, *We Generous* (Red Hen Press) and a memoir, *In My Father's Footsteps* (Norton). He co-edited, with Stanley Plumly, *Search Party: Collected Poems of William Matthews*, a recent finalist for the Pulitzer Prize. His poetry and prose has appeared in *Atlantic Monthly*, *Brilliant Corners*, *Georgia Review*, *New England Review*, *Poetry Daily*, *Poets & Writers*, *Seneca Review*, *Tin House* and *Virginia Quarterly Review*, among others.

Rebecca McClanahan has also published five volumes of poetry, a collection of nonfiction *The Riddle Song and Other Rememberings* and three books about the writing craft, including *Word Painting: A Guide to Writing More Descriptively*. Her work has appeared in *The Best American Essays*, *The Best American Poetry*, *Georgia Review*, *Gettysburg Review*, *Boulevard* and numerous anthologies.

James McKean is the author of two books of poems, *Headlong* from the University of Utah Press and *Tree of Heaven* from the University of Iowa Press; and a collection of essays, *Home Stand: Growing Up in Sports* from Michigan State University Press. His publications include poems and essays in magazines such as *The Atlantic*, *Poetry*, *The Southern Review*, *The Georgia Review*, *The Gettysburg Review*, *The Iowa Review* and *Gray's Sporting Journal*.

Nadine Meyer's first book of poems, *The Anatomy Theater*, was selected for the National Poetry Series by John Koethe and published by HarperCollins in 2006. Her poems have appeared in many literary magazines and have received a Pushcart Prize and The New Letters Poetry Prize.

Daniel Mueller's collection of stories, *How Animals Mate*, won the Sewanee Fiction Prize in 1999 and was reissued in paperback in 2000. His fiction has appeared in numerous magazines, journals and anthologies, including *Playboy*, *Story*, *Story Quarterly*, *Mississippi Review*, *Crescent Review*, *Another Chicago Magazine*, *Orchid* and *Henfield Prize Stories* and *Prairie Schooner*.

Brigide Mullins is the author of twelve plays that have been produced in London, New York and San Francisco. Her plays include: *Water Stories from the Mojave Desert*; *Monkey in the Middle*, *Topographical Eden*, *Fire Eater*, *Pathological Venus*, *Meatless Friday*, *Baby Hades* and *Teach*. They have been produced at the Actors Centre in London; in New York at Ensemble Studio Theatre, Daedalus, LaMaMa, Mabou Mines, the Ensemble Studio Theatre, Lincoln Center Director's Lab, The Public's New Works Now, New York Stage and Film, The Women's Project and NYU. Her publications include *Topographical Eden* (in "International Theatre Forum"); *Click in the Humana* Anthology from TCG Press; a chapbook of poems *Water Stories* (forthcoming from Slapering Hol Press); and many anthologies, including *Lucky Thirteen* and *The Best American Poetry*.

Naem Murr is the author of three novels, *The Boy*, *The Genius of the Sea* and *The Perfect Man*. A recipient of numerous awards and scholarships for his writing, he has published a number of prize-winning stories, novellas and non-fiction pieces in literary journals.

Jenny Offill is the author of the novel *Last Things*, which was chosen as a notable or best book of the year by *The New York Times*, *The Village Voice*, *The L.A. Times* and *The Guardian* (U.K). It was also a finalist for the 1999 L.A. Times First Book Award.

Alan Michael Parker is the author of four poetry collections including *Jelly Jar Ode & Other Poems*, forthcoming from BOA Editions, Ltd., a novel, *Cry Uncle*, as well as editor of the recently published anthology, *The Imaginary Poets*. His work has appeared in many journals including *The American Poetry Review*, *The New Republic*, *The New Yorker*, *Paris Review* and *The Yale Review*.

David Payne is the author of five novels, *Confessions of a Taoist on Wall Street*, *Early from the Dance* (Doubleday, 1989), *Ruin Creek*, (Doubleday, 1993) *Gravesend Light* (Doubleday, 2000) and *Back to Wando Passo* (Wm Morrow, 2006).

Susan Perabo is the author of a collection of stories, *Who I Was Supposed to Be* and a novel, *The Broken Places*. Stories from the collection have appeared in such places as *Story*, *Glimmer Train*, *TriQuarterly*, *The Black Warrior Review* and the anthologies *Best American Short Stories* and *New Stories from the South*.

Jon Pineda is the author of *Birthmark* (Southern Illinois University Press, 2004), winner of the 2003 Crab Orchard Award Series in Poetry and the recent winner of the 2007 Green Rose Prize from *New Issues Poetry & Prose* (Western Michigan University) for his second manuscript *The Translator's Diary* (due out in March 2008). His work has appeared in numerous literary journals, including the *Crab Orchard Review*, *Poetry Northwest*, *Prairie Schooner*, among others.

Robert Polito is the author of *Doubles* (poetry), *A Reader's Guide to James Merrill's Changing Light at Sandover* and *Savage Art: A Biography of Jim Thompson*, which received the National Book Critics Circle Award in Biography/Autobiography. He edited the Library of America volumes *Crime Novels: Noir of the 1930s & 1940s* and *Crime Novels: American Noir of the 1950s*. His poems and essays have appeared in *The New Yorker*, the *Voice Literary Supplement*, *Verse*, *Threepenny Review*, *Yale Review*, *Bookforum*, *Ploughshares*, *The New York Times Book Review*, *Bomb*, *Fence*, *Open City*, *Boston Phoenix*, *Best American Poetry* and other journals and anthologies.

Patricia Powell is the author of *Me Dying Trial*, *A Small Gathering of Bones*, *The Pagoda* and a forthcoming novel, *Revelation*.

Kym Ragusa is the author of *The Skin Between Us: A Memoir of Race, Beauty and Belonging*, published by W.W. Norton and Company in 2006. Her essays have appeared in the anthologies *Are Italians White: The Making of Race in America* and *The Milk of Almonds* and the journals *Leggendaria* and *TutteStorie*.

Claudia Rankine is the author of four collections of poetry, *Don't Let Me Be Lonely* (Greywolf Press, 2004), *Plot* (Grove/Atlantic, 2001), *The End Of The Alphabet* (Grove/Atlantic, 1998) and *Nothing in Nature Is Private* (Cleveland State University Poetry Press, 1995). She is co-editor, with Julia Spahr, of *American Women Poets in the 21st Century: Where Lyric Meets Language* and her work has been published in numerous journals and is included in several anthologies.

Kathryn Rhett is the author of *Near Breathing*, a memoir and editor of *Survival Stories: Memoirs of Crisis*. Her essays have been published in *Crab Orchard Review*, *Creative Nonfiction*, *Harvard Review*, *Massachusetts Review*, *Michigan Quarterly Review*, *The New York Times Sunday Magazine* and elsewhere. She has also published poetry in journals such as *Bellingham Review*, *Grand Street*, *The Ohio Review*, *Ploughshares* and reviews in *Chicago Tribune Books*.

Steven Rinehart is the author of the 2003 novel *Built in a Day* and the 1999 short story collection *Kick in the Head*, both published by Doubleday/Anchor. His short stories have appeared in *Harper's*, *GQ*, *Story*, *Ploughshares* and elsewhere.

Elissa Schappell is the author of *Use Me*, which was a finalist for the PEN/Hemingway award, a New York Times Notable Book and a Los Angeles Times best book of the year. She is a founding editor of *Tin House Magazine*, a contributing editor at *Vanity Fair*, a frequent reviewer for the *New York Times Book Review* and formerly senior editor of *The Paris Review*. She is also co-editor with Jenny O'Fallon of two anthologies, *The Friend Who Got Away* and *Money Changes Everything*. Her short fiction, essays and non-fiction have appeared in places such as *The Paris Review*, *SPIN*, *GQ*, *The Bitch in the House*, *The Mrs. Dalloway Reader*, *The KGB Bar Reader* and *Cooking and Stealing*.

Peter Stitt has been the editor of the *Gettysburg Review* since its founding in 1988 and is the author of two books about poetry, *The World's Hieroglyphic Beauty* and *Uncertainty and Plenitude*. Previously he was editor of *The Carolina Quarterly* and an associate editor of *The Minnesota Review*. He has also published in the *Georgia Review*, *Harper's*, *The New York Times Book Review*, the *Paris Review* and many other periodicals.

Elizabeth Strout is the author of the *New York Times* best-selling *Amy and Isabelle* and the critically acclaimed novel *Abide With Me*. A book of connected short stories will be published in 2008 by Random House called *The Olive Stories*. Her short stories have appeared in a number of magazines, including *The New Yorker*. Her non-fiction as well has been published in a number of magazines and also in *The New York Times*.

Elizabeth Stuckey-French is the author of a novel, *Mermaids on the Moon* and a collection of short stories, *The First Paper Girl in Red Oak, Iowa*. Her stories have appeared in *The Atlantic Monthly*, *Gettysburg Reviews*, *Southern Review*, *Five Points* and *The O'Henry Prize Stories 2005*. She is the co-author (with Janet Burroway) of *Writing Fiction*, the bestselling creative writing textbook now in its seventh edition.

Abigail Thomas is the author of two story collections: *Getting Over Tom and Herb's Pajamas*; a novel, *An Actual Life*; a memoir, *Safekeeping: Some true Stories from a Life*; and three books for children. Her essays have appeared in many magazines including *Doubletake*, *The Washington Post*, *Tin House* and *Self*.

Ashley Warlick is the author of three novels, *The Distance From The Heart of Things* (1996), *The Summer After June* (2000) and *Seek the Living* (2005),

Emily White is the author of *Fast Girls* and a biography of white collar criminal Dana Giacchetto, *You Will Make Money In Your Sleep*. Her work has appeared in various magazines including *The New York Times Magazine*, *The New York Times Book Review*, *Spin*, *Newsday* and *Nest*.



The McColl School of Business

The McColl School of Business educates students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities.

We seek to prepare individuals for careers by providing high quality, innovative undergraduate and graduate business education which provides students the opportunity to develop business and management abilities.

We offer a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond. Our vision is to build a brand that identifies the McColl School name with "leadership." We believe that organizations need leaders with integrity at all levels and that leadership can be learned. We also believe that beyond mastering basic business skills, students need to understand their own values and draw on their knowledge and values to influence people within their organizations and communities. We focus on leadership when recruiting faculty, developing curricular content and structure, connecting with our business community and conveying to our students the concepts of leadership in association with competence, character, and community.

The McColl School offers two programs leading to the Master of Business Administration (MBA) degree, and one program leading to the Master of Science (MS) degree in Organization Development.

Master of Business Administration Programs

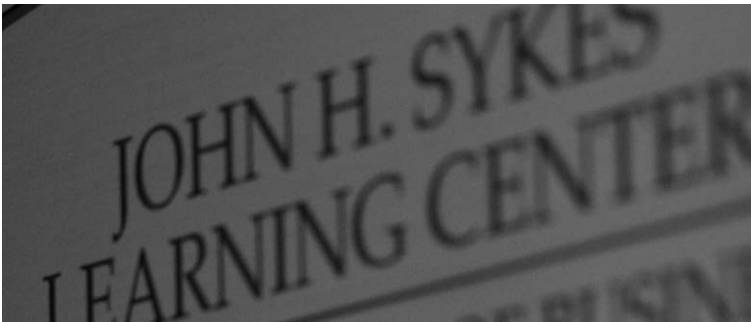
The McColl School of Business offers two distinct programs leading to the Master of Business Administration (MBA) degree.

The Professional MBA program allows substantial flexibility in scheduling classes most of which are offered on weekday evenings. Depending on the number of credit hours completed each term, the PMBA program can be completed in two to three years.

The Executive MBA program meets on alternating Fridays and Saturdays for twenty months. It is an intensive, integrated program in general management designed for people with substantial experience in managing people, assets or data.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information for either program can be obtained at www.mccollschool.edu or by calling 704 337-2525.

To contact the school by mail, write to The McColl School Graduate Admissions, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.



Professional Master of Business Administration Program

The Professional MBA program prepares students to be skilled managers. The curriculum stresses the interaction of the functional areas of business within the broader social and international context and emphasizes high standards of ethical and social responsibility. The curriculum is developed, taught and regularly updated by a faculty with strong academic and business experience. The faculty stress the need to develop communication and writing skills, international and cultural awareness and a comprehensive managerial perspective. The curriculum includes specifically required courses to ensure exposure to essential techniques, experiences and information for today's manager. The program includes a common core of required competencies in the functional areas of business. Its curriculum underscores the complexity and diversity of managerial decisions in national and international economies. Instruction is presented through various methods including extensive use of case studies.

Admission to the Professional MBA Program

In order to be considered for admission as a degree candidate to the PMBA program, an applicant must hold a baccalaureate degree from an accredited institution and have a strong undergraduate academic record.

Applicants must submit :

- a completed graduate application form, including all essays
- a resume
- a satisfactory scores on the Graduate Management Admissions Test (GMAT) taken within the last five years.
- an official transcript(s) of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended to the McColl Graduate Admissions Office at Queens University of Charlotte.

Applicants must also provide:

- two letters of reference.
- a non-refundable \$75 application fee.

International students

International students must also complete the admissions requirements found on page 24.

STUDENT STATUS

Full Degree status

Full degree status is assigned to students who are pursuing a degree and who have met all admissions requirements, including a satisfactory undergraduate grade point average and an acceptable GMAT score.

Non-degree graduate status

Non-degree graduate status is assigned to students not pursuing a degree. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and must have an undergraduate overall grade point average of 3.000 and any necessary prerequisites completed. Non-degree graduate students generally may not take more than six credit hours. After completion of six credit hours, the student should apply for graduate degree status. Courses taken in non-degree status can be applied to the degree program.

Transient status

Transient status is assigned to a student who wishes to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. A transient student must complete an application form, submit a copy of the GMAT score and a letter of good standing from the home institution including permission to take a specific course or courses and evidence of completion of any prerequisites needed.

Post-baccalaureate status

Post-baccalaureate status is accorded for up to two terms only to those students who wish to take foundation courses for the PMBA program, but who have not yet submitted an acceptable GMAT score. A post-baccalaureate student is subject to the following policies:

- A post-baccalaureate student must complete the same admissions procedures as other graduate applicants and must meet the standards for general admission into the PMBA program except for submission of the GMAT score.
- Post-baccalaureate students may register for foundation courses or undergraduate courses for which they have the prerequisites. They may register for a course at the 600 level only by exception and with the specific permission of the PMBA advisor.
- Post-baccalaureate students are subject to the academic regulations and standards required of degree students.
- The post-baccalaureate classification is a non-degree status which carries with it no implication that a student will be admitted to the PMBA degree program.

Admission on Academic Probation

When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. A student admitted on academic probation must meet the terms of probation set by his/her admission letter in order to be allowed to continue in the program.

Admission of Undergraduates to the PMBA Program

Seniors at Queens with a cumulative grade point average of 3.5 or better may enroll in a PMBA course in the McColl School subject to approval, prior to registration, by the PMBA Student Advisor. A senior wishing to take a PMBA course should obtain written approval from his/her advisor and then meet with the PMBA Student Advisor for final approval and registration. The student's total credit hours for the term (including the graduate course) should not exceed 15 hours and the cumulative graduate credit earned by seniors shall not exceed six hours. These credit hours may be counted toward the hours required for the baccalaureate degree and the residency requirement. These courses could apply to the degree requirements for the MBA if the student were subsequently admitted to a PMBA program at Queens. This policy is applicable to all undergraduate seniors. Students who plan to complete the PMBA program must apply and be fully accepted to the program to continue taking courses after receiving the Baccalaureate degree. Full admission includes submission of an acceptable GMAT score.

DEGREE REQUIREMENTS

Degree requirements for the Professional MBA program include completion of 15 credit hours in foundation courses, 30 credit hours in core courses and 9 credit hours of electives.

The foundation courses are designed to provide preparation in, and an understanding of economics, accounting, finance, statistics, marketing and management. In addition, the necessity for computer knowledge will vary with each course within the program. There is an expectation that all PMBA students are comfortable with current applicable computer technology. The contents of the core courses are based on the assumption that students have completed or waived the foundation courses and have some computer literacy.

FOUNDATION COURSES

Some foundation courses may be waived, or substitutions approved, based upon an evaluation of transcripts or professional work experience. Decision on waiver of foundation courses normally will be made at the time of admission. Ordinarily, foundation courses must be completed or waived before enrollment in core courses.

BUSN 502 Financial Accounting - 3 Hrs.

BUSN 506 Foundations of Marketing - 2 Hrs.

BUSN 507 Foundations of Management - 2 Hrs.

BUSN 508 Foundations of Decision Making - 2 Hrs.

BUSN 516 Foundations of Economics - 3 Hrs.

BUSN 522 Foundations of Finance - 3 Hrs.

(Prereq: BUSN 502, 508 & 516)

Total Foundation Courses – 15 credit hours

CORE COURSES

BUSN 600 Leadership Development - 3 Hrs.

(Prereq: All Foundation Courses)

BUSN 605 Law and Ethics - 3 Hrs.

BUSN 608 International Business - 3 Hrs.

(Prereq: BUSN 516)

BUSN 610 Management of Organizations - 3 Hrs.

(Prereq: BUSN 507)

BUSN 615 Economic Policy - 3 Hrs.

(Prereq: BUSN 516)

BUSN 620 Managerial Accounting - 3 Hrs.

(Prereq: BUSN 502)

BUSN 622 Financial Management - 3 Hrs.

(Prereq: BUSN 522)

BUSN 630 Marketing Management - 3 Hrs.

(Prereq: BUSN 506 & 620)

BUSN 635 Decision Science - 3 Hrs.

(Prereq: BUSN 508)

BUSN 650 Strategic Management - 3 Hrs.

(Prereq: All other Core Courses)

Total Core Courses – 30 Hrs.

ELECTIVES – 9 Hrs.

Students may choose to develop a Concentration in the PMBA program through selection of electives. Concentrations in the specific areas of Marketing and Finance are available. A concentration is not required. Students may choose to take (a) any three electives, (b) three electives in Marketing or (c) three electives in Finance.

Finance Concentration – 9 Hrs.

BUSN 658 Investment Analysis (Prereq: BUSN 622)

BUSN 668 International Finance (Prereq: BUSN 608 & 622)

BUSN 671 Seminar in Financial Management (Prereq: BUSN 622)

Marketing Concentration – 9 Hrs.

BUSN 655 Consumer Behavior (Prereq: BUSN 506)

BUSN 657 Market Research (Prereq: BUSN 506)

BUSN 659 International Marketing (Prereq: BUSN 506)

General Electives – 9 credit hours
 BUSN 652 Technology Management
 BUSN 653 Entrepreneurship (Prereq: BUSN 620 and 630)
 BUSN 656 Operations Management (Prereq: BUSN 635)
 BUSN 662 Capitalism and Its Origins
 BUSN 664 Legal Environments of Business (Prereq: BUSN 605)
 BUSN 665 International Experience
 BUSN 670 Topics in Business (Prerequisites vary by topic)
Program Total – 54 Hrs.

COURSE SEQUENCE FOR THE PMBA PROGRAM

A student generally must complete the foundation courses before taking the core courses. However, if because of scheduling difficulties, no foundation courses are available, students who have been fully admitted to degree status may take a core course for which they have completed the prerequisite(s) and then complete any foundation courses in the next term in which the courses are scheduled.

BUSN 650 Strategic Management must be taken after all foundation and all other core courses are completed. It may be scheduled with an elective, but it may not be taken with any other required course.

Students ordinarily should not take an elective until they have completed all of the foundation courses and half of the core courses. Refer to the course descriptions at the end of this section for further information on content and prerequisites.

ACADEMIC POLICIES of the Professional MBA Program

The section GRADUATE ACADEMIC POLICIES applies to all graduates students except for those enrolled in the Executive MBA and the Master of Fine Arts programs.

The following supplements those policies for students in the PMBA program.

Pass / No Record

The Foundation courses are offered only on a Pass/No Record basis. A Pass is equivalent to a B or better. Course work evaluated below B is considered “No Record” and there is no notation on the transcript that the course was taken. The grading and the credit hours for foundation courses are not included in the grade point average for the MBA degree. Unless specified, a graduate course may not be taken on a Pass/No Record basis.

Pass/Fail

Some graduate classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Academic Grievances

If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor is not reached, the student should ask to meet with the Director of the PMBA program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Satisfactory Academic Progress

Students must show progress toward completion of degree requirements. After receiving a grade of No Record in a foundation course (and provided the student is otherwise in good standing), a student may retake/repeat the course only once. If the PMBA student does not pass the foundation course the second time, he/she will be ineligible to continue in the program.

Graduation Requirements

McColl students receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required. At the discretion of the MSB SQC, a student may be allowed to take additional course work to increase his/her grade point average. However, in no case will more than six extra hours (two courses) be allowed for the purpose of increasing the student's grade point average to the required level. The MSB SQC will determine the course work that is to be taken. No course with an assigned grade below C may apply toward degree requirements.

Executive Master of Business Administration Program

The Executive MBA at the McColl School of Business is a twenty-month learning experience rich in opportunities for personal and professional growth. Program participants are experienced managers who refine and extend their skills and aptitudes to enhance their continued career development.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2525.

To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte NC 28274.

ADMISSION

The Admissions Committee seeks highly motivated applicants who have demonstrated success in management and who have the potential for significant additional responsibility.

The Executive MBA program begins in September each year. Applicants may download the application materials at www.mccoll.queens.edu/EMBA/admissions.htm or request a hard copy be sent by the admissions office. Call 704 337-2248 to request the materials.

In order to be considered for admission, an applicant must provide:

1. a completed application form
2. a non-refundable application fee (\$75)
3. a satisfactory score on the GMAT or GMAT waiver request (EMBA only)
4. two letters of recommendation
5. official transcripts
6. a personal statement
7. a resume

A personal interview with a Faculty Admissions Panel is required.

International students

International students must also complete the admissions requirements found on page 24.

Applications are reviewed on a rolling admissions basis. Applications are accepted and reviewed year-round and admission can be granted until the week prior to the first day of class.

Student Status

All EMBA students are admitted with full degree status.

DEGREE REQUIREMENTS

The Executive MBA program is comprised of four academic terms of classroom and experiential learning and one summer with a consulting project and an international experience. The Executive MBA academic terms are highly integrated, emphasizing the interconnectedness of business processes and management concepts.

EMBA 610 The Big Picture - 12 Hrs.

EMBA 620 Anatomy of the Enterprise - 12 Hrs.

EMBA 630 Control and Development - 12 Hrs.

EMBA 640 Managing Strategically - 12 Hrs.

EMBA 671 International Experience - 3 Hrs.

EMBA 672 Nonprofit Consulting Project - 3 Hrs.

Program Total – 54 Hrs.

Academic Policies for the Executive MBA Program

Registration

The Executive MBA office processes the registration for participants each term.

Evaluation System

Segments within each term are graded on a Pass/Fail basis, and one grade, Pass or Fail, is posted for each term on the transcript.

In addition, the McColl Executive MBA faculty, at the conclusion of each term, provides written evaluative feedback on a participant's performance. Participants also receive substantial additional performance feedback from faculty and classmates. The written faculty commentary regarding performance is the primary vehicle used to judge overall participant performance.

Incomplete Status

A faculty member may assign a status Incomplete (I) for a compelling reason. An I status automatically becomes a grade of F if the participant fails to satisfactorily make up incomplete work within one term.

Withdrawal from the Program

A participant who wishes to withdraw from the program should notify the Executive MBA office in writing. Upon withdrawal from the program, the status for the term in progress will be recorded as W (withdrawal). At the discretion of the McColl Student Qualifications Committee, a participant who withdraws may be permitted to return to the program within one calendar year.

Administrative Withdrawal

If a participant fails to return for the next term, the participant will be administratively withdrawn from the program. Also, a participant who simply stops attending classes (i.e. four weeks consecutively or four consecutive classes from an individual discipline) will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Executive MBA office to be considered for readmission. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Probation

The McColl School faculty determines the academic standards, which are administered by the McColl Student Qualifications Committee. This committee reviews each case of academic difficulty to determine the appropriate action and academic status for the participant. Continuation in the McColl Executive MBA program is based on the qualitative recommendation of the program faculty based on the participant's individual performance as outlined under "Evaluation System." Should the program faculty evaluate a participant's performance as unacceptable; the faculty will refer the evaluation to the McColl Student Qualifications Committee with a recommendation that the participant be placed on academic probation. The entire program faculty will review a participant on academic probation by the end of the subsequent term. The McColl Student Qualifications Committee, on the recommendation of the program faculty, approves removal from probation. Participants who do not receive a recommendation from the program faculty for removal from probation will be subject to dismissal from the program.

Transfer of Courses

No courses are considered for transfer credit. Should a participant withdraw from the program and wish to attempt to transfer his or her completed course progress to another institution, a credit-hour description of the participant's completed course work can be made available through the Executive MBA office.

Time Limit

The EMBA is normally completed in twenty months. If a student cannot complete the program in twenty months he/she may apply for an extension. In all cases completion must be in six years.

Graduation Requirements

Participants may graduate from the Executive MBA Program only after completing the entire twenty month sequence of courses including the summer term and all special project assignments.

Variations in Degree Requirements

Any change in degree requirements must be approved by the McColl Student Qualifications Committee.



Master of Science in Organization Development

The Master of Science in Organization Development program (MSOD) is intended for working professionals who are interested in designing and leading organizational change. Grounded in the behavioral and management sciences, the MSOD program provides students with an understanding of the dynamics of organizational culture change in organizational systems.

Admission to the MS in Organization Development Program

In order to be considered for admission as a degree candidate to the MSOD program, an applicant must hold a baccalaureate degree from an accredited institution and have five years of professional work experience.

Applicants must submit:

- a completed graduate application form, including all essays.
- a resume
- satisfactory scores on the Graduate Record Exam (GRE) or the Graduate Management Admissions Test (GMAT) taken within the last five years.
- official transcript(s) of all previous academic work beyond high school. It is the applicant's responsibility to have all transcripts sent directly from each institution attended to the McColl Graduate Admissions Office at Queens University of Charlotte.

Applicants must also provide:

- two letters of reference.
- a non-refundable \$75 application fee.

International Students

International students must also complete the admissions requirements found on page 24.

STUDENT STATUS

Graduate status Full Graduate status is assigned to students who are pursuing a degree and who have met all admissions requirements, including a satisfactory undergraduate grade point average and an acceptable GMAT or GRE score.

Admission on academic probation

When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Admissions eligibility

Acceptance to a graduate program will remain effective for one calendar year following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after the one-year period are required to reapply, and the subsequent admission decision will be based on the existing admission standards at the time of reapplication.

DEGREE REQUIREMENTS

Requirements for the MSOD include:

Core Courses - 27 Hrs.

BUSN 600 Leadership Development

ODEV 601 Applied Research Methods & Statistics – 3 Hrs.

ODEV 602 Behavioral Factors in Finance – 3 Hrs.

ODEV 625 Introduction to Organization Development – 3 Hrs.

ODEV 626 Advanced Topics in Organization Development – 3 Hrs.

(Prereq: ODEV 615)

ODEV 640 Introduction to Coaching Theories and Application – 3 Hrs.

ODEV 645 Advanced Topics in Coaching Theories and Application – 3 Hrs.

(Prereq: ODEV 640)

ODEV 675 Capstone Practicum in Organization Development – 6 Hrs.

Elective Courses (choose 3) - 9 Hrs.

BUSN 605 Law and Ethics

BUSN 608 International Business

BUSN 610 Management of Organizations

ODEV 632 Conflict Management

BUSN 655 Consumer Behavior

BUSN 656 Operations Management

ODEV 665 International Experience

ODEV 670 Topics in Organization Development

ODEV 680 Independent Study in Organization Development

Program Total - 36 Hrs.

COURSE SEQUENCE

ODEV 675 may be taken only after all other core courses are completed. It may be scheduled with an elective, but it may not be taken with any other core course.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students, whether degree or non-degree, enrolled in the McColl School of Business except for those enrolled in the Executive MBA program.

Coaching Certificate Program

The coaching certificate is a graduate program designed for the individual who already holds a baccalaureate, masters or doctoral degree. The certificate is available to those seeking to develop knowledge, skills and abilities in coaching either as a non-degree program of study, or in conjunction with a masters degree at Queens.

Degree candidates in a masters program at Queens should contact the McColl Graduate Admissions Office for information about completing the Coaching Certificate.

Individuals who wish to complete only the Coaching Certificate should apply to the McColl School of Business as non-degree graduate students.

Non-Degree Graduate Admission

In order to be considered for admission as a non-degree student in the coaching certificate program, an applicant must hold a baccalaureate degree from an accredited institution and have five years of professional work experience.

An applicant must submit:

- a completed graduate application form, including all essays.
- a resume
- official transcript(s) of all previous academic work beyond high school.

Applicants must also provide:

- three letters of reference.
- a non-refundable \$75 application fee.

Coaching Certificate Requirements

This is a 15 credit hour certificate program requiring 9 credit hours of specified courses and 6 credit hours of elective options.

The required courses focus on coaching theories and practice, the methods of coaching and the skills needed to coach individuals and/or groups.

The program was built upon the International Coach Federation (ICF) competency model and the Graduate School Alliance for Executive Coaching (GSAEC) standards.

Required Courses - 9 Hrs.

ODEV 640: Introduction to Coaching Theories and Application

ODEV 645: Advanced Coaching Theories and Practice

ODEV 650: Coaching Practicum

Electives - 6 Hrs.

The 6 credit hours in electives which are required for the Coaching Certificate Program may be taken from any graduate program at Queens, including the MSOD, the PMBA and the MA OCOM Programs.

Total for Coaching Certificate Program - 15 Hrs.

Academic Policies.

The section GRADUATE ACADEMIC POLICIES applies to all graduate students, whether degree or non-degree, enrolled in the McColl School of Business except for those enrolled in the Executive MBA program.



The Presbyterian School of Nursing: Graduate Nursing Programs

Mission

The Presbyterian School of Nursing at Queens prepares nurses to meet the healthcare needs of diverse communities and to provide leadership to the profession. The School of Nursing creates a dynamic learning environment that provides options for seamless progression in nursing education and serves as a community resource.

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program is designed to prepare nurses as interdisciplinary, collaborative nurse leaders, and educators. Students acquire advanced knowledge of nursing theory, research, informatics, and health policy in addition to specialized knowledge in an academic/role “track” within the program.

Integral to the program are interdisciplinary educational experiences. In Health Systems Management students have opportunities to synthesize nursing and business knowledge in diverse settings and through application of the research process. Graduates will be prepared to function as members of interdisciplinary executive level teams. In Health Ministries students have opportunities to undertake graduate studies in both nursing and seminary. Graduates will be prepared to integrate health and spiritual care in faith communities and health care organizations. In Nurse Educator Practices students learn about curriculum development, teaching strategies and methods for student and program evaluation. Graduates are prepared to teach in academic or clinical settings.

In the Clinical Nurse Leader concentration, students learn to care for patients with complex conditions and work with interdisciplinary teams to improve quality outcomes and efficiency of care for patient groups. Graduates are eligible to take the national certification exam for Clinical Nurse Leader

ADMISSION TO THE MSN PROGRAM

Those interested in the MSN program should contact the Nursing Admissions Office at 704 688-2780. The following are required to be considered for admission to the MSN program:

1. A completed graduate application form, including the nonrefundable \$40 application fee.
2. Evidence of a BSN degree from an accredited institution. RNs with other bachelor's degrees will be considered on an individual basis.
3. Evidence of a current unrestricted license to practice nursing.
4. Evidence of a cumulative grade point average of at least 3.0 on a 4.0 scale in the last 60 hours of course work. Applicants with less than 3.0 GPA must submit GRE scores with a combined total score of 1000 or higher.
5. Official transcript(s) of all post-secondary academic course work.
6. Two letters of recommendation.
7. A current resume including goals and objectives.
8. Students in the Health Ministries track must complete the Parish Nurse Institute within the first two terms of the program. Students will have to apply to Union Seminary before taking courses in the seminary.

International Students

International students must also complete the admissions requirements found on page 24.

Once admitted, MSN candidates may begin in any semester: Fall, Spring or Summer.

STUDENT STATUS

Full Graduate Status

is assigned to students who are pursuing a master's degree and who have met all admission requirements.

Admission on Probation

Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-degree Graduate Status

is accorded an applicant who wishes to take graduate nursing courses for personal satisfaction or other reasons, but not for a degree. Generally a graduate student may not take more than nine hours as a non-degree student.

To be admitted as a non-degree graduate student, an individual must meet all MSN admission requirements, excluding the need for letters of recommendation and a resume.

Transient Status

is accorded an applicant who wishes to take a graduate course for transfer to another institution. Generally a transient student is admitted for one term only. Transient students must complete an application form, submit a letter of good standing from their home institution showing permission to take specific course(s), and show evidence of completion of any prerequisites required.

DEGREE REQUIREMENTS

The Master of Science in Nursing with a concentration in Nurse Educator Practices, Health Ministries, or Health Systems Management consists of 36 credit hours at the graduate level, including 15 credit hours in nursing core courses, and 21 credit hours in Specialty courses. The Master of Science in Nursing with the Clinical Nurse Leader concentration consist of 38 credit hours, 15 credit hours in the nursing core courses and 23 credit hours in specialty courses.

MSN Core Courses:

NURS 612 Theoretical Foundations (3 Hrs.)
 NURS 624 Health Policy (3 Hrs.)
 NURS 628 Health Care Informatics (3 Hrs.)
 NURS 630 Research Interpretation (3 Hrs.)
 NURS 632 Research Methods (3 Hrs.)

Health Systems Management Concentration

BUSN 516 Foundations of Economics I (3 Hrs.)
 BUSN 605 Law and Ethics (3 Hrs.)
 NURS 546 Fiscal Management in Healthcare Organizations (3 Hrs.)
 BUSN 610 Management of Organizations (3 Hrs.)
 NURS 616 Health Care Administration (3 Hrs.)
 NURS 634 Health Care Practicum (6 Hrs.)

Health Ministries Concentration

NURS 626 Topics in Health Ministry (3 Hrs.)

NURS 634 Health Care Practicum (6 Hrs.)

Courses taken at Union-PSCE at Charlotte:

EDU 168 Understanding Congregations and Ministries (3 Hrs.)

THE 167 The Christian Life (3 Hrs.)

THE 101 Theology I (3 Hrs.)

THE 201 Theology II (3 Hrs.)

Nurse Educator Practices Concentration

NURS 615 Issues and Trends for the Nurse Educator (3 Hrs.)

NURS 620 Curriculum Building and Evaluation (3 Hrs.)

NURS 635 Teaching Methods and Outcome Assessment (3 Hrs.)

EDUC 501 Human Learning and Cognition (3 Hrs.)

OCOM 622 Intercultural Communication (3 Hrs.)

NURS 644 Nurse Educator Practicum (6 Hrs.)

Clinical Nurse Leader Concentration

BIOL510 Advanced Pathophysiology (3 Hrs.)

NURS 650 Advanced Health Assessment of Person, Family, Community (3 Hrs.)

NURS 651 Professionalism and Ethics in Clinical Leadership (3 Hrs.)

NURS 652 Management of Clinical Outcomes (4 Hrs.)

NURS 653 Management of the Care Environment (4 Hrs.)

NURS 654 Clinical Nurse Leader Residency (6 Hrs.)

MSN-MBA Combined Program

Students who plan to complete a dual degree must meet the requirements for both the MSN and MBA. MSN courses taken in the McColl Graduate School of Business apply toward the MBA. Call 704 337-2224 for information.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students, degree or non-degree, in the Presbyterian School of Nursing.

In addition:

Full-Time Status for the NC Nurse Scholars Program

For purposes of the NC Nurse Scholars Program, the student taking 18 credit hours annually (6 credits each fall, spring and summer term) is regarded as full time for that program.



Graduate Certificate Programs in Nursing for Non-Degree Candidates

Admission Requirements for Non-Degree Candidates:

1. Complete an application to the nursing graduate program,
2. Provide an official transcript demonstrating attainment of MSN, and
3. For the Health Ministries Certificate, upon acceptance to the post-MSN program, make a separate application to Union-PSCE.

Health Systems Management Certificate

Non-degree students may enroll in the certificate option, which includes five courses designed to equip them with basic principles of management. These courses qualify for the continuing education component of the ANCC certification exam in nursing administration. The five courses are:

- BUSN 516 Economic Analysis I (3 Hrs.)
- BUSN 605 Law and Business (3 Hrs.)
- NURS 546 Fiscal Management in Healthcare Organizations (3 Hrs.)
- BUSN 610 Management of Organizations (3 Hrs.)
- NURS 616 Health Care Administration (3 Hrs.)

Post Masters Certificate in Health Ministries

Registered nurses who already have an MSN and meet admission requirements are eligible to take the five specialty courses for Health Ministries and receive a Post-Masters Certificate.

The five courses are:

NURS 626 Topics in Health Ministry (3 Hrs.)

Courses taken at Union-PSCE at Charlotte:

EDU 168 Understanding Congregations and Ministries (3 Hrs.)

THE 167 The Christian Life (3 Hrs.)

THE 101 Theology I (3 Hrs.)

THE 201 Theology II (3 Hrs.)

Post Masters Certificate in Nurse Educator Practices

Registered nurses who already have an MSN and meet admission requirements are eligible to take the five theory specialty courses for Nurse Educator Practices and receive a Post-Masters Certificate. The five courses are:

NURS 615 Issues and Trends for the Nurse Educator (3 Hrs.)

NURS 620 Curriculum Building and Evaluation (3 Hrs.)

NURS 635 Teaching Methods and Outcome Assessment(3 Hrs.)

EDUC 501 Human Learning and Cognition (3 Hrs.)

OCOM 622 Intercultural Communication (3 Hrs.)

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students, degree or non-degree, in the Presbyterian School of Nursing.

In addition:

Full-Time Status for the NC Nurse Scholars Program

For purposes of the NC Nurse Scholars Program, the student taking 18 credit hours annually (6 credits each fall, spring and summer term) is regarded as full time for that program.

The School of Education

Graduate Education Programs

Mission

The mission of the School of Education is to prepare culturally responsive educators who are leaders, experts in their fields and facilitators of learning for all students in a “community of respect.”

The School of Education’s graduate programs at Queens support the University’s mission of providing educational experiences that transform students’ lives and foster personal and professional success. Queens University of Charlotte believes that each individual has a responsibility to society at large which is exercised through personal service as expressed in the Queens motto: “Not to be served, but to serve.”

Graduate programs include the Master of Arts in Teaching (Elementary K- 6), The Master of Education in Literacy (K-12), and post-baccalaureate licensure programs in elementary (K-6), Biology, English, History, Mathematics and Social Studies (9-12) and French and Spanish (K-12).

SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK: INDEPENDENT LEARNER

Queens University of Charlotte has identified the crucial role of the teacher as that of an independent learner. It is critical that teachers keep abreast of current knowledge and skills in their field of study. Their task is to be a model of a learned/learning person for students and through role modeling and instruction to give students the tools that enable them to become independent learners themselves. Independent learners have a high level of curiosity; are intrinsically motivated; reflect on their needs; set personal goals; develop an action plan to attain the goal, practice problem solving, critical thinking and inquiry skills to identify and locate resources needed to achieve the goal; and evaluate the degree to which the goal is achieved. In this recursive model, the independent learner is continually assessing the need to learn. Because of the pace of technology, social and occupational changes in today’s society, the static education implied by the traditional transmission of knowledge model of teaching and learning no longer suffices.

The full text is available in the Teacher Education Handbook available from the School of Education.

RETENTION

Retention in any graduate education program is based on the expectation that students demonstrate the characteristics of, and conduct themselves as members of, the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- candidate dispositions
- knowledge of the subject taught
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher.

Professional incompetence may be grounds for failure to recommend students for licensure

STATE LICENSURE

Queens University of Charlotte must meet all national and state mandates in order to retain program approval. Candidates must fulfill all national and state requirements in place at the time of application for licensure. In order to meet the requirements for licensure in the state of North Carolina, the student must complete their program and also meet additional requirements mandated by the N.C. Department of Public Instruction.

STATE-MANDATED TESTS

Elementary Education

North Carolina Licensure requires candidates to successfully pass the elementary education specialty area of the PRAXIS II Examination. Information and registration bulletins are available in the School of Education. Currently in North Carolina, required tests for elementary education candidates are:

- Elementary Education: Curriculum, Instruction and Assessments (Test Code 0011)
- Elementary Education: Content Area Exercises (Test Code 0012)

Technology Portfolio

North Carolina Licensure requires candidates to demonstrate computer competencies through portfolios. Information about the portfolio is distributed in EDUC 270/514 Educational Technology. This is required for initial licensure only.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students in the School of Education whether admitted as degree candidates or as non-degree candidates.

NON-DEGREE ADMISSION

Non-Degree Graduate Status A student who wishes to take graduate courses for teaching license renewal or other personal reasons, but not for a degree, will be classified as having non-degree graduate status.

To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and meet the standards for general admission into a graduate program.

Unless enrolled in a specific program, a non-degree graduate student may not take more than nine credit hours. After completion of nine credit hours, the student must apply as a degree candidate or receive special permission in order to continue.

Non-Degree Transient Status

A student who wishes to take a graduate course for transfer to another institution will be classified as a transient student. Generally, a transient student is admitted for one term only. Transient students must complete a graduate application, submit a copy of a transcript and a letter of good standing from their home institution, and receive special permission from the School of Education.



Master of Arts in Teaching (MAT)

The MAT program is designed to offer North Carolina licensure in Elementary Education to those who have undergraduate degrees in majors other than Education.

Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing and shaping the lives of children.

GOALS

The MAT program will:

- Provide opportunities for the teacher to develop insights into the understanding of the theoretical and philosophical bases for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum movements and trends
- Develop the teacher's understanding of the nature of the learner, the learning process and the evaluation of learning
- Assist the teacher in gaining insights and skills in the use of techniques of research and in designing and carrying out research projects
- Provide the teacher with a concentrated study of the instructional areas of the elementary curriculum
- Develop the teacher's ability to synthesize information and resources to provide a developmentally appropriate living/learning environment for elementary children
- Promote increased understanding of advanced computer skills and integrate technology into the curriculum

OBJECTIVES

The MAT program will:

- Develop knowledge and understanding of theories and principles of human growth and development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children
- Develop an understanding of the basic principles of curriculum planning and implementation of a developmentally appropriate, comprehensive integrated classroom program
- Develop knowledge of learning strategies and models consistent with the developmental needs of elementary school children and reflective of proven educational practice and research
- Develop knowledge of effective instructional practices and assessment strategies which apply language and literacy research and theory to the planning of an integrated literature and communication process throughout the curriculum
- Develop knowledge and understanding of the mathematical concepts and processes and their implications for developing learning environments which focus on the importance of learning through concrete and manipulative experiences and on fostering positive attitudes towards Mathematics
- Develop knowledge of science concepts, principles, and experiences that will enable teachers to provide integrated, discovery-centered, teacher-facilitated classroom science programs which are developmentally appropriate for elementary school children

ADMISSION to the MAT Program

Application Requirements

To be considered for admission to the MAT program, an applicant must:

1. Hold a baccalaureate degree in a major other than education from an accredited institution
2. Submit a completed graduate application form, including the non-refundable \$40 application fee
3. Submit official transcript(s) of all post-secondary academic course work. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate Admissions Office
4. Have a cumulative grade point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work
5. Provide the Graduate Admissions Office with two letters of reference
6. Submit satisfactory scores on the Graduate Record Examination (GRE).
7. Schedule a personal interview. Please call 704 337-2313 for an appointment.

International Students

International students must also complete the admissions requirements found on page 24.

For more information on the MAT program or an application, contact the Graduate Admissions Office at 704 337-2313.

STUDENT STATUS

Full Graduate Status

Is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate grade point average, acceptable GRE scores and the satisfactory completion of any required preparation or licensure required courses.

Preliminary Graduate Status

Is accorded applicants who have not yet completed the required licensure courses or preparatory requirements. Students should notify the graduate office when all preliminary course work has been completed to receive full graduate status. Students must be at full graduate status before the student teaching internship experience.

Probational Acceptance

Students accepted on probation must meet the requirements as outlined in their acceptance letter in order to continue enrollment at Queens. Students who are conditionally admitted to the University must meet the requirements for full acceptance in order to continue taking courses at Queens. Conditional acceptance is typically granted to a student who is missing one or more admissions requirement but shows academic promise.

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING

Professional Course Work

The MAT is a two phase program consisting of 39 hours of graduate professional education course work in Phase I and 9 hours of graduate professional education course work in Phase II. A 12 credit hour student teaching internship in the Charlotte-Mecklenburg School System (CMS) is required. This experience is the capstone of Phase I. Enrollment in EDUC 499 Professional Internship takes place only after the completion of all Phase I professional course work.

Comprehensive Examination

A comprehensive written examination is required. The examination is taken at the end of Phase II when all other program requirements are satisfied. Students must successfully complete the examination before they are awarded the degree. The exam is evaluated on a pass/fail basis.

General Education Requirements

The MAT program and the North Carolina Department of Public Instruction require a well-rounded liberal arts background. In most cases the minimum general education requirements would include courses in the following areas, which must be completed before beginning the professional internship:

- Two courses in composition
- One course in college mathematics
- Two courses in natural sciences of which one must be a lab (Area I)
- One course in fine arts (Area II)
- Two courses in humanities (Area III)
- Two courses in social and behavioral sciences (Area IV)
- Two additional liberal arts courses from Area I-IV (they must come from different disciplines)

Program of Study

The MAT program is designed to offer North Carolina licensure in elementary education to those who have undergraduate degrees in majors other than education. The program is structured in two phases. At the end of Phase I, candidates apply for initial "A" level licensure.

Courses in Phase II can not be taken prior to finishing Phase I or prior to obtaining the "A" initial level license. At the end of Phase II, candidates earn the MAT and upgrade to an advanced masters "M" level license.

Suggested Course Sequence

Students may begin the MAT program in any term - spring, summer, or fall. A sequence of courses can be developed for individual students by the Education Advisor. The following are suggestions to make the program more meaningful.

- EDUC 520 Curriculum & Instruction in Elementary Schools should be taken as early in the program as possible
- EDUC 527 Teaching Reading & Other Language Arts should be taken before EDUC 524 Diagnostic and Corrective Reading Techniques

Application for Student Teaching

MAT students must apply for student teaching in the term preceding their planned student teaching semester (EDUC 499). All Phase I professional course work must be completed before the student teaching semester.

To be accepted a student must:

- Have positive recommendations by two Queens faculty members;
- A cumulative grade point average of 2.500;
- Have acceptable Student Disposition Forms from both student and faculty;
- Be in good standing at the University; and
- Receive the approval of the School of Education faculty and the Teacher Education Committee.

PHASE I

The course of study for Phase I provides candidates with teaching competencies identified by the North Carolina Department of Public Instruction (NCDPI).

EDUC 501 Human Learning & Cognition
 EDUC 502 Child & Young Adolescent Development
 EDUC 513 Mathematics Methods/Materials in the Elementary School
 EDUC 514 Educational Technology
 EDUC 515 Foundations of American Education
 EDUC 520 Elementary School Curriculum & Instruction
 EDUC 524 Diagnostic and Corrective Reading Techniques
 EDUC 527 Teaching Reading & Other Language Arts
 EDUC 533 Science Methods/Materials in the Elementary School
 EDUC 540 Social Studies Methods/Materials in the Elementary School
 EDUC 499 Professional Internship (12 Hrs.) OR
 EDUC 498 Supervised Internship for Lateral Entry Teachers

Additional Requirement for initial licensure:

- Pass appropriate PRAXIS II Tests
- Submit Technology Portfolio

Field Experiences

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in the CMS System. Field experiences related to methods courses will be arranged with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one or small group settings

PHASE II

Phase II courses may not be taken before the completion of Phase I. Only candidates who have been recommended for licensure by Queens and who have received A level licensure may enroll in Phase II. The course of study for Phase II is designed to extend NCDPI competencies and match the core competencies required for advanced licensure.

EDUC 503 Educational Research and Evaluation

EDUC 525 Diversity in Schools

*EDUC 551 Teacher as Researcher

*EDUC 552 Seminar in Reflective Practice

*NOTE: EDUC 552 is a co-requisite to EDUC 551. Students enroll in 551 and 552 in the fall semester, however, these classes continue through the spring semester and final grades are awarded at completion of these courses in May. The MAT is conferred once 551/552 are complete. Once the degree is conferred a student then applies for advanced level M licensure.

Additional Phase II Requirements:

- The Action Research Project is the culminating activity for Phase II. Candidates conduct original research as part of EDUC 551 Teacher as Researcher and report it as a publishable paper, and present it at an Action Research Symposium.
- The Comprehensive Examination allows candidates to demonstrate their ability to synthesize program knowledge. The examination is evaluated on a pass/fail basis.

State Licensure

See information on State Licensure under School of Education.

Master of Education (M.Ed.) in Literacy

Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing, and shaping the lives of children.

The M.Ed. offers North Carolina Licensure in Reading (K-12) as part of a graduate degree. The M.Ed. is designed for candidates who hold an undergraduate degree, who hold a clear teaching license in the state of North Carolina, and who have at least two years of teaching experience. The M.Ed. program consists of 33 hours of coursework, leading to an "M" level license in the state of North Carolina.

ADMISSION TO THE PROGRAM**Application Requirements**

- A completed graduate application and \$40 application fee
- Official transcripts from each college or University attended submitted in sealed envelopes
- Two letters of recommendation, one of which must come from the principal of the school in which they are employed
- Satisfactory scores on the Graduate Record Exam.
- A copy of a valid teaching license and evidence of two years teaching experience
- Minimum 2.5 GPA required.

International Students

International students must also meet the additional requirements found on page 24.

STUDENT STATUS

Full Status is accorded applicants who have met all admissions requirements.

Admission on Probation

Students admitted on academic probation must meet the terms of probation set by their admission letter, which may vary, in order to be allowed to continue in the program.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

GENERAL EDUCATION REQUIREMENTS

The M.Ed. program and the North Carolina Department of Public Instruction require a well-rounded liberal arts background. In most cases the minimum general education requirements would include courses in the following areas, which must be completed before beginning the professional internship:

- Two courses in composition
- One course in college mathematics
- Two courses in natural sciences of which one must be a lab (Area I)
- One course in fine arts (Area II)
- Two courses in humanities (Area III)
- Two courses in social and behavioral sciences (Area IV)
- Two additional liberal arts courses from Area I-IV (they must come from different disciplines)

DEGREE REQUIREMENTS FOR THE M.Ed. (Literacy)

EDUC 601 Educational Research & Evaluation
 EDUC 608 Diversity in Schools
 EDUC 615 Word Study
 EDUC 630 Foundations of Reading Instruction
 EDUC 640 The Teaching of Writing
 EDUC 650 Assessment, Diagnosis, & Instruction to Remediate Reading Difficulties
 (Corequisite EDUC 660)
 EDUC 660 Practicum in Reading Diagnosis (6 credit hours)
 EDUC 670 Current Issues & Practices in Literacy
 EDUC 680 Action Research
 EDUC 690 Seminar in Collaborative Leadership & Professional Development

Tentative Course Rotation*Year 1*

EDUC 601 Educational Research & Evaluation
 EDUC 630 Foundations of Reading
 EDUC 608 Diversity in Schools (taken simultaneously with EDUC615 or EDUC 620)
 EDUC 615 Word Study or EDUC 620 Young Adult Literature

Year 2

EDUC 640 The Teaching of Writing
 EDUC 670 Current Issues & Practices in Literacy
 EDUC 650 Assessment, Diagnosis, & Instruction to Remediate Reading Difficulties
 (taken simultaneously with EDUC 660)
 EDUC 660 Practicum in Reading Diagnosis

Year 3

EDUC 690 Seminar in Collaborative Leadership & Professional Development
 EDUC 680 Action Research

Additional Requirements

- Professional Portfolio
- Action Research Project

State Licensure

For more information on licensure on see State Licensure under School of Education.



The School of Communication

Graduate Programs

Mission

The mission of the School of Communication at Queens University of Charlotte is to provide students with the ability to analyze and understand audiences, situations and sources and to develop appropriate messages in a variety of contexts.

The School of Communication offers the Master of Arts in Organizational Communication.

Master of Arts Degree

The Master of Arts degree in focuses on organizational communication. It will help learners hone their critical thinking and diagnostic skills by prompting them to examine the processes and structures of communication among and between organizations with regard to what enhances effectiveness and what hinders it. Courses investigate the range of topics critical to corporate, governmental, professional or nonprofit organizations, including individual, interpersonal, group, intercultural, public and mediated communication.

The MA in Organizational Communication helps students become astute consumers, critics and creators of human communication in organizational contexts. Classes blend theoretical perspectives with pragmatic applications, through such formats as workshops, discussions (in class and online) and group presentations.

ADMISSION

Requirements for Admission

To be considered for admission into the MA program an applicant must:

1. Hold a bachelor's degree from an accredited college or University.
2. Have significant full-time work experience (five years is recommended), or permission of the Admissions Committee. Internships are not considered full-time work.
3. Submit a completed graduate application form, including the non-refundable \$40 application fee.
4. Submit official transcripts of all post-secondary academic course work. It is the responsibility of the applicant to have all transcripts sent directly from each institution attended.
5. Have a cumulative grade point average of at least 3.0 on a 4.0 grade scale. Those applicants without a cumulative GPA of 3.0 or above must provide acceptable GRE scores from within the past five years before they will be admitted (Verbal 500 / Analytical 450, Writing 4.0).
6. Provide a current resume with proof of five years of significant work experience.
7. Provide a written statement including professional and personal goals and objectives
8. Provide two letters of academic or professional reference.
9. An interview with the Admissions Committee is highly recommended.

International Students

must also meet the admissions requirements for international students found on page 24.

For More Information

Those interested in the graduate program should contact the Graduate Admissions Office at 704 337-2313 for information or an application.

STUDENT STATUS

Full Graduate Status

Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 3.0 or above must provide an acceptable GRE score from within the past five years before they will be admitted.

Admission on Probation

Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program. Terms may vary from student to student depending upon academic and work experience.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status

Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 3.0.

Transient Status

Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

DEGREE REQUIREMENTS

The Master of Arts in organizational communication requires that students complete 11 courses totaling 36 credit hours. The program includes required courses and electives.

All students begin their program with two courses designed to orient them to the graduate-level study of Organizational Communication: OCOM 602 Research Proseminar and OCOM 604 Theories of Organizational Communication. Students then select one course from each of three clusters: Perspective, Process and Practice (9 hours). Students additionally select five courses (15 hours) of electives. Finally, all students culminate their program with OCOM 675 Capstone Seminar in Organizational Communication, a six-hour class in which they draw from their entire body of coursework to complete a major professional or academic project.

Requirements for the MA in Organizational Communication:

Core courses (required): (12 Hrs.)

OCOM 602 Research Proseminar

OCOM 604 Theories of Organizational Communication

OCOM 675 Capstone Seminar in Organizational Communication (6 Hrs.)

Select one from each cluster: (9 Hrs.)

Cluster One: Perspective

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM 610 Communication and Management
 OCOM 620 Advanced Communication Theory
 OCOM 625 Organization Development
 OCOM 630 Human Resource Development
 OCOM 635 Corporate Culture

Cluster Two: Process

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM 614 Communication and Ethics in Organizational Contexts
 OCOM 615 Interpersonal Communication
 OCOM 618 Gender and Diversity in Organizational Settings
 OCOM 622 Intercultural Communication
 OCOM 632 Conflict Management and Negotiation

Cluster Three: Practice

Please note that courses not taken to meet this requirement may be taken as an elective.

OCOM 612 Persuasion
 OCOM 616 Small Group Communication
 OCOM 617 Group Dynamics
 OCOM 619 Public Relations
 OCOM 621 Advertising
 OCOM 636 Management Consulting

Plus at least 15 elective credit hours:

Students may choose from the courses offered in the three clusters, selected cross-listed courses in the McColl School, and the following:

OCOM 628 Topics in Organizational Communication
 OCOM 665 International Experience

CLASS SCHEDULING

Each class will meet once a week, either one weeknight or Saturday.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students in the School of Communication whether admitted as degree candidates or as non-degree candidates.



GRADUATE PROGRAMS

