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East Carolina University

Graduate Catalog 2008-2009

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East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability. Moreover, East Carolina University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of minority students. East Carolina University is an equal opportunity/affirmative action employer.

UNIVERSITY TELEPHONE NUMBERS

University Operator: 252-328-6131
Graduate Admissions: 252-328-6012
Brody School of Medicine Admissions: 252-744-2202

This catalog is effective with the beginning of the academic year.

Courses normally meet one hour per week for each semester hour credit. The numbers in parentheses following the title for each course listed under the various programs, departments, and schools of the university indicate the semester hours credit. Exceptions to the rule, such as labs, are printed under course titles.

Prerequisites and corequisites for courses in section 8 of this catalog are indicated as follows: P if prerequisite; C if corequisite; P/C if prerequisite or corequisite. When P, C, or P/C is preceded by R, it is recommended but not required.

All provisions, regulations, degree programs, and course listings in effect when this catalog went to press are subject to revision by the appropriate governing bodies of East Carolina University. Students pursuing degree programs when such changes are instituted are expected to comply with the revisions that relate to their programs.

MAILING LISTS: House Bill 13 of the General Assembly of North Carolina has made mandatory the following requirement concerning mailing lists: "The reviewed, updated, and corrected mailing lists shall be comprised only of those persons and organizations who, within the previous twelve months, have either requested that they be included in such a mailing list or have renewed a request that they be so included." Therefore, institutions, organizations, counselors, libraries, etc., desiring a copy of the catalog or bulletin must make a specific request each year. Address the request to the Graduate School, 131 Ragsdale Hall, East Carolina University, Greenville, NC 27858-4353.

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East Carolina University

BULLETIN

2008-2009 GRADUATE CATALOG

This catalog is not the official ECU graduate catalog.

Access www.ecu.edu/cs-acad/aa/SrchCatalog.cfm for the official version of the 2008-2009 graduate catalog for updates throughout the academic year.

EAST CAROLINA UNIVERSITY BULLETIN (USPS 017-195)

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UNIVERSITY BULLETINS AND OTHER PUBLICATIONS

Bulletins may be obtained from the offices noted:

The View Book – Director of Admissions

Undergraduate Catalog – Student Stores

Graduate Catalog – Dean of the Graduate School

Graduate School Program Information – Dean of the Graduate School

Bulletins of the Division of Continuing Studies – Director of Continuing Studies

Distance Education Course Announcements

Noncredit Courses

The schedule of courses is available online at www.onestop.ecu.edu. Questions about course availability should be addressed to the Office of the Registrar.

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UNIVERSITY CALENDARS 2008-2009*

Official university calendars, which incorporate any modifications to the printed calendars below, are maintained by the East Carolina University Faculty Senate office and may be accessed at <http://www.ecu.edu/fsonline>

SUMMER SESSION 2008 FIRST TERM

(Actual class days: 4 Mondays, 6 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 registration day, 1 final exam day)

March 17, Monday	Last day to apply for admission to Graduate School for first summer term.
May 16, Friday	Schedules canceled for all who have not paid fees by 4:00 p.m.
May 19, Monday	New student registration and schedule changes.
May 20, Tuesday	Classes begin; late registration; schedule changes.
May 21, Wednesday	Last day for late registration and schedule changes (drop and add) for first term by 5:00 p.m.
May 22, Thursday	Last day for schedule changes (add only) by 5:00 p.m.
May 26, Monday	Memorial Day Break (no classes).
June 3, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 p.m. Block courses may be dropped only during the first 40 percent of regularly scheduled class meetings.
June 18, Wednesday	Last day for graduate students to drop courses without grades.
June 24, Tuesday	Classes end. Last day to submit grade replacement requests.
June 25, Wednesday	Final examinations.

SECOND TERM

(Actual class days: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 6 Thursdays, 4 Fridays,
1 day for new student registration, 1 final exam day)

May 1, Thursday	Last day to apply for admission to Graduate School for second summer term.
June 23, Monday	Schedules canceled for all who have not paid fees by 4:00 p.m.
June 25, Wednesday	New student registration and schedule changes.
June 26, Thursday	Classes begin; late registration; schedule changes.
June 27, Friday	Last day for late registration and schedule changes (drop and add) for second term by 5:00 p.m.
June 30, Monday	Last day for schedule changes (add only) by 5:00 p.m.
July 4, Friday	State Holiday (no classes).
July 10, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 p.m. Block courses may be dropped only during the first 40 percent of regularly scheduled class meetings.
July 21, Monday	Last day to submit thesis to Graduate School for completion of degree in summer session.
July 25, Friday	Last day for graduate students to drop courses without grades.
July 31, Thursday	Classes end. Last day to submit grade replacement requests.
August 1, Friday	Final examinations; last day to submit appeals for readmission for fall semester.

*Main Campus, Greenville. See supplements for off-campus centers, obtainable from the Division of Continuing Studies, East Carolina University, Greenville, North Carolina 27858-4353.

11-WEEK SUMMER SESSION 2008

(Actual class days: 9 Mondays, 11 Tuesdays, 10 Wednesdays, 11 Thursdays, 9 Fridays, 1 final exam day)

March 17, Monday	Last day to apply for admission to Graduate School for summer term.
May 16, Friday	Schedules canceled for all who have not paid fees by 4:00 p.m.
May 19, Monday	Registration and schedule changes.
May 20, Tuesday	Classes begin; late registration; schedule changes.
May 21, Wednesday	Last day for late registration and schedule changes (drop and add) by 5:00 p.m.
May 22, Thursday	Last day for schedule changes (add only) by 5:00 p.m.
May 26, Monday	Memorial Day Break (no classes).
June 17, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 p.m. Block courses may be dropped only during the first 40 percent of regular scheduled class meetings.
June 25, Wednesday	Midsummer Break (no classes).
July 4, Friday	State Holiday (no classes).
July 21, Monday	Last day to submit thesis to Graduate School for completion of degree in the summer session.
July 25, Friday	Last day for graduate students to drop courses without grades.
July 31, Thursday	Classes end. Last day for submission of grade replacement requests.
August 1, Friday	Final examinations; last day to submit appeals for readmission for fall semester.

FALL SEMESTER 2008

(Actual class days: 13 Mondays, 14 Tuesdays, 15 Wednesdays, 14 Thursdays, 14 Fridays, 13 Saturdays.
Effective class days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays, 13 Saturdays.)

June 2, Monday	Last day to apply for admission to Graduate School for the fall semester.
August 1, Friday	Last day to submit appeals for readmission for fall semester.
August 12, Tuesday	Fall semester fees accepted with late processing fee.
August 13, Wednesday	Schedules canceled for all who have not paid fees by 4:00 p.m.
August 18, Monday	Faculty meetings.
August 19, Tuesday	Advising, registration, and schedule adjustments.
August 20, Wednesday	Classes begin; late registration; schedule changes.
August 26, Tuesday	Last day for late registration and schedule changes (drop and add) by 5:00 p.m.
August 27, Wednesday	Last day for schedule changes (add only) by 5:00 p.m.
September 1, Monday	Labor Day holiday (no classes).
September 3, Wednesday	Last day to apply for graduation in December.
October 1, Wednesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 p.m. Block courses may be dropped only during the first 40 percent of regularly scheduled class meetings.
October 11-14 Saturday-Tuesday	Fall Break.
October 15, Wednesday	8:00 a.m. Classes resume. State holiday makeup day (classes which would have met on Monday, September 1, will meet on this day so there will effectively be the same number of Mondays and Wednesdays as every other weekday during the semester; Wednesday classes will <u>not</u> meet.)
October 20-24 Monday- Friday	Advising for spring semester 2009 begins.
October 27, Monday	Registration for spring semester 2009 begins.
November 21, Friday	Last day for undergraduate students to remove incompletes given during spring and/or summer session 2008. Last day for graduate students to drop courses without grades by 5:00 p.m.
November 24, Monday	Last day to submit thesis to the Graduate School for completion of degree in this term.
November 26-30 Wednesday-Sunday	Thanksgiving break.
December 1, Monday	8:00 a.m. classes resume.
December 3, Wednesday	Classes end. Last day for submission of grade replacement requests. Last day for graduate students to remove incompletes given during fall 2007.
December 4, Thursday	Reading Day.
December 5, Friday	Final examinations begin.
December 12, Friday	4:30 p.m. Exams for fall semester close; last day to submit appeals for readmission for Spring semester.
December 13, Saturday	Commencement.

EXAMINATION SCHEDULE
FALL SEMESTER 2008

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. The final exam meeting is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President.

Classes beginning 6:00 p.m. or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 p.m. on the first night of their usual meeting during the examination period (December 5-December 12). Examinations in classes meeting two or more nights a week and beginning before 8:00 p.m. will be held at 7:30-10:00 p.m. on the first night of their usual meeting during the examination period (December 5-December 12). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 p.m. will be held at 7:30-10:00 p.m. on the second night of their usual meeting during the examination period (December 5-December 12). Classes meeting on Saturday morning will have the final examination on Saturday, December 6, at the usual hour at which the class meets.

Those classes beginning on the half hour or meeting longer than one hour will have the final examination at the time scheduled of the hour during which the class begins (e.g., a 9:30-11:00 a.m. TTh class will meet the examination schedule of the 9:00 a.m. TTh class; an 8:00-10:00 a.m. MWF class will meet the examination schedule of the 8:00 a.m. MWF class)

Common examinations will be held according to the following schedule:

FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00-7:30 Friday, December 5
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00-7:30 Monday, December 8
MATH 1065.....	5:00-7:30 Tuesday, December 9
CHEM 0150, 1120, 1130, 1150, 1160.....	5:00-7:30 Wednesday, December 10
CHEM 1121, 1131, 1151, 1161, 2753, 2763.....	5:00-7:30 Thursday, December 11

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Wednesday, December 10
8:00 TTh	8:00 - 10:30 Friday, December 12
9:00 MWF	8:00 - 10:30 Friday, December 5
9:00 TTh (9:30)	8:00 - 10:30 Tuesday, December 9
10:00 MWF	8:00 - 10:30 Monday, December 8
10:00 TTh	8:00 - 10:30 Thursday, December 11
11:00 MWF	11:00 - 1:30 Wednesday, December 10
11:00 TTh	11:00 - 1:30 Thursday, December 11
12:00 MWF	11:00 - 1:30 Friday, December 5
12:00 TTh (12:30)	11:00 - 1:30 Tuesday, December 9
1:00 MWF	11:00 - 1:30 Monday, December 8
1:00 TTh	11:00 - 1:30 Friday, December 12
2:00 MWF	2:00 - 4:30 Wednesday, December 10
2:00 TTh	2:00 - 4:30 Friday, December 12
3:00 MWF (3:30)	2:00 - 4:30 Friday, December 5
3:00 TTh (3:30)	2:00 - 4:30 Thursday, December 11
4:00 MWF	2:00 - 4:30 Monday, December 8
4:00 TTh	2:00 - 4:30 Tuesday, December 9
5:00 MWF	5:00 - 7:30 Monday, December 8
5:00 TTh	5:00 - 7:30 Tuesday, December 9

SPRING SEMESTER 2009

(Actual class days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays, 14 Saturdays.
Effective class days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays, 14 Saturdays.)

October 15, Wednesday	Last day to apply for admission to Graduate School for the spring semester.
December 12, Friday	Last day to submit appeals for readmission for spring semester.
January 5, Monday	Spring semester fees accepted with late processing fee.
January 6, Tuesday	Class schedules canceled for all who have not paid fees by 4:00 p.m.
January 8, Thursday	Advising and schedule adjustments.
January 9, Friday	Classes begin; late registration; schedule changes.
January 15, Thursday	Last day for late registration and schedule changes (drop and add) by 5:00 p.m.
January 16, Friday	Last day for schedule changes (add only) by 5:00 p.m.
January 19, Monday	State Holiday (no classes).
January 23, Friday	Last day to apply for graduation in May.
February 20, Friday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 p.m. Block courses may be dropped only during the first 40 percent of regularly scheduled class meetings.
March 8-15 Sunday - Sunday	Spring Break.
March 16, Monday	8:00 a.m. Classes resume.
March 16-20 Monday - Thursday	Advising for summer session and fall semester 2009.
March 23, Monday	Registration for summer session and fall semester 2009 begins.
April 10-11 Friday-Saturday	State Holiday (no classes).
April 16, Thursday	Undergraduate students last day to remove incompletes given during fall semester 2008. Last day for graduate students to drop courses without grades by 5:00 p.m.
April 17, Friday	Last day to submit thesis to the Graduate School for completion of degree in this term.
April 27, Monday	Classes end. Last day for submission of grade replacement requests. Graduate students last day to remove incompletes given during spring and/or summer session 2008.
April 28-29 Tuesday-Wednesday	Reading Days.
April 30, Thursday	Final examinations begin.
May 7, Thursday	Exams for spring semester close at 4:30 p.m.
May 8, Friday	Commencement.

EXAMINATION SCHEDULE
SPRING SEMESTER 2009

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. The final exam meeting is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President.

Classes beginning 6:00 p.m. or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 p.m. on the first night of their usual meeting during the examination period (April 30-May 7). Examinations in classes meeting two or more nights a week and beginning before 8:00 p.m. will be held at 7:30-10:00 p.m. on the first night of their usual meeting during the examination period (April 30-May 7). Examinations in classes meeting two or more nights per week and beginning at or after 8:00 p.m. will be held at 7:30-9:30 p.m. on the second night of their usual meeting during the examination period (April 30-May 7). Classes meeting on Saturday morning will have the final examination on Saturday, May 2, at the usual hour at which the class meets.

Those classes beginning on the half hour or meeting more than one hour will have the final examination at the time scheduled of the hour during which the class begins (e.g., a 9:30-11:00 a.m. TTh class will meet the examination schedule of the 9:00 a.m. TTh class; an 8:00-10:00 a.m. MWF class will meet the examination schedule of the 8:00 a.m. MWF class)

Common examinations will be held according to the following schedule:

MATH 1065	5:00-7:30	Thursday, April 30
CHEM 0150, 1120, 1130, 1150, 1160	5:00-7:30	Friday, May 1
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00-7:30	Monday, May 4
FREN 1001, 1003; GERM 1001; SPAN 1001, 1004	5:00-7:30	Tuesday, May 5
FREN 1002; GERM 1002; SPAN 1002, 1003	5:00-7:30	Wednesday, May 6

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Monday, May 4
8:00 TTh	8:00 - 10:30 Tuesday, May 5
9:00 MWF	8:00 - 10:30 Wednesday, May 6
9:00 TTh (9:30)	8:00 - 10:30 Thursday, May 7
10:00 MWF	8:00 - 10:30 Friday, May 1
10:00 TTh	8:00 - 10:30 Thursday, April 30
11:00 MWF	11:00 - 1:30 Monday, May 4
11:00 TTh	11:00 - 1:30 Thursday, April 30
12:00 MWF	11:00 - 1:30 Wednesday, May 6
12:00 TTh (12:30)	11:00 - 1:30 Thursday, May 7
1:00 MWF	11:00 - 1:30 Friday, May 1
1:00 TTh	11:00 - 1:30 Tuesday, May 5
2:00 MWF	2:00 - 4:30 Monday, May 4
2:00 TTh	2:00 - 4:30 Tuesday, May 5
3:00 MWF (3:30)	2:00 - 4:30 Wednesday, May 6
3:00 TTh (3:30)	2:00 - 4:30 Thursday, April 30
4:00 MWF	2:00 - 4:30 Friday, May 1
4:00 TTh	2:00 - 4:30 Thursday, May 7
5:00 MWF	5:00 - 7:30 Monday, May 4
5:00 TTh	5:00 - 7:30 Thursday, April 30

SUMMER SESSION 2009**FIRST TERM**

(Actual class days: 4 Mondays, 6 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 registration day, 1 final exam day)

March 16, Monday	Last day to apply for admission to Graduate School for first summer term.
May 15, Friday	Schedules canceled for all who have not paid fees by 4:00 p.m.
May 18, Monday	New student registration and schedule changes.
May 19, Tuesday	Classes begin; late registration; schedule changes.
May 20, Wednesday	Last day for late registration and schedule changes (drop and add) for first term by 5:00 p.m.
May 21, Thursday	Last day for schedule changes (add only) by 5:00 p.m.
May 25, Monday	Memorial Day Break (no classes).
June 2, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 p.m. Block courses may be dropped only during the first 40 percent of regularly scheduled class meetings.
June 17, Wednesday	Last day for graduate students to drop courses without grades by 5:00 p.m.
June 23, Tuesday	Classes end. Last day to submit grade replacement requests.
June 24, Wednesday	Final examinations.

SECOND TERM

(Actual class days: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 6 Thursdays, 4 Fridays,
1 day for new student registration, 1 final exam day)

May 1, Friday	Last day to apply for admission to Graduate School for second summer term
June 22, Monday	Schedules canceled for all who have not paid fees by 4:00 p.m.
June 24, Wednesday	New student registration and schedule changes
June 25, Thursday	Classes begin; late registration; schedule changes
June 26, Friday	Last day for late registration and schedule changes (drop and add) for second term by 5:00 p.m.
June 29, Monday	Last day for schedule changes (add only) by 5:00 p.m.
July 3, Friday	State Holiday (no classes)
July 9, Thursday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 p.m. Block courses may be dropped only during the first 40 percent of regularly scheduled class meetings.
July 20, Monday	Last day to submit thesis to Graduate School for completion of degree in summer session
July 24, Friday	Last day for graduate students to drop courses without grades by 5:00 p.m.
July 30, Thursday	Classes end. Last day to submit grade replacement requests.
July 31, Friday	Final examinations; last day to submit appeals for readmission for fall semester

11-WEEK SUMMER SESSION 2009

(Actual class days: 9 Mondays, 11 Tuesdays, 10 Wednesdays, 11 Thursdays, 9 Fridays, 1 final exam day)

March 16, Monday	Last day to apply for admission to Graduate School for summer term.
May 15, Friday	Schedules canceled for all who have not paid fees by 4:00 p.m.
May 18, Monday	Registration and schedule changes.
May 19, Tuesday	Classes begin; late registration; schedule changes.
May 20, Wednesday	Last day for late registration and schedule changes (drop and add) by 5:00 p.m.
May 21, Thursday	Last day for schedule changes (add only) by 5:00 p.m.
May 25, Monday	Memorial Day Break (no classes).
June 16, Tuesday	Last day for undergraduate students to drop term-length courses or withdraw from school without grades by 5:00 p.m. Block courses may be dropped only during the first 40 percent of regular scheduled class meetings.
June 24, Wednesday	Midsummer Break (no classes).
July 3, Friday	State Holiday (no classes).
July 20, Monday	Last day to submit thesis to Graduate School for completion of degree in the summer session.
July 24, Friday	Last day for graduate students to drop courses without grades by 5:00 p.m.
July 30, Thursday	Classes end. Last day for submission of grade replacement requests.
Juy 31, Friday	Final examinations; last day to submit appeals for readmission for fall semester.



Welcome To **EAST CAROLINA UNIVERSITY**

On July 2, 1908, former governor Thomas Jordan Jarvis, considered to be the father of East Carolina University, made the following remark as he broke ground for a teachers training school where Jarvis Residence Hall now stands:

"We can never begin to calculate the value it will be to North Carolina."

The teachers college, chartered by the North Carolina General Assembly on March 8, 1907, as a two-year normal school, opened its first regular session on October 5, 1909, with 174 men and women students enrolled. The first graduating class received diplomas on June 6, 1911. The years that followed revealed the accuracy of Jarvis' statement.

Since its inception in 1907, East Carolina has evolved from a teachers training school to a national research university. The student population has grown from 147 to over 25,000. The campus now includes more than 160 buildings in four locations: the central campus, health sciences, athletics, and west research campus. The university's academic programs are housed in ten colleges and professional schools, including the Brody School of Medicine at East Carolina University.

East Carolina University has become the institution that was envisioned by its early leaders, fulfilling its motto, "to serve." Today's leadership continues to build upon the foundation laid by Robert H. Wright, the first president of the university:

We will give to the rising generation the purest inheritance of the nation and better preparation than has ever been given to a preceding generation. This school is an expression of that determination; it was built by the people, for the people, and may it ever remain with the people, as a servant of the people.

In North Carolina, all public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. Of the sixteen constituent institutions of the multicampus state university, East Carolina University is the third largest. The University of North Carolina includes Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, North Carolina State University, the University of North Carolina at Asheville, the University of North Carolina at Chapel Hill, the University of North Carolina at Charlotte, the University of North Carolina at Greensboro, the University of North Carolina at Pembroke, the University of North Carolina at Wilmington, Western Carolina University, and Winston-Salem State University. The North Carolina School of Science and Mathematics, a residential high school for gifted students, is an affiliated school of The University of North Carolina.

OUR MISSION

East Carolina University, a constituent institution of The University of North Carolina, is a public doctoral university committed to meeting the educational needs of North Carolina and the mid-Atlantic region. It offers baccalaureate, master's, specialist, and doctoral degrees in the liberal arts, sciences, and professional fields, including medicine. The university is dedicated to educational excellence, responsible stewardship of the public trust, and academic freedom. ECU values the contributions of a diverse community, supports shared governance, and guarantees equality of opportunity.

The university's motto is "servire," meaning "to serve." The university seeks to meet that obligation through the interrelated components of its mission: service through education, research and creative activity, and leadership and partnership.

The educational mission is to provide students with a rich, distinctive undergraduate and graduate educational experience. The university is committed to developing each learner's ability to discover, evaluate, and communicate knowledge; to make informed decisions; and to recognize a decision's ethical dimensions. The university also is committed to imparting a sense of citizenship and personal responsibility, fostering lifelong learning, and nurturing an understanding of the interdependencies of people and their environments.

ECU's research mission serves to advance knowledge, to encourage creative activity, to solve significant human problems, and to provide the foundation for professional practice through the support of basic and applied research. The university is committed to integrating research and creative activities in the educational experiences of students. It also is committed to enriching culture and being a leader in innovative research applications.

GENERAL INFORMATION

The service mission of East Carolina University, as an institution with a tradition of strong regional ties and public outreach, is to provide leadership and to engage in partnerships supporting public education, health care and human services, cultural activities, and regional development.

ORGANIZATION OF THE UNIVERSITY OF NORTH CAROLINA

The University of North Carolina Board of Governors is the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who administers The University.

BOARD OF GOVERNORS

Jim W. Phillips, Jr, Chairman
J. Craig Souza, Vice Chairman
Estelle “Bunny” Sanders, Secretary

Terms Expiring in 2009

Bradley T. Adcock, Durham	Charles H. Mercer, Jr., Raleigh
Peaches Gunter Blank, Nashville	Fred G. Mills, Raleigh
Laura W. Buffaloe, Roanoke Rapids	Jim W. Phillips, Jr., Greensboro
Phillip R. Dixon, Greenville	Irvin A. Roseman, Wilmington
Ray S. Farris, Charlotte	William G. Smith, Durham
Dudley E. Flood, Raleigh	J. Craig Souza, Raleigh
Hannah D. Gage, Wilmington	J. Bradley Wilson, Durham
H. Frank Grainger, Cary	David W. Young, Asheville

Terms Expiring in 2011

Brent D. Barringer, Cary	Adelaide Daniels Key, Asheville
R. Steve Bowden, Greensboro	G. Leroy Lail, Hickory
Clarice Cato-Goodyear, Charlotte	Ronald Leatherwood, Waynesville
Frank A. Daniels, Jr., Raleigh	Cheryl R. Locklear, Red Springs
John W. Davis III, Winston-Salem	Marshall B. Pitts, Jr., Fayetteville
Ann B. Goodnight, Cary	Gladys Ashe Robinson, Greensboro
Peter D. Hans, Raleigh	Estelle W. “Bunny” Sanders, Roper
Charles A. Hayes, Raleigh	Priscilla P. Taylor, Chapel Hill

Emeriti Members

James E. Holshouser, Jr., Southern Pines

Ex-Officio Member

Cody Grasty, President, UNC Association of Student Governments

OFFICERS OF ADMINISTRATION

The University of North Carolina Board of Governors elects a president, who administers The University of North Carolina.

Erskine B. Bowles, BA, MBA, President

Harold L. Martin, BS, MS, PhD, Senior Vice President for Academic Affairs

Joni Worthington, BS, MA, Associate Vice President for Communications and Special Assistant to the President

Bart Corgnati, BS, MS, Secretary of the University

Steven Leath, BS, MA, PhD, Vice President for Research and Sponsored Programs

Laura Luger, AB, JD, Vice President and General Counsel

ORGANIZATION OF EAST CAROLINA UNIVERSITY

Each institution has a board of trustees, which holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

BOARD OF TRUSTEES

Bruce N. Austin, Jr., Manteo, 2009

Robert O. Hill, Jr., Kinston, 2009

William H. Bodenhamer, Jr., Fort Lauderdale, 2011

Robert V. Lucas, Selma, 2009

Robert G. Brinkley, Charlotte, 2011

Carol M. Mabe, Greensboro, 2011

David S. Brody, Kinston, 2011

E. David Redwine, Ocean Isle Beach, 2011

Joel K. Butler, Grimesland, 2009

Mark E. Tipton, Raleigh, 2009

Robert J. Greczyn, Jr., Durham, 2011

Margaret C. Ward, Burlington, 2009

Andrew H. Griffin, President, Student Government Association, Ex-officio

OFFICERS OF ADMINISTRATION

Each of the sixteen constituent institutions is headed by a chancellor, who is elected by the Board of Governors on the president's nomination and is responsible to the president.

Office of the Chancellor

Steve Ballard, BA, PhD, Chancellor

Karen R. Stokes, BA, JD, Chief of Staff

Judith I. Bailey, BA, MAEd, EdD, Senior Executive Director of Enrollment Management

John Durham, BA, MA, Executive Director of University Communications and Assistant Secretary to the Board of Trustees

Kimberly Baker-Flowers, BA, JD, Chief Diversity Officer

Claudia McCann, BA, MA, Interim Director of Institutional Planning, Research, and Effectiveness

Stacie Tronto, BSA, MBA, CIA, CISA, CFE, Director, Internal Audit

Donna Gooden Payne, JD, Interim University Attorney

Graduate School Officers of Administration

Deirdre M. Mageean, BSSc, MA, PhD, Vice Chancellor for Research and Graduate Studies

Patrick J. Pellicane, BS, MA, MS, PhD, Dean of the Graduate School

Ronald J. Newton, BA, MS, PhD, Interim Associate Dean of the Graduate School

Belinda P. Patterson, BS, MAEd, EdD, Assistant Dean of the Graduate School

MEMBERSHIPS AND ACCREDITATIONS

East Carolina University is a member of, or is accredited* by the following, as well as other organizations in the individual disciplines.

Academic Common Market
Accreditation Association for Ambulatory Health Care, Inc. *
Accreditation Council on Continuing Medical Education
Accreditation Council for Graduate Medical Education
Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association*
Administration of Accounting Programs Group, American Accounting Association
American Academy of Religion
American Alliance for Health, Physical Education, Recreation and Dance*
American Anthropological Association
American Association for Marriage and Family Therapy*
American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Family and Consumer Sciences
American Association of School Librarians*
American Association of State Colleges and Universities
American Chemical Society*
American College Health Association
American College of Sports Medicine
American College of Nurse-Midwives*
American College Personnel Association
American Council for Construction Education*
American Council on Education
American Council on the Teaching of Foreign Languages*
American Council of Learned Societies
American Dietetic Association*
American Historical Association
American Institute of Ultrasound in Medicine
American Library Association
American Mathematical Society
American Music Therapy Association
American Philosophical Association
American Physical Therapy Association
American Political Science Association
American Society of Allied Health Professions
American Society of Cytopathology
American Speech-Language-Hearing Association*
Arts Advocates of North Carolina
Association for Childhood Education International*
Association of Academic Health Centers
Association of Academic Health Sciences Libraries
Association to Advance Collegiate Schools of Business International*
Association of the Advancement of Health Education/ Society of Public Health Educators*
Association of American Colleges
Association of American Medical Colleges
Association for the Care of Children's Health
Association of College and Research Libraries
Association of College and University Printers
Association of College Unions-International
Association of College and University Housing Officers-International
Association of Collegiate Schools of Planning
Association of Continuing Higher Education
Association of Environmental Health Academic Programs
Association of Experiential Education
Association for Gerontology in Higher Education
Association of Governing Boards of Universities and Colleges
Association on Higher Education and Disability
Association of Higher Education Facilities Officers
Association of Performing Arts Presenters
Association of Physician Assistant Program
Association of Southeastern Research Libraries
Association of University Programs in Health Administration
Association of University Research Parks
Campus Safety Health and Environmental Management Association
Coalition for Academic and Scientific Computation
College and University Mail Services Association
College and University Personnel Association
College and University System Exchange
Commission on Accreditation of Athletic Training Education
Commission on Accreditation of Medical Physics Educational Programs
Commission on Accreditation for Health Informatics and Information Management Education*
Commission on Accreditation in Physical Therapy Education*
Conference USA
Consortium for Oceanographic Research and Education
Cooperative Education Association, Inc.
Corporation for Research and Educational Networking
Council for the Advancement and Support of Education
Council of Colleges of Arts and Sciences
Council of Graduate Schools in the United States
Council on Collegiate Education in Nursing
Council for Exceptional Students*
Council for Higher Education Accreditation
Council for Interior Design Accreditation * (formerly FIDER)
Council on Accreditation of Nurse Anesthesia Educational Programs
Council on Postsecondary Accreditation
Council on Rehabilitation Education*
Council on Social Work Education*
Council on Undergraduate Research
Educational Leadership Constituent Council*
Fulbright Association
Health Education Accreditation of Allied Health Education Programs/Joint Review Committee on Educational Programs in Athletic Training*
Homeland Security Defense Education Consortium
International Association of Buddhist Studies
International Association of Campus Law Enforcement Administrators
International Association of Counseling Services
International Association of Management Education

MEMBERSHIPS AND ACCREDITATIONS

International Association of Performing Arts Administrators	National Council for Accreditation of Environmental Health Curricula
International Association of Tibetan Studies	National Council for Accreditation of Teacher Education*
International Council of Hotel, Restaurant, and Institutional Education	National Council of Teachers of Mathematics
International Dance Education Association	National Council of University Research Administrators
International Parking Institute Congress	National Council on Family Relations
International Publishing Management Association	National Environmental Health Science and Protection Accreditation Council*
International Technology Education Association	National Humanities Alliance
International Ticketing Association	National Intramural-Recreational Sports Association
Intrafilm	National Kitchen and Bath Association*
Joint Commission for Ambulatory and Health Organization*	National League for Nursing Accrediting Commission*
Joint Commission on Accreditation of Healthcare Organizations	National Middle School Association*
Liaison Committee on Medical Education*	National Network of Libraries of Medicine
Medical Library Association	National Recreation and Parks Association/American Association for Physical Activity and Recreation/Council on Accreditation*
Music Library Association	National Safety Council
National Academic Consortium for Homeland Security Sciences*	National University Continuing Education Association
National Accrediting Agency for Clinical Laboratory Sciences*	North American Association of Summer Sessions
National Association for Business Teacher Education	North Carolina Alliance of Allied Health Professions
National Association for the Education of Young Children*	North Carolina Association for Biomedical Research
National Association of Campus Activities	North Carolina Association of Colleges and Universities
National Association of Campus Card Users	North Carolina Association of Colleges for Teacher Education
National Association of College Stores	North Carolina Association of International Educators
National Association of College and University Business Officers	North Carolina Board of Nursing*
National Association of College and University Food Services	North Carolina Department of Justice, Criminal Justice Educational Training Standards Commission*
National Association of College Auxiliary Services	North Carolina State Board of Education*
National Association of College Law Enforcement Officers	Oak Ridge Associated Universities
National Association of Colleges and Employers	Society for College and University Planning
National Association of Collegiate Concessionaires	Society for the Scientific Study of Religion
National Association of Educational Buyers	Society of Biblical Literature
National Association of Foreign Student Advisors	Southeastern Association of Colleges and Employers
National Association of Industrial Technology*	Southeastern Universities Research Association
National Association of School Psychologist*	Southern Association of Colleges and Schools*
National Association of Schools of Art and Design*	Southern Association of College and University Business Officers
National Association of Schools of Music*	Southern Building Code Congress International
National Association of Schools of Public Affairs and Administration*	Southern Conference of Graduate Schools
National Association of State Universities and Land Grant Colleges	Teacher Education Council of State Colleges and Universities
National Association of Student Financial Aid Administrators	The College Board
National Association of Student Personnel Administrators	The Renaissance Group
National Collegiate Athletic Association (NCAA)	University Consortium for International Programs
National Collegiate Honors Council	University Corporation for Advanced Internet Development
National Commission for Cooperative Education	University of North Carolina Exchange Program
	University Risk Management Insurance Association

Other organizations in the individual disciplines. East Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone Number 404-679-4501) to award bachelor's, master's, and doctoral degrees. Approved for Teacher Certification by the North Carolina State Board of Education (please see Title II Report at <http://www.ecu.edu/cs-educ/about2.cfm>).

GENERAL INFORMATION

ACADEMIC DIVISIONS, COLLEGES, AND SCHOOLS

Division of Academic and Student Affairs

Academic Library Services

Thomas Harriot College of Arts and Sciences

Division of Continuing Studies

College of Business

College of Education

College of Fine Arts and Communication

College of Health and Human Performance

College of Human Ecology

College of Technology and Computer Science

Division of Health Sciences

Health Sciences Library

College of Allied Health Sciences

Brody School of Medicine

College of Nursing

Division of Research and Graduate Studies

Graduate School

ACADEMIC INTEGRITY POLICY

Academic integrity is expected of every East Carolina University student. Academically violating the Honor Code consists of the following: cheating – the giving or receiving of any unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work; plagiarism – copying the language, structure, ideas, and/or thoughts of another and adopting those as one's original work; falsification – statement of untruth, either verbal or written, regarding any circumstances relating to academic work; and attempting any act which if completed would constitute an academic integrity violation as defined above. Procedures governing academic integrity violations are described in the *East Carolina University Student Handbook* and in the *Faculty Manual*.

ALUMNI RELATIONS

The Alumni Association of East Carolina University was organized in June, 1912 by the classes of 1911 and 1912. The Alumni Association's mission is to inform, involve and serve members of the ECU family throughout their lifelong relationship with the University.

Further information concerning programs, services, and memberships may be obtained online at www.PirateAlumni.com or by contacting the Office of Alumni Relations, Taylor-Slaughter Alumni Center, East Carolina University, Greenville, NC 27858-4353, or by visiting the Alumni Center located at the corner of Fifth and Biltmore Streets.

CAMPUS AND BUILDINGS

The main campus encompasses over 400 acres in an urban setting within the city of Greenville and is convenient to both the downtown area and shopping centers. The campus is a pleasing mixture of architectural styles. The five million square feet of academic, research, and residence facilities have modern appointments and are well equipped. The Health Sciences Campus, located on 70 acres, houses the Brody School of Medicine and is the hub of the university's health sciences program. The west research campus has over 450 acres and is the home for several research and graduate programs.

In the past ten years, the university has spent \$356 million for capital improvements. Joyner Library houses over one million volumes; student services have been enhanced by the addition of Todd Dining Facility, West End Dining, and the Student Recreation Center. The health services complex has been expanded by the additions of the Warren Life Sciences Building, the Nursing, Allied Health, and Health Sciences Library Building, and the East Carolina Heart Institute; the athletic complex has grown with the expansion of Dowdy Ficklen Stadium to a capacity of 45,000 seats and the addition of a state of the art strength and conditioning center, the Murphy Center. Major renovations have been completed on Jarvis Residence Hall, Jones Residence Hall, Student Health Services, and the Wright Place. The new 288 bed College Hill residence hall project brought suite style residence accommodations. The university continues to focus resources on a comprehensive program to incorporate new technology into classroom and lab facilities. The university is completing a six-year capital expansion that will exceed \$200 million. In 2003, the university completed construction of the Science and Technology Building comprised of 270,000 gross square feet of classrooms and labs. In 2006 the Nursing, Allied Health, Health Sciences Library Building at 305,000 square feet became the second largest building ever constructed on campus. In 2008, the Carol G. Belk Building renovation was completed and reopened for classroom, laboratory, and office space use. Campus beautification continues to be a priority with goal of preserving and enhancing the charming character of the campus.

A map of the university campuses with corresponding building key may be found inside the back cover of this publication. The building key for class schedules may be found following the index of this catalog.

CAMPUS LIBRARIES

J. Y. JOYNER LIBRARY

The main campus library at East Carolina University is Joyner Library, a facility where students can study alone or in groups, check out books and DVDs, read journals and magazines, use computers, and get help using library materials and databases. The library contains 1.4 million books, more than 2.5 million pieces of microform, and thousands of periodicals. In addition, all students registered at East Carolina University, regardless of location, have access to the library's subscription-based electronic resources. Students can use these resources to find journal articles, read newspapers, and check out e-books without leaving their home or dorm room. Access is provided through the library's website at www.lib.ecu.edu. Student status is verified by Pirate ID and password. In addition, the online Joyner Library catalog can be searched from any location.

The Circulation Desk is one of the first things patrons see when entering Joyner Library from the plaza. At the desk services include, but are not limited to, the checking in or out of library materials, receiving help from library staff with locating items, and the answering of questions about the academic research library system and its services. Your ECU One Card is all you need to check out materials and to access the variety of services offered. Adjoining the Circulation Desk is the Reserve Reading Room. Our Reserve Collection holds tests, books, and movies placed on reserve by professors for their students to checkout for use inside the library. Another very popular service we provide for ECU students, faculty, and staff is the Pull & Hold service. Accessed through the Interlibrary Loan Department's ILLiad system, this service provides patrons with the ability to request materials that are checked in, have them pulled by our staff, and then held at the Circulation Desk for pick-up. There is a staff member on duty the entire time the library is open so feel free to stop by for any assistance.

The Digital Learning Center (DLC) is a general purpose computer lab located on the first floor of Joyner Library. It offers 120 computer stations, including six stations equipped with scanners. The DLC also offers in-library laptop checkout to East Carolina University students. The laptops are equipped with the same programs as the lab computers and include a wireless card for Wi-Fi Internet access. If you would like to use the large LCD and plasma screens located in several of the library's group study rooms to display images from your laptop, the DLC offers remotes, adapters, and instructional guides for check out to ECU students. Video cameras are also available for checkout to ECU faculty, staff, students and area educators.

Joyner Library is a selective depository for U.S. government publications. It provides access to government documents in many formats, including print, CD-ROM, microform and web. The Government Documents collection also includes web guides, international documents and more than 100,000 maps.

Interlibrary Loan (ILL) provides ECU students, faculty, and staff with access to materials not available from Joyner Library. A world-wide network of thousands of libraries can often provide photocopies within days and loans within one to two weeks at no cost to you. Distance education patrons living outside of Pitt County can also have materials from Joyner scanned or shipped directly to their home or business at no direct cost. The ILL office also makes Joyner's collections available to public schools throughout Eastern North Carolina and to libraries around the world. All requests may be submitted using the online ILLiad system. Visit the ILL webpage for more information and to access ILLiad: <http://www.ecu.edu/cs-lib/accesssrv/ill/index.cfm>. ILL staff members are happy to demonstrate ILLiad and explain the ILL process.

Reference Services offers personal assistance to members of the ECU community (both on-campus and distance learners) who need help with their research and course assignments. Assistance is provided at the reference desk, by telephone and instant messaging, and via the Ask a Librarian e-mail service. Members of the Reference staff help users identify relevant print and online sources, learn to use these sources, formulate search strategies, find statistical data, and much more. The Reference Services collection includes high-quality print and online reference materials and databases.

One of the most inviting areas of the library is the Verona Joyner Langford North Carolina Collection. The department collects, preserves, provides access to and actively promotes the use of printed and non-print materials pertaining to the state. Holdings include books, broadsides, clipping and vertical files, maps, microforms, periodicals and state documents, for which the library is a full depository. The collection emphasizes the history of eastern North Carolina. The department's Snow L. and B.W.C. Roberts Collection includes more than 1,200 works of fiction set in North Carolina and dating from 1720. A number of these books and scores of historical works from the North Carolina Collection have been digitized for the Eastern North Carolina Digital Library.

GENERAL INFORMATION

The Special Collections Department is a major historical research facility. It contains a wide variety of rare and valuable manuscript, archival and published collections, with strengths in the areas of maritime and North Carolina history. A closed stacks non-circulating facility, it ranks among the five largest such collections in North Carolina. Among its major subdivisions are the East Carolina Manuscript Collection, University Archives, the Rare Book Collection, Map Collection, Hoover Collection on International Communism, and the James H. and Virginia Schlobin Literature of the Fantastic Collection. The collections are open to students, faculty, staff, and the general public. However, all researchers must register, provide current and valid photographic identification, and agree to abide by collection rules to obtain access to collections. The Special Collections Department Search Room is located on the 4th floor of Joyner library. For more information and for access to online finding aids researchers should visit the Special Collections Department website.

The Teaching Resources Center (TRC) serves as a resource for students enrolled in the teacher education program at East Carolina University and for educators in eastern North Carolina. The mission of the Teaching Resources Center is to facilitate teaching and learning initiatives by providing resources and services to educators at all levels. The TRC service desk provides directional assistance supported by educational reference librarians. The following resources are available in the center: NC adopted K-12 textbooks, supplementary K-12 textbooks, textbook correlations, Kraus Curriculum Development Library, bibliographies, guides, audiovisual materials, online resources, K-12 reference materials, easy books, big books, juvenile/young adult fiction, nonfiction and biographies. A unique and special service located in the TRC is the Enhancing Teachers' Classrooms (ETC) room. Designed to assist in creating and producing quality lesson units, the room houses two laminators, two Ellison die cut centers with several hundred die cuts, an artwaxer, a light box, a binding machine, several paper cutters, a Badge-A-Minit button maker and cutter, office supplies and computer workstations with educational software installations and resources. Additionally, the Ronnie Barnes African American Resource Center is housed in the TRC.

The Music Library is located in the A.J. Fletcher Music Center and is Joyner Library's only branch. As such, it offers the same services as Joyner: reference assistance, bibliographic instruction, interlibrary loan, and card-operated photocopiers and printers. Microform reading/printing services are provided free of charge. The collection consists of more than 80,000 books, music scores, periodicals, software, and sound and video recordings representative of all types and periods of music. A thirteen station technology lab with PCs and playback equipment for CDs, DVDs, DAT, LPs, videocassettes, mini-discs, CD-ROMs, laser discs, and audiocassettes is available for use by library patrons.

Joyner Library is open extensive hours each week, with 24-hour access during exam periods. Hours are posted on the main entrance of the building. Special hours are posted for holidays and semester breaks. The library maintains a recording of current operating hours that may be obtained by telephoning 252-328-4285. Hours are also posted on the website at www.ecu.edu/cs-lib/hours.cfm.

WILLIAM E. LAUPUS HEALTH SCIENCES LIBRARY

The William E. Laupus Health Sciences Library is located on ECU's West Campus in the Health Sciences Building. Laupus Library supports the education, research, and patient care responsibilities of the Health Sciences Division.

The four floors of the 72,000 square foot state-of-the-art library have been designed as space for study, research, communication, collaboration, and educational support. The library's wireless environment enables users to search the library's wide array of electronic resources and access full text information. A book collection of over 49,619 volumes and 719 print journal titles, and 92,363 bound journal volumes, along with visual programs and anatomical models is available to the university community. An Information Commons service concept encompasses reference floor computers for searching the literature and producing research papers, a computer lab with curriculum-based software, a computer classroom, two Collaborative Resource Centers for producing high end presentations and group projects, a Multimedia Development Center for editing lectures and teleconferencing capabilities for students and faculty.

The Information Services Department offers reference services including one-on-one consultations to complement library skills classes and library orientations. Laupus Library has a History of Medicine collection of historical books and artifacts that focus on the history of health care in eastern North Carolina. Detailed descriptions of the library's services and collections can be found at <http://www.ecu.edu/laupuslibrary>.

Both Joyner Library and the William E. Laupus Health Sciences Library resources are available through the VirtualLibrary@ECU.

COMMUNITY OUTREACH SERVICES

CHILD DEVELOPMENT LABORATORY

The Child Development Laboratory (CDL), located in the Department of Child Development and Family Relations in the Rivers Building, serves as a model teacher training and research facility for students and faculty. Accredited by the National Association for the Education of Young Children and licensed by the State of North Carolina as a five-star child care center, the CDL maintains high standards in developmentally appropriate programming for preschool children. The CDL provides high-quality educational services (mornings only) to infants, toddlers, and young children and their families while serving as a training site for students in birth through kindergarten teacher education. Equipped with observation rooms and audio-visual recording equipment, the CDL also functions as a site for student and faculty research. Requests for information should be made to the director, ECU Child Development Laboratory, Department of Child Development and Family Relations, College of Human Ecology, East Carolina University, Greenville, NC 27858-4353; telephone 252-328-6926.

CHILDREN'S DEVELOPMENTAL SERVICES AGENCY

Children's Developmental Services Agency (CDSA) is located in the Malene Irons Building. It was formerly named the Developmental Evaluation Clinic (DEC), and was established in 1964 to provide interdisciplinary evaluations of developmentally disabled children. In July 2004, there was a statewide merger of DEC's with the Early Intervention Program (Infant-Toddler Program) from the mental health system. CDSA is one of a statewide network of eighteen regional agencies that provide interdisciplinary early intervention services through the North Carolina Infant-Toddler Program. The CDSA is the local lead agency for the Infant-Toddler Program (ITP), a federally mandated program (Part C of the Individuals with Disabilities Act [IDEA]) serving children (ages birth to three years) with or at risk for developmental disabilities and their families. Lead agency responsibilities include the oversight of the administration of the Infant-Toddler Program; ensuring that evaluation, case management; and intervention services are available within a multi-county catchment area and that children eligible for the program receive recommended services, either through a network of enrolled early intervention service providers, or directly from the CDSA.

The CDSA is the single portal of entry for birth to three referrals to the Infant-Toddler Program (ITP) and has primary responsibility for providing multi- and inter-disciplinary developmental evaluation, determination of eligibility for the program, service coordination for eligible children, and consultation and technical assistance to service providers, and other professionals providing recommended intervention services for eligible children and families.

Clinical areas of expertise include social work, psychology, occupational therapy, physical therapy, speech/language pathology, nursing, and nutrition. Medical services are also provided by the Department of Pediatrics. The CDSA is involved in training individuals in each of these areas. The program is funded by the North Carolina Department of Health and Human Services.

Requests for further information should be directed to: Children's Developmental Services Agency, East Carolina University, Irons Building, Greenville, NC 27858-4353; telephone 252-737-1177.

FAMILY THERAPY CLINIC

The Family Therapy Clinic provides a full range of therapeutic services to individuals, couples, families and larger systems while serving as a training site for students in the master's degree program in marriage and family therapy and doctoral degree program in medical family therapy. The Code of Ethics of the American Association for Marriage and Family Therapy regarding confidentiality and the professional practice of marriage and family therapy is rigorously adhered to by all clinic therapists.

Located at 612 East Tenth Street, adjacent to campus, the Family Therapy Clinic is equipped to facilitate observation and supervision and is open twelve months a year. Charges for services at the Family Therapy Clinic are adjusted according to family income. No family is denied services because of an inability to pay. Referrals and requests for information should be made to the director, Family Therapy Clinic, Department of Child Development and Family Relations, College of Human Ecology, East Carolina University, Greenville, NC 27858-4353; telephone 252-737-1415.

GENERAL INFORMATION

OFFICE OF MILITARY PROGRAMS

The East Carolina University Office of Military Programs provides outreach services to the military installations of North Carolina by delivering courses and degree programs to the Armed Forces community. Memoranda of agreement with the various bases outline the topics, course offerings, and delivery methods of campus-wide programs to the military family.

The Office of Military Programs comprises the Department of Aerospace Studies (US Air Force ROTC) and the Department of Military Sciences (US Army ROTC). Aerospace studies offers a cognate minor for professional officer course for the United States Air Force, and military science offers the professional military education (PME) requirements for the United States Army.

OFFICE OF ECONOMIC DEVELOPMENT

The Office of Economic Development meets strategic regional needs through research, education, and outreach to foster economic growth and improve the quality of life for North Carolinians. OED engages current competencies of the universities to meet existing regional needs and drive investment decisions focused on emerging opportunities. Specifically, OED fosters the convergence of research and outreach to achieve immediate local impacts and pursue economic transformation across the region and beyond.

REVOLVING EDUCATION AROUND PARTNERSHIPS (REAP)

REAP is a training component of the special education area, College of Education. The program currently serves Pitt County children aged three and four. REAP, established in 1969, provides field placement and internship services for various disciplines on the university campus and community colleges in the area. REAP is located in the Malene Irons Building on the south campus. All referrals and information inquiries should be made to the director, REAP, Malene Irons Building, East Carolina University, Greenville, NC 27858-4353; telephone 252-328-6186.

SPEECH-LANGUAGE AND HEARING CLINIC

The purpose of the East Carolina University Speech-Language and Hearing Clinic is twofold. First, it is a clinical training facility for graduate students who are preparing to become speech-language pathologists or audiologists. To accomplish this, graduate students participate in outpatient diagnostic, treatment, and consultative services throughout the academic school year and during the summer session. During these activities, students are under the direct supervision of fully licensed and certified faculty in the Department of Communication Sciences and Disorders. Second, the clinic is a service facility for the university students and the surrounding communities in eastern North Carolina. Outpatient diagnostic, treatment, and consultant services are offered for all types of speech, language, and hearing disorders, including dialect and foreign accent reduction services. Speech, language, and hearing screening is also provided to all teacher education students prior to their matriculation to the upper-division level of study.

In addition to the above, the Scottish Rite Childhood Language Disorders Program is also a part of the ECU Speech-Language and Hearing Clinic. This program is funded by the NC Scottish Rite Foundation. Services provided include complete diagnostic services for children with language disorders, language learning disabilities, and reading disorders.

The East Carolina University Speech-Language and Hearing Clinic maintains a close liaison with the university's Disability Support Services, providing in-depth diagnostic services for university students in the areas of language proficiency, ability to learn a foreign language, language learning disability, reading/writing learning disabilities, memory deficiency, and other learning deficiencies. The clinic is located in the Belk Building Annex (College of Allied Health Sciences) on Charles Boulevard. Appointments can be made by calling the clinic at 252-328-4405.

TREATMENT AND EDUCATION OF AUTISTIC AND RELATED COMMUNICATION HANDICAPPED CHILDREN (TEACCH)

TEACCH was established by the 1972 General Assembly as a statewide program within the Department of Psychiatry at the University of North Carolina-Chapel Hill Medical School. The Greenville TEACCH Center is in close proximity to the East Carolina University campus. The program works closely with the Children's Developmental Services Agency and other allied departments at East Carolina University. The center provides a specialized service in the diagnosis and treatment of autism spectrum disorders. The program also provides consultation and training throughout a twenty-seven-county area of northeastern North Carolina. One of the program's goals is to equip professionals and parents with strategies designed to

INFORMATION TECHNOLOGY AND COMPUTING SERVICES

enhance the skills and abilities of each individual with autism. The hope of this agency is to allow persons with autism to be accepted and to reach their maximum potential as members of the community. The program serves children, adolescents, adults, and their families.

Students in medicine, psychology, special education, child development and family relations, social work, occupational therapy, and similar departments regularly participate in observation and training. Faculty and staff from the center provide lectures, internships, and practicum experiences as well as volunteer possibilities for students. In collaboration with the Department of Special Education, TEACCH provides joint training for the recipient of the Scott Denton Fellowship. Inquiries should be sent to Dr. John M. Dougherty, Director, Greenville TEACCH Center, South Hall Professional Center, 108-D West Fire Tower Road, Winterville, NC 28590; telephone 252-830-3300; FAX 252-830-3322.

DIVISION OF CONTINUING STUDIES

The Division of Continuing Studies serves as a bridge between the student at a distance and the academic and administrative units of the university. The division respects and understands the unique demands of the lifelong learner and is committed to assuring quality accessible programs and services. The division supports the university in maintaining its leadership role in the areas of distance and technology enhanced learning both in our region and beyond. The educational and economic development of the citizens of its service area is a focal point for the division. The division partners with the academic and administrative units of the university and the North Carolina Community College System to meet the needs of the education, healthcare, technology, business, industry and military communities. The division conducts its activities in partnership with all units of the university and encompasses Summer School, Distance and Extension Education, Continuing Professional Education, The Testing Center, Summer Study Abroad and Military Outreach to service members and their families.

The Division of Continuing Studies extends educational opportunities to the people of North Carolina through distance education as well as by administering the university's summer school. In order to fulfill the needs of a widely diversified group of students, credit courses, undergraduate degree completion programs, and graduate degrees are offered online via the Internet. To meet other needs of the service area, college-level noncredit courses, seminars, and workshops in special areas are also offered as an integral part of continuing studies. Section 8 of this catalog, Undergraduate and Graduate Degrees, Minors, and Certificates lists programs that are offered online. A list of distance education programs and courses may also be accessed at www.options.ecu.edu.

Academic regulations and policies, university calendars, and student services described in this catalog are applicable to all students, except where otherwise indicated. The online distance education information site, www.options.ecu.edu, includes information on e-mail, the Blackboard, e-Education platform, information technology policies, academic, administrative services, and library services.

From admission to graduation, a system of student support services is available to assist all distance education students. Students have contact via email, phone or fax with faculty and staff in key university offices that can offer assistance, answer questions, and provide direction. Contact the student services staff of the Division of Continuing Studies for assistance by emailing dcsc@ecu.edu or calling 1-800-398-9275. Division offices are located in Self-Help Center, 301 Evans Street.

DIVISION OF UNIVERSITY ADVANCEMENT

The Division of University Advancement, consisting of alumni relations, university development, and university marketing, is responsible for advancing the mission of East Carolina through building positive relationships with external and internal constituents to lead to philanthropic support. The vice chancellor for university advancement leads the division in activities that build the status and prestige of the university and create an environment for philanthropy.

INFORMATION TECHNOLOGY AND COMPUTING SERVICES

Information Technology and Computing Services (ITCS) works diligently to provide ECU students, faculty, staff, and alumni with the best possible information technology services and support. Please visit the ITCS Web site at <http://www.ecu.edu/itcs> for the most up-to-date information regarding new technology services and resources available to the ECU community. There you will also find guidelines and policies that will impact your computing activity at ECU.

The IT Help Desk (<http://help.ecu.edu>) offers technical assistance to ECU students, including software support, answers to general technology-related questions, getting connected to the university network and more.

GENERAL INFORMATION

IT Help Desk:

Regular Hours: Mon-Fri, 8:00am-5:00pm

After-Hours Student Support: Sun-Thurs, 24x7; Fri-Sat, 8:00am-8:00pm

Phone Support: 252-328-9866; Toll Free: 1-800-340-7081

Students can access their e-mail by logging into ECU's Web-based Piratemail, <http://piratemail.ecu.edu>, with their PirateID and passphrase. Piratemail uses the anti-spam tool, MailMarshal, to help keep your inbox free of unwanted junk mail. You will receive a daily MailMarshal Message Digest that provides a summary of all e-mail tagged as spam. The digest contains links that you can click to release messages. Through MailMarshal (<http://spammarshal.ecu.edu>), you also have the option of adding e-mail addresses to "safe" and "blocked" lists.

One of your first stops on the ECU Web site should be <http://pirateid.ecu.edu>, where you can register your PirateID so that you can securely change your own passphrase when necessary. You will be asked to enter an alternative e-mail address (like a Hotmail or Yahoo! account) where you can receive notifications in case you are unable to access your Piratemail account, and select three security questions to which you provide answers you can remember. If you forget your ECU ID, your unique identification number at ECU, you can also look it up at <http://pirateid.ecu.edu>.

ECU's OneStop web portal (<http://onestop.ecu.edu>) enables students to review financial aid information, register for courses, and look up grades. You can also look up your ECU ID on the "Tools" page within OneStop.

A number of ECU's academic programs require or recommend that their students have access to a computer in order to complete coursework. Students are NOT REQUIRED to purchase a specific computer brand, although they may benefit greatly from purchasing one of the recommended models from the preferred vendors through the ECU Dowdy Student Stores. For more information, visit <http://www.ecu.edu/ace>.

The ACE program works with hardware and software companies to provide you discount pricing on computers, software and peripherals that can be purchased through the ECU Dowdy Student Stores. The ACE Student Computer Support Center – Austin 101, Main Campus and Laupus Library, Room 3536, Health Sciences Campus – provides technical assistance to students with ACE and non-ACE laptops. For ECU students not enrolled in a requiring program, purchase of a computer is OPTIONAL; however, any student can take advantage of the special pricing and support. For more information, visit <http://www.ecu.edu/ace>.

Students can visit one of approximately one hundred computer labs located across campus to complete coursework, conduct research, or check e-mail. These computer labs are all networked and offer both Macintosh and Windows™-based computers. Internet access is also provided through wireless connectivity on campus.

Every student with an active e-mail account has a personal ECU Web site directory with 50 megabytes of space. Your directory name is the same as your PirateID, so the Web address for your personal Web site will be <http://personal.ecu.edu/yourPirateID>. If you're interested in learning a program like Adobe Dreamweaver to create your personal Web site, you can complete training modules, free of charge, through ECU's online anytime learning program. Visit the ITCS Web site at <http://www.ecu.edu/itcs> for more information on enrolling in the program, and to access tutorials on transferring files to your Web site directory.

ITCS also provides networked storage space – referred to as Piratedrive – for every student with an active e-mail account. Students can store up to 50 megabytes of digital files on their Piratedrive. You can access your Piratedrive by logging into the INTRA domain with your PirateID and passphrase and clicking on "My Computer". You will notice another drive letter designated as "U:". This U drive is your Piratedrive and will be available to you from any Windows computer logged into the INTRA domain (including in campus computer labs), and through OneStop.

The *Pirate IT Essentials* computing newspaper, printed annually and distributed campus wide, is a comprehensive publication that provides details on ITCS resources available to the university community. Additionally, a monthly *ECU Technology Digest* with valuable information on software updates, training opportunities, and current and future technology projects impacting the university is e-mailed to all students. To minimize service disruptions, *ITCS Notifications* is e-mailed weekly to inform the campus community of Piratemail, Blackboard, and OneStop downtimes. To access archived ITCS publications, visit the ITCS Web site at <http://www.ecu.edu/itcs> and click "News" in the horizontal menu bar.

OAK RIDGE ASSOCIATED UNIVERSITIES

Oak Ridge Associated Universities (ORAU) is a consortium of ninety-eight doctoral-granting academic institutions and a contractor for the US Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members. ECU has been a member since 1992.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, and postgraduates as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines, including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years. A comprehensive listing of ORAU programs and other opportunities, their disciplines, and details on locations and benefits can be found in the ORISE Catalog of Education and Training Programs, which is available at <http://www.orau.gov/orise/educ.htm> or by calling the contact below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research, and support programs as well as services to chief research officers.

For more information about ORAU and its programs, contact:

John C. Sutherland, Chairman, Department of Physics
ORAU Councilor for East Carolina University
252-328-2023 or visit the ORAU Home Page at <http://www.orau.org>.

OFFICE OF EQUAL OPPORTUNITY AND EQUITY

East Carolina University is committed to enriching the lives of students, faculty and staff by providing a diverse academic community where the exchange of ideas, knowledge and perspectives is an active part of living and learning. The Office of Equal Opportunity and Equity (EOE) has been established to provide centralized leadership to East Carolina University's efforts to ensure compliance and equity in all programming, employment and educational opportunity.

The Office of Equal Opportunity and Equity administers the Equal Employment Opportunity, Discrimination, ADA, Title IX, Sexual Harassment, and Affirmative Action policies. Advertising for employee vacancies and search processes are administered through this office to ensure compliance with EPA and SPA policies and procedures. Other personnel actions are monitored by the office to prevent issues of inequity. Web-based and face-to-face equity and diversity training is available.

Taffye Benson Clayton is the Assistant to the Provost and University Equity Officer and oversees institutional educational and compliance matters regarding equity, access and opportunity.

OFFICE OF NEWS AND COMMUNICATIONS SERVICES

The ECU Office of News and Communications Services, also known as the News Bureau, tells the ECU story through the mass media and its own publications. The office, located in the historic Howard House on East Fifth Street, strives to increase the public's knowledge, understanding, appreciation, and support of the university and its work by providing reports on ECU events, activities, research, teaching, service, policies, and people—students, faculty, staff, and administrators.

In addition to assisting media representatives in the preparation of stories about ECU, the office publishes a monthly faculty-staff newsletter, *Pieces of Eight*, and produces an annual magazine that reports research and creative activity at the university. The office operates a hometown news service that reports students' achievements, including academic honors, recitals, internships, art shows, and graduations, to their hometown newspapers.

PATENT AND COPYRIGHT POLICIES

East Carolina University seeks to provide instruction, research, and service for the state and nation. University policy promotes these activities in a free and open environment with the intent to publish new information and results in the appropriate scholarly literature. However, the Board of Governors of The University of North Carolina has determined that patenting, licensing, and copyrighting of products resulting from the work of university employees and students utilizing university facilities must be consistent with the university's mission and purposes. University ownership of patents, licenses, and in some cases copyrights is described in detail in East Carolina University's policies relating to patents (<http://www.ecu.edu/cs-acad/fsonline/customcf/facultymanual/part7/72.htm>) and copyrights (<http://www.ecu.edu/cs-acad/fsonline/customcf/facultymanual/part7/73.htm>) in the *Faculty Manual*.

RESEARCH AND CREATIVE ACTIVITY

Research and creative activity is an essential component of East Carolina University's mission. Categorized by the Carnegie Foundation as a doctoral/research institution, ECU offers more than 380 externally sponsored research and service projects directed by our faculty, and thirteen specialized research centers and institutes supported through an extensive network of resources. Graduate programs nurture a broad range of interests, from the physical and biomedical sciences to arts and humanities research and projects focused on human services in the community. Annually, the university secures more than \$40 million in research awards, with funding from private sources and public agencies such as the National Science Foundation and National Institutes of Health, and from ECU's Faculty Senate and the Division of Research and Graduate Studies. Graduate students in the fields of art and design, communication, music, theater, and dance can forge relationships among a distinguished faculty of more than 150 specialists in the arts and communication.

To learn more about research opportunities for graduate students at ECU, please contact graduate program directors, or visit the Division of Research and Graduate Studies web site: www.ecu.edu/cs-acad/rgs/index.cfm.

SPONSORED JOURNALS AND PUBLICATIONS

The *Children's Folklore Review*, sponsored by the East Carolina University Department of English, is the official publication of the Children's Folklore Section (CFS) of the American Folklore Society. *The Review*, published twice a year for CFS members throughout the United States and in over a dozen foreign countries, contains information and articles of interest to scholars working with children and their lore.

The *North Carolina Literary Review* is published annually by the Department of English and the North Carolina Literary and Historical Association. NCLR publishes poetry, fiction, and nonfiction prose by and interviews with North Carolina writers and articles and essays about North Carolina literature, history, and culture.

Tar River Poetry, an international journal of poetry and reviews, is published twice a year (fall and spring) under the auspices of the Department of English.

STUDENT STORES

Dowdy Student Stores, owned and operated by East Carolina University for the convenience of the university community, stocks books, school supplies, computers, and other educational tools for students on campus, as well as those taking distance education classes. Dowdy Student Stores also carry an extensive line of imprinted ECU apparel, gifts, jewelry, and various accessories.

Additional services include a Textbook Reservation Program, which allows students the first opportunity to purchase used textbooks and saves time at the beginning of fall and spring semesters, and a Bookstore Account tied to the ECU I Card, which allows students to place funds in an account, including but not limited to deferred financial aid funds, for purchases in the bookstore. Dowdy Student Stores also operate a Book Buyback Program at the end of each term for students to sell textbooks. Dowdy Student Stores contributes profits to scholarship programs and is among the top donors to the General Scholarship Fund.

Online textbook ordering and other information are available through the Dowdy Student Stores website (www.studentstores.ecu.edu) or by phone (252-328-6731 or toll-free 1-877-499-TEXT).

UNIVERSITY POLICIES

See appendix for information on East Carolina University's substance abuse and racial and ethnic harassment policies as well as information on affirmative action, EEO, nondiscrimination, and sexual harassment prevention policies.

UNIVERSITY DEVELOPMENT

University development is comprised of the following functions: major gifts, fundraising, corporate and foundation relations, annual giving, advancement services, planned giving, and donor relations and scholarships. These functions report directly to the vice chancellor for university advancement, whose responsibilities include the organization and direction of programs and volunteers for the purpose of seeking private gift support for all university academic programs.

UNIVERSITY MARKETING

University marketing is responsible for developing, maintaining, and promoting a consistent university message and image, and supporting the university's strategic objectives through research, planning, and production.

VISION

Student Life will be recognized for creating an exemplary learning environment that leads to student success.

MISSION

Student Life supports the academic mission of the university by providing programs and services that inspire the holistic growth and development of students, preparing them to enter the global community as responsible, contributing citizens.

Students enrolled in East Carolina University are expected to uphold, at all times, standards of academic integrity and personal behavior that will reflect credit upon themselves, their families, and East Carolina University. Students are also expected to behave with propriety, and to respect the rights and privileges of others. They are expected to abide by the laws of the city, state, and nation, and by all rules and regulations of East Carolina University. Failure to do so may result in sanctions or separation from the university.

Registration at the university implies the student's acceptance of the published academic regulations and all other rules found in any official publication or announcement. University rules and regulations apply to all students. Conduct regulations, including the academic integrity policy, are described in the *East Carolina University Student Handbook* (www.ecu.edu/studentlife/scr).

STUDENT HANDBOOK

The *East Carolina University Student Handbook* is available online at www.ecu.edu/studenthandbook. The handbook includes information on University policies and procedures including drug and weapon policies, the student code of conduct, the judicial system process, and bylaws of the Student Government Association.

Also included are the university sexual harassment, discrimination, conflict of interest policies, and the student grievance procedures involving equal opportunity complaints.

A copy of *Safety and You*, the university publication that includes crime statistics in compliance with federal regulations, is also in the handbook.

STUDENT LIFE SERVICES

Student Life services and programs include Campus Living, Dining Services, and Student Transit; Campus Recreation and Wellness; Dean of Students Office, Center for Counseling and Student Development, Student Health Service including Health and Nutrition Education, Disability Support Services, Office of the Victim Advocate, Office of Student Rights and Responsibilities, The Center for Off-Campus and Community Living including Student Neighborhood Relations and Off-Campus Housing and Special Programs; Mendenhall Student Center including University Unions/Student Experiences, Student Union Programming Board, MSC Event Planning and Conference Services, MSC Recreation, and Student Media; Cultural Opportunities including Central Ticket Office, Cultural Awareness, and the Arts; Student Involvement; Student Organization Center including Greek Life, Student Government Association, SGA Student Legal Services and Campus Ministers Association; Office of Intercultural Student Affairs including Ledonia Wright Cultural Center; the Career Center; Divisional Marketing; and the Police Department.

CAMPUS LIVING AND DINING

HOUSING

Campus Living is committed to offering personal and affordable services, supporting the academic mission of the university, and providing opportunities for individual growth within a comfortable caring environment. The ECU campus provides a supportive atmosphere in which a student can explore new academic ideas and social experiences. Campus Living means meeting new people, some of whom will become good friends for life; living in an environment conducive to studying, where academic assistance is readily available; and taking advantage of numerous benefits, such as proximity to classes and campus activities, neighborhood, and lifestyle options that suit ones' personality.

A variety of living and dining options are available for students to choose from. ECU has both suite style and traditional residence halls located in three neighborhoods on campus. College Hill, Central, and West neighborhoods offer the convenience of living

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near classrooms, the library, recreational facilities, campus activities, and campus facilities. The university currently maintains fifteen residence halls that over 5,500 students call home. Residence hall amenities include cable, high speed internet, free online music services, laundry, and a wide range of educational and social programs, at no additional cost.

Information regarding university housing is available at Campus Living, Office Suite 100, Jones Residence Hall. Detailed information is available through Campus Living; 252-ECU-HOME (328-4663); or the ECU home page at www.ecu.edu/campusliving.

CAMPUS DINING

Students have enough to worry about on campus: classes, studying, work and extracurricular activities. They shouldn't have to stress about eating too. ECU Campus Dining is a reliable and affordable option for students that offers state-of-the-art dining halls, food courts, snack bars, coffee bars and convenience stores on both main and health sciences campuses. With hours of operation from 6:30 a.m. to 2:30 a.m. (actual hours will vary, depending on location), students can purchase meals and snacks from such locations as Subway®, Chick-fil-A®, Sbarro®, Blimpie® and Einstein Brothers Bagels®.

ECU Campus Dining provides students flexibility and variety in their meal plans. Students can choose their plan using Campus Dining's online Meal Plan Wizard, and when they do so, they will also be automatically enrolled in the Jam Rewards program (more information is available at www.jamrewards.com). All meal plans are based upon a set number of meals per week, and include Pirate Bucks, both of which are redeemed by swiping the student's OneCard, at any Campus Dining location.

STUDENT TRANSIT

The East Carolina University Student Transit Authority (ECUSTA) is committed to providing safe, reliable and efficient transit services to students, staff, faculty and visitors, via an extensive network of bus routes offering timely service to, from, and around the campus community, parking lots, off-campus housing, and several shopping/service areas during the academic year. SafeRide, a point to point van service, operates in the evening hours to supplement the bus system by providing a safe means of transportation to locations not served by bus routes. ECUSTA is funded by student activity fees, so there is no charge to ride. Visit www.transit.ecu.edu or call 252-328-4724 for information regarding routes, hours of operation, charter services and employment as a student driver.

CAMPUS RECREATION AND WELLNESS

The Department of Campus Recreation & Wellness is located in the Student Recreation Center and provides a broad and diverse program of recreational and wellness-oriented activities to all students, faculty, and staff. Campus Recreation & Wellness strives to enhance positive recreation and wellness lifestyles of the university community and to foster a lifelong commitment to learning skills associated with physical, emotional, and mental well-being. To receive more information on these programs, telephone 252-328-6387 or visit the web site at www.ecu.edu/crw. Recreational opportunities are available in the following program areas:

Adventure: The adventure program offers both single-day and multi-day trips every semester, such as sea kayaking, rock climbing, backpacking, whitewater rafting, caving, and surfing. The adventure program also provides workshops on a variety of outdoor skills, such as outdoor cooking, kayak roll sessions, and trip preparation. Outdoor equipment can be rented at the Adventure Center in the Student Recreation Center.

Aquatics: The aquatics program provides group and private swimming lessons for adults and children as well as training and certification in community first aid and safety, CPR for the professional rescuer, and lifeguard training.

ARISE: An adapted recreation program provides opportunities in recreational activities for individuals with permanent or temporary disabilities. ARISE offers adapted wheelchair basketball, wheelchair rugby, hand cycling, rock climbing, and a number of unique special events. In addition, ARISE will assist in providing reasonable accommodations to allow participation in all other program offerings of the department.

Campus Wellness: Campus wellness assists students and faculty/staff in making healthy lifestyle decisions by learning knowledge and skills necessary to achieve optimal health for personal and academic success. Campus wellness is a resource for the ECU community providing health and wellness education through individual consultation, outreach programming, awareness events, and health resources. Health education professionals are also available to answer questions about health-related matters, to

CAMPUS RECREATION AND WELLNESS FACILITIES

work out individualized plans to enhance health, and to make referrals. A resource library of books, brochures, CD's, videos, and models are available for loan.

Club Sports: The club sports program combines recreational opportunities with instruction and competition in a variety of sports-related activities. Clubs are developed and organized by students, with administrative and financial support provided by Campus Recreation and Wellness. Participants have the opportunity to develop leadership skills as they become involved in the day-to-day operation and management of their club. Active clubs include the following:

Badminton	Scuba/Diving
Men's Baseball	Skiing/Snowboarding
Basketball (Men & Women)	Soccer (Men & Women)
Billiards	Women's Softball
Equestrian	Swimming
Fencing	Tennis (Men & Women)
Field Hockey	Women's Volleyball
Figure Skating	Water Ski/Wakeboarding
Frisbee (Men & Women)	Martial Arts
Golf	Budo Taijutsu
Men's Ice Hockey	Isshinryu
Lacrosse (Men & Women)	Tae Kwon Do
Rugby (Men & Women)	Tai Chi

Fitness: The fitness program provides quality personal training, group fitness classes, seminars, workshops, and lifestyle enhancement classes designed to provide education about a variety of healthy lifestyle options. Personal trainers are nationally certified and can provide new exercise techniques and motivation. Group fitness classes are offered in a variety of class formats, including cycling, kickboxing, step, multi-impact, aqua, and muscle strengthening. Lifetime Activity Programs include yoga, tai chi, shag dancing, ballroom dancing, and self-defense.

Intramural Sports: Intramural Sports offers a wide variety of competitive and recreational opportunities encompassing team, individual/dual, and special event activities for both men and women. Participation is open to all currently enrolled students and presently employed faculty and staff. Individuals or teams wishing to participate in an intramural sport need to attend the registration meeting for their selected sport. Registration meeting dates and times are published on line and in a calendar available at the Student Recreation Center.

Team Training and Leadership: The team training and leadership program utilizes the challenge course, a number of initiative games, and the 50-foot Alpine Tower to help individuals and groups develop and hone numerous skills including leadership and communication.

Volunteers: Volunteers are a critical work force within many areas of CRW. Whether you are looking to complete volunteer hours for a course, seeking to accumulate service hours, or just want to help, there are a number of opportunities to get involved in a setting that is recreational and fun.

Student Employment: Campus Recreation and Wellness employs over two hundred students annually. Jobs are available in all program areas, and an application is available online. Campus Recreation and Wellness also offers several graduate assistantships and internships.

CAMPUS RECREATION AND WELLNESS FACILITIES

The Department of Campus Recreation and Wellness manages a number of outstanding facilities that are available for use by students and other members of the ECU community.

Student Recreation Center: The 150,000 square foot Student Recreation Center, located next to Mendenhall Student Center, houses six multi-sports courts, one squash and six racquetball courts, a twenty-seven foot climbing wall, a one-seventh mile track, indoor/outdoor pool with lounging area, Center Court juice bar, three exercise studios, 10,000 square foot cardiovascular and weight training area, and outdoor adventure center, as well as locker rooms and administrative offices. Currently enrolled students who have paid activity fees are automatically members of the Student Recreation Center, and may use it by presenting a valid ECU One Card. Distance education students, faculty, staff, ECU alumni, spouses of ECU faculty, staff, and alumni, and student spouses are eligible to purchase memberships to the Student Recreation Center. Guest and

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dependent day passes are also available for purchase. Dependents/guests are admitted for free on Saturdays, up to three per ID, and when accompanied by a member.

“Fitness Pointe” Weight Room: Housed in Jones Residence Hall this 1,900 square foot cardiovascular and weight training fitness facility is conveniently located for students who live on College Hill Drive.

Blount Recreational Sports Complex: This outdoor field complex, located off of Charles Boulevard behind the Belk Building, has eighteen acres of sport fields for flag football, soccer, softball, and club sports activities. These fields are used for intramural and club sports and can be reserved for use by campus groups with advance notice.

Team Training Center: Located in a wooded area adjacent to the Blount Recreational Sports Complex, this Challenge Course facility includes a variety of low elements that are used to facilitate groups through initiative games and team building exercises. The 50-foot Alpine Tower provides a variety of high element challenges. Numerous campus and community groups complete courses that can be individually tailored to meet the specific objectives of their organization.

Frisbee Golf Course: The eighteen-hole Frisbee Disc Golf Course is located adjacent to the ECU Baseball/Softball field complex, off of Charles Boulevard. No reservations are needed to use the course. Frisbee discs may be checked out from the customer services desk at the Student Recreation Center.

North Recreational Complex: In fall 2008, Phase I of a 129-acre multi-sport field complex and park, will open for use. Phase I includes development of approximately sixty-five acres to include eight lighted multi-sport activity fields, a six acre lake, field house and separate maintenance facility, roads and parking, and suitable landscaping.

Wellness Center: The Wellness Center is available to all students, faculty, and staff free of charge, and is located on the second floor of the Student Recreation Center. Operated by Campus Wellness Education Leaders (CWELs), the center offers materials to check out, such as books and videos, free health screenings, educational packets, nutrition diet analysis and more.

DEAN OF STUDENTS OFFICE

The Dean of Students Office at East Carolina University is the central campus resource for addressing and responding to student issues and concerns. Staff within the dean's office often serves as liaisons between students, faculty, staff and administrators. The dean's office provides assistance to students, and family members who are navigating their way through various campus procedures. Staff in the dean's office often helps develop, articulate, disseminate and enforce university rules, regulations, and policies.

The Dean of Students Office works directly with students to help solve problems, to assist in individual and group crisis management, and to advocate for students when appropriate. Students are encouraged to visit staff in the Dean's Office to discuss ideas, personal issues, or general concerns about student life at East Carolina University.

By connecting with other university departments and offices, the office supports the needs of students and student communities and identifies resources to respond to those needs.

The Dean of Students Office administratively oversees the following areas: Center for Counseling & Student Development, Center for Off-Campus and Community Living Disability Support Services, Office of Student Rights & Responsibilities, Office of Victim Services and Student Health Services.

Committed to teaching civic engagement, the Dean of Students Office cultivates a caring environment that values personal and academic integrity, respect for all people, and responsible citizenship that holds students accountable for their behavior. In collaboration with the university, the Dean of Students' staff is invested in serving students in a safe and healthy environment. Students are encouraged to call 252-328-9297 for an appointment or to consult with the dean's staff. The web page may be accessed at www.ecu.edu/studentlife/dos.

THE CENTER FOR COUNSELING AND STUDENT DEVELOPMENT

The Center for Counseling and Student Development helps students make the most of their opportunities for personal and academic development while enrolled in the university. The center offers counseling in the following areas: personal/adjustment issues, academic, career, and alcohol and other drug abuse. Psychiatry services are also offered through the office. In addition to individual counseling, group sessions are conducted for those students who wish to focus on various problems or personal concerns that arise from the stress of university life and interpersonal relations. The center's staff provides educational outreach

programs and workshops on a wide variety of subjects to the campus community. When necessary, tests and inventories are used to help students ascertain their areas of interest and/or to gain insight into their personal adjustment. Enrolled students are entitled to the services provided by the center free of charge.

The Center for Counseling and Student Development is open Monday through Friday 8 a.m. - 5 p.m. Students are encouraged to call 252-328-6661 for an appointment or to consult about emergency services. The web page can be accessed at: www.ecu.edu/cs-studentlife/counselingcenter.

STUDENT HEALTH SERVICE

The Student Health Service (SHS) provides individualized high quality health care and nutrition education for currently enrolled, fee-paying, ECU students. The outpatient clinic provides health care through appointments for students' convenience and through an urgent care clinic during operating hours. Services include, but are not limited to, routine health care (illness, accidents, physicals, wellness, etc) mental health, massage therapy, sports medicine, health and wellness education, pharmacy, laboratory, x-ray, allergy vaccine clinic, self-care medication clinic, health insurance and more. An after-hours nurse line is available to students twenty-four hours a day, seven days a week including holidays and weekends, to assist students in making medical decisions. The nurse will assess the needs, provide self-care instructions when appropriate, and provide phone numbers to local urgent care facilities as needed. Students may access this line by calling the main number (252-328-6841) and following the prompts in the recorded message.

The Student Health Service does not issue official university excuses for illness or injury. If requested, at the time of service, the Student Health Service will confirm in writing that the student received medical care on that date. If a faculty member needs additional information regarding visit dates or the nature and/or scope of illness or injury, the student must authorize release of the information by signing a release of information form at the Student Health Service.

The telephone numbers for the Student Health Services are as follows: main switchboard 252-328-6841; pharmacy 252-328-6841, ext. 608.

HEALTH AND NUTRITION EDUCATION

The Health and Nutrition Education department assists students in making healthy lifestyle decisions by learning knowledge and skills necessary to achieve optimal health for personal and academic success. Health and Nutrition Education is a resource for students, providing health and nutrition education through individual consultation, outreach programming, awareness events, and health resources. Health and Nutrition Education professionals are also available to answer questions students have about health-related matters, to work out individualized plans to enhance health and to make referrals. A resource library of books, brochures, CDs and videos, and models are available for loan. Registered dietitians are available for nutrition consultation with students, as well as for nutritional programs and presentations.

The Health and Nutrition Education department is located in the Student Health Service Building. For more information, call 252-328-6794 or visit our website. www.ecu.edu/wellnessed.

DISABILITY SUPPORT SERVICES

The Department for Disability Support Services works in collaboration with faculty, staff, and departments throughout the university to fulfill the institution's commitment to accessibility. Services and accommodations are designed to meet the individual needs of all students and encompass all aspects of university life. The staff assists students with freshman and transfer transition issues, academic accommodations, academic counseling, and referrals for attendant care and mobility training. Additional program information is available by telephone at 252-737-1016 and online at www.ecu.edu/dss.

OFFICE OF THE VICTIM ADVOCATE

The Office of the Victim Advocate at East Carolina University is a one-stop resource to receive advocacy and support services. The program has a number of goals, and offers programs and services to address the special challenges students encounter related to their personal safety. One goal is to educate students year-round in classrooms, residence halls, student groups about their rights should they become a victim of a crime on- and off-campus. Another goal is to continuously improve East Carolina's preventative rape education, and to promote responsible choices concerning healthy relationships. Throughout the year, students will assist the victim advocates' office in raising awareness about other social issues, by hosting several activities such as "Take Back the Night" and Sexual Assault Awareness Week for a "Campus Free of Sexual Assault". These goals are a

SECTION 1: STUDENT LIFE

way to empower students to make the right decisions when they are faced with options that could have a lasting effect on them.

STUDENT RIGHTS AND RESPONSIBILITIES

This office works to promote personal and academic integrity and a safe learning environment for all East Carolina University students, faculty, and staff. The office administers the Student Code of Conduct, which defines behaviors that are inappropriate for ECU students. The code applies to behavior both on- and off-campus, and can be found on the office web page. Students accused of violating the Code of Conduct begin the resolution process by meeting with the departmental staff. Additional information about Student Rights and Responsibilities may be obtained by calling 252-328-6824 or visiting www.ecu.edu/studentlife/scr.

THE CENTER FOR OFF-CAMPUS AND COMMUNITY LIVING

The Center for Off-Campus and Community Living addresses the unique needs of East Carolina University students who live off-campus, whether they reside in a house within walking distance of campus, live in an apartment complex, or commute to campus.

The Center for Off-Campus and Community Living promotes and encourages a diverse environment that supports the personal and academic development of students. We empower students to become model citizens of the university, their community or neighborhood, and of Greenville.

STUDENT NEIGHBORHOOD RELATIONS

The office of Student Neighborhood Relations works to enhance the quality of life for students and their neighbors in the city of Greenville. This office is an advocate for the university's off-campus population. This office serves to facilitate between students, the city, law enforcement, university officials, landlords, and permanent residents. By educating and empowering students on good citizenship and having these students taking personal responsibility for their actions, students can become active community members that promote safe, clean, and healthy neighborhoods within our university area.

Working closely with students, neighborhood associations, and landlords, the Student Neighborhood Relations Facilitator is an advocate for the students. The primary focus of this office is educating students on aspects of becoming an ideal citizen of their community. The Facilitator works to resolve town and gown issues and helps create viable solutions to various forms of conflict. Some of this education covers topics on city ordinances, zoning, safety, how to have a responsible party off-campus, and how to be a good neighbor. Contact 252-328-2847 or www.ecu.edu/studentlife/offcampus for more information.

OFF-CAMPUS HOUSING AND SPECIAL PROGRAMS

The office of Off-Campus Housing works to enhance the quality of living for students around East Carolina University. This office assists students with leases and landlords, and promotes healthy, clean and safe living environments. This office can provide students with landlord/tenant rights and responsibilities. This office has a database of available housing, from which students can easily search for suitable off-campus living. Students who seek to live in houses/apartments off-campus or just want to find out more information about off-campus housing options may contact this office at 252-328-2847, or go to www.ecu.edu/offcampushousing.

The office also provides programs for commuter students and adults re-entering college, by providing information about available campus, community, and regional programs and services. These programs provide opportunities for adult and commuter students to interact socially with students in similar circumstances and to feel more connected to campus life. The office sponsors an off-campus living fair during the fall semester and provides off-campus housing information on its web site. For additional information regarding special programs for adult and commuter students, contact 252-328-2847.

MENDENHALL STUDENT CENTER

Mendenhall Student Center is East Carolina University's Student Union. The 120,000 square-foot facility provides meeting rooms, lounges, study areas, a coffee kiosk, an 800-seat theater, a bowling alley, a billiards area, and the Central Ticket Office. Offices for the University Unions/Student Experiences, Student Union, Cultural Outreach, MSC Recreation, the Student Government Association and other student government organizations, Greek Life, and the Office of Student Rights and Responsibilities are all located in the Mendenhall Student Center.

UNIVERSITY UNIONS/STUDENT EXPERIENCES

The Department of University Unions/Student Experiences offers a wide variety of programs, services, and facilities dedicated to enhancing the quality of life for the campus community. The department is housed, for the most part, in Mendenhall Student Center. The Department of University Unions/Student Experiences encompasses Greek Life, Student Activities, Student Organization Center, Student Involvement, Student Leadership, Student Government Association, Graduate Student Association, Student Legal Services, Student Union Programming Board, Student Media, MSC Recreation, the Office of Cultural Outreach and Co-Curricular Programming, Event Planning & Conference Services, the Central Ticket Office, and Wright Auditorium. Through a broad range of co-curricular, cultural, educational, developmental, recreational, and social programs, the department complements the academic programs of the university by providing programs which enhance the educational and cultural experience of students, by providing facilities which serve as laboratories where theoretical and experiential experiences are integrated, and through guidance by a professional staff that assists students to further develop their intellectual capabilities, creative abilities, leadership potential, and citizenship skills. The Department of University Unions/Student Experiences seems to serve all constituents of the university as a unifying force in the life of East Carolina University, cultivating enduring regard for and loyalty to the university.

CO-CURRICULAR PROGRAMS

The primary work of the office is to enhance student learning and contribute to student success by supporting faculty with creative, curriculum-driven programs, resources, and events that occur outside of the classroom. In addition to supporting academic objectives, co-curricular experiences can inspire a range of outcomes that include: Encouraging critical thinking; Expanding student awareness of practices and beliefs of various cultural groups; Fostering meaningful interaction between faculty and students beyond the classroom; Stimulating students to reflect upon long held personal beliefs and consider the possibilities of alternate viewpoints; Experimental learning; Developing awareness of the responsibility of civic engagement and global citizenship; and Practicing Leadership

MSC EVENT PLANNING AND CONFERENCE SERVICES

The Event Planning Office is available to help plan meetings or events and to reserve any necessary space in Mendenhall Student Center and Wright Auditorium. Mendenhall Student Center's facilities are available for student organization, university department, and general public use.

MSC RECREATION

MSC Recreation, located on the lower level of MSC, features the Outer Limitz and the Pirate Underground/Billiards. Outer Limitz has eight regulation bowling lanes equipped with automatic scoring and bumpers. Pirate Underground/Billiards has nine nine-foot pool tables, three butterfly table tennis tables, electronic and board games. MSC Recreation sponsors bowling and billiards leagues, Playstation tournaments, and ACUI qualifying tournaments for regional competitors. Recognized student organizations, clubs, campus departments, and student groups can reserve these areas.

STUDENT MEDIA

The East Carolinian, the university's student newspaper, is published three times weekly by the students. It carries university and alumni news, and is designed to furnish an outlet for student expression on all matters pertaining to student educational and social development. The paper is available online at <http://www.theeastcarolinian.com>.

Expressions, a periodic magazine, is published by the students. It includes campus news, much of which is of particular interest to minority students. Expressions may be accessed at www.expressions.ecu.edu.

The Rebel is the university literary magazine published by the students.

WZMB-FM is the student radio station offering news and a variety of musical programs of interest to all segments of the university community.

The Buccaneer is the university official yearbook. Student staff work year-round to produce a historical document of university life.

CULTURAL OPPORTUNITIES

CENTRAL TICKET OFFICE

Located on the main floor of Mendenhall Student Center, the Central Ticket Office provides tickets to a variety of campus wide programs and events, including programs by the Student Union Programming Board, Ledonia Wright Cultural Center, S. Rudolph Alexander Performing Arts Series, Travel-Adventure Film Series, Family Fare Series, Arts Smart Series, School of Music, School of Theatre and Dance, Family Weekend, rentals for Wright Auditorium, Student Organization programs, and more. Tickets to home games for football and basketball are also distributed at the Central Ticket Office. Students are required to present an ECU One Card to secure complimentary and discount tickets.

CULTURAL AWARENESS

Presenting programs that emphasize minority cultures and interests is the responsibility of the Student Union Programming Board Cultural Awareness Committee. The committee annually sponsors minority films, a Jewish and International Festival, a Black Arts Festival, and handicapped awareness week programs.

THE ARTS

S. Rudolph Alexander Performing Arts Series

Culture isn't only about experiments in a Petri dish or a strand of pearls. Rather, culture is about having the opportunity to attend concerts by some of the greatest artists and performers that the world has to offer. The ECU S. Rudolph Alexander Performing Arts Series presents an annual season of nine of the world's best performers and performances of classical, opera, modern dance, ballet, Broadway, jazz, and more, in Wright Auditorium at modest prices. A component of the College of Fine Arts & Communication, the series has served the university and regional community for more than forty years with cultural arts programming. The series also offers dynamic pre-show dinner/panel programs to help audiences learn more about the performances and the performers. For those who desire an extended opportunity to be involved, the series offers graduate assistantships, marketing internships, and office assistantships.

Family Fare Series/Arts Smart Series

Dedicated to providing culturally-enriching programs for young audiences, the Family Fare Series offers wholesome, curriculum-related plays and concerts for family audiences on Saturday afternoons at Wright Auditorium. Arts Smart, a companion program, offers these performances to school children ages K-6, who are bused to campus from twenty-one eastern NC counties.

STUDENT INVOLVEMENT

CENTER FOR STUDENT LEADERSHIP AND CIVIC ENGAGEMENT

The vision of the Center for Student Leadership and Civic Engagement (CSLCE) is to provide students with meaningful experiences that foster leadership practices and civic engagement through supporting related research, pedagogical strategies and co-curricular opportunities that transform and empower students.

GREEK LIFE

The Office of Greek Life works with fraternities and sororities that are members of the National Panhellenic Association, the National Pan-Hellenic Conference, and the Interfraternity Council. The office promotes diversity, life-long learning, friendship, and service – recognizing that sorority and fraternity membership is enhanced through the development of leadership, networking, and ethical decision-making and career-life skills. The office coordinates new member recruitment and assists members with academic, risk management, and social activities.

STUDENT ORGANIZATION CENTER

The Student Organization Center offers a wide variety of programs, service and resources designed to assist and support student organizations and develop leadership skills among students. These skills will not only help students become successful student leaders at ECU, but can also help them stand out in their professional careers. The Student Organization Center offers opportunities to become an active member of the ECU community while filling resumes with great experiences. Student organizations are listed in the organization directory, which may be found at: <http://www.at.ecu.edu/org/>.

STUDENT UNION PROGRAMMING BOARD

Student volunteers organize and present programs that complement academics. Students are encouraged to volunteer to serve on the following committees:

Barefoot: Develops events and programs for this day-long celebration of spring.

Films: Selects blockbuster Hollywood hits and presents them free to students in Hendrix Theater.

Popular Entertainment Committee: Presents programs by artists from the world of jazz, folk, rhythm and blues, rock, and popular entertainment.

Spectrum: Presents programs of high interest and high entertainment value, including: lecturers, hypnotists, mimes, and comedians.

Visual Arts: Presents art exhibits in the Mendenhall Gallery and sponsors the annual ILLUMINA Student Art Competition.

Cultural Awareness: Brings diverse offerings of music, arts, speakers, and exhibits from around the world, including minority films, the International Festival, the Black Arts Festival, and Handicapped Awareness Week programs.

Marketing: Publicizes and promotes Student Union Programming events.

Annual New York Adventure: Arranges bus trips for students, faculty, and staff to the Big Apple during the Thanksgiving break.

STUDENT GOVERNMENT ASSOCIATION

All East Carolina University students are members of the Student Government Association (SGA), the official representative governing body for students. SGA has three branches: executive, legislative and judicial. Together, they provide an official voice for expressing student opinion within the campus, to the University of North Carolina, and at local, state, and national levels.

Executive Branch: The executive branch of SGA consists of the student body president, vice president, treasurer, and secretary. All four of the executive officers are elected annually by a majority of those voting in the student body elections. The executive branch represents the student body in working with the faculty, administration, official guests, and students from other schools. The president of SGA serves as an ex-officio trustee.

Legislative Branch: The legislative branch of SGA, also known as the Student Senate, a collective group of ECU students who strive to enhance the student experience at East Carolina University by serving as a forum for student views and by protecting the rights and privileges of the student body. The senate, with the approval of the executive branch, distributes student fees to registered campus organizations, which allows students to engage in programming, attend relevant conferences and conventions, and sponsor recreational and service activities.

Judicial Branch: Student members of the Judicial Boards hear cases arising out of alleged violations of the Student Code of Conduct. The Student Attorney General also rules on SGA constitutional issues.

SGA STUDENT LEGAL SERVICES

A student who is facing legal situations may contact Student Legal Services, which is funded by SGA to answer legal questions and give legal advice. There is no charge to the student for this service. The attorney will not represent the student, but may refer to another attorney. Call the SGA office, 252-328-4726, for a confidential referral.

CAMPUS MINISTERS ASSOCIATION

This interfaith organization promotes moral values and service to others, and assists in personal and faith development. It serves as a bridge between the campus and the community, and sponsors interfaith activities. The association maintains a Prayer Request Box, located at the Wright Place. Student religious organizations represent diverse religious faiths.

OFFICE OF INTERCULTURAL STUDENT AFFAIRS

The mission of the Office of Intercultural Student Affairs is to assist in creating an environment that is supportive and conducive to meeting the educational, intellectual, and social needs of multiethnic students on the East Carolina University campus. This is achieved through efforts such as freshman outreach activities, social justice programming, leadership development opportunities for student organizations, and by providing administrative assistance to student organizations. Additionally, the director is involved in campus retention and community recruitment initiatives and participates in research to enhance those areas. For additional information, call 252-328-4350 or visit www.ecu.edu/studentlife/icsa/.

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LEDONIA WRIGHT CULTURAL CENTER

The Ledonia Wright Cultural Center conducts activities that parallel the University's mission to increase awareness and promote cultural understanding.

The staff of the center works in conjunction with university departments and colleges to produce co-curricular support programs and assist with orientation, transition, retention, and graduation activities. The center also helps promote the principles of cultural competence among the entire university.

The cultural center is the hub of East Carolina University's multicultural activity. Resources at the center include: a reading room/library computer labs, tutorial services, space for meetings, tours, and an art gallery.

The multicultural programming sponsored by the cultural center includes several ongoing programs and observances such as Heritage Month Celebrations, Hate Out Week, Academic/Service Awards, LWCC Day, Diversity Forums, Cultural Excursions, and other special recognitions.

The cultural center hosts receptions and provides reserved gathering space for students, staff, and faculty. A kitchen and other lounge spaces are available for students to relax between classes. For more information, please contact Ledonia Wright Cultural Center at 252-328-6495 or visit www.ecu.edu/lwcc.

CAREER CENTER

The Career Center provides workshops, programs, services and opportunities for students that facilitate career exploration, practical work experience, and professional development. Comprehensive technology and resources enable the Career Center to provide quality offerings in a variety of delivery methods to coincide with your needs. You can develop a resume and have it critiqued, participate in a mock interview, engage your peers at an etiquette dinner, and attend the largest career fairs in the state.

The Career Center is located at 701 E. 5th Street (corner of 5th & Jarvis) or online at www.ecu.edu/e3careers. The Career Center is open Monday-Friday 8 a.m. - 5 p.m. and can be reached at 252-328-6050.

STUDENT AFFAIRS MARKETING

The Student Affairs Marketing Department is focused on providing out-of-the-box thinking to improve communications that promote programs and services offered by Student Affairs. A team-oriented, proactive advertising agency creative concept is utilized to develop and deliver all multi-media aspects of client needs and marketing objectives.

POLICE DEPARTMENT

The East Carolina University Police Department is responsible for maintaining a safe and pleasant environment in which to live and learn. The department is made up of three divisions: Operations Division, Professional Standards Division, and the Support Services Division. Officers with the department are charged with the responsibility of protecting life and property, detecting crime on campus, and providing essential services to the university community. Concerned with the protection of life and property, the officers enforce both the laws of the state of North Carolina and the regulations of the university.

The East Carolina University Police Department is a full-service police organization that operates twenty-four hours a day, 365 days a year. The department consists of sixty-two certified officers, fifteen auxiliary officers, twenty-five to thirty student patrol officers, twelve telecommunicators and seven full-time support service personnel.

Each member of the university community is responsible for campus safety. To assist in this endeavor, the Campus Safety Section of the Operations Division promotes a safe environment through prevention, awareness and educational programs. The department collaborates with the Center for Off-Campus and Community Living in promoting a healthy and safe environment for students living off-campus.

Information about crime prevention and criminal activity on the ECU campus, streets and sidewalks adjacent to campus and in non-campus properties controlled by recognized student organizations is available at www.ecu.edu/police. That site provides crime statistics for the previous three years and information about the security of campus facilities, including residence halls; crime prevention information; information about services and counseling for victims of violence, including sexual assault and domestic violations, and the substance abuse policy; and a link to information about registered sex offenders.

The department non-emergency telephone number is 252-328-6787. A 911 call placed from any campus telephone will reach the ECU Police Department.

East Carolina University is an equal educational opportunity institution. In keeping with this policy, the university makes no distinction in the admission of students or in any other of its activities on the basis of race, color, national origin, religion, gender, age, or disability.

APPLICATION

Application packets for graduate degree programs include a completed application form, official transcripts of all prior academic work, letters of recommendation, appropriate standardized test scores, statement of residence, statement of purpose, and an application fee of fifty dollars (sixty dollars beginning with spring 2008).

Prospective students may apply simultaneously for more than one graduate degree program, but each application requires the submission of a complete application packet. An application may be downloaded and printed or completed and submitted at the Graduate School web site, www.ecu.edu/gradschool/. Further information is available by telephoning the Graduate School at 252-328-6012.

Any individual applying or enrolled in the Graduate School must promptly notify the dean of the Graduate School in writing if any of the following occurs: any criminal charge; any disposition of a criminal charge; any type of military discharge other than honorable discharge; or any school, college, or university disciplinary action against the student. Failure to report any of the above actions is grounds for denial or withdrawal of admission to ECU as well as dismissal after enrollment.

The dates below are deadlines for receipt of the application form by the Graduate School. Early application is encouraged, particularly if application for an assistantship is contemplated. Students are encouraged to inquire about individual programs as early as possible since some programs have earlier deadlines and review applications only at fixed times during the year.

Session	Deadline	Session	Deadline
Fall	June 1	First Summer	March 15
Spring	October 15	Second Summer	May 1

Master's degree candidates planning to enroll in the fall who wish to be considered for out-of-state tuition waivers must submit applications by February 1. If applications are received after that date, waivers will be considered only as funds are available. Some programs have earlier deadlines. You should consult www.gradschool@ecu.edu for earlier deadlines.

ADMISSION

To qualify for regular admission to a graduate degree program an applicant must have a baccalaureate degree from an institution accredited by a regional association and have either an overall GPA of 2.5 on a 4.0 scale on all undergraduate work or a GPA of 3.0 on a 4.0 scale in either the undergraduate major or work taken during the senior year. A satisfactory standardized test score is also required for all programs. Applicants to the EdD program must also have a master's degree from an accredited institution. Individual programs may have more stringent standards, and some need additional information and credentials. It is important that applicants discuss the process with the director of the program to which they apply as early as possible. Each graduate program decides on the admissibility of its students. Some programs will recommend admission by exception for a limited number of students who do not qualify for regular admission if the students have other offsetting strengths. Students with marginal credentials are advised to consult with the program director about their admissibility.

Applicants for admission to the Graduate School are required to complete a self-managed application prior to consideration for admission. Applications to the Graduate School may be submitted by the preferred method (online) or by mail. This application requires that the student manage the application process by completing the appropriate forms, gathering the necessary transcripts and letters of recommendation, and returning the forms as one package to the Graduate School. Graduate School applications can be acquired from the Graduate School's home page www.ecu.edu/gradschool/.

One official transcript from every college or university previously attended is required. The applicant must request a sealed copy of an official transcript from the registrar of each school attended. The student will forward the transcripts to the Graduate School as part of the self-managed application. Three letters of recommendation from persons who can attest to the applicant's academic competence or ability to do graduate work must be collected by the student and included in the self-managed application sent to the Graduate School. The College of Business does not require letters of recommendation or a statement of purpose from its applicants.

SECTION 2: ADMISSION AND READMISSION

Scores from a standardized test are required for admission to all graduate programs. Applicants must request the testing service to forward the results to the Graduate School. Examinations must have been taken within the past five years.

The general test of the Graduate Record Examinations (GRE) is required for programs in anthropology, biology, molecular biology, chemistry, communication sciences and disorders, computer science, economics, English, environmental health, geography, geology, history (MA), physical therapy, physics, political science, psychology, public administration, sociology, speech-language and auditory pathology (MS), and all PhD programs.

The Graduate Management Admission Test (GMAT) is required for the graduate programs in accounting and business administration.

The general test of the Graduate Record Examinations (GRE) or the Miller Analogy Test (MAT) is accepted by all other master's programs, including all MAEd programs, and the EdD program.

Many programs do not require entrance exam scores for holders of the master's degree or more advanced degrees. However, biology, business administration, child development and family relations, communication sciences and disorders, counselor education, economics, educational leadership, exercise and sports science, health education, history, mathematics, molecular biology, nursing, psychology, public administration rehabilitation studies, social work, and speech-language and auditory pathology programs require entrance examination scores for all applicants.

The master of music degree with a major in education and all MAEd programs except adult education require North Carolina Teaching Licensure for admission.

The admissions requirements for graduate certificate programs depend upon the program. Some certificate programs require that the applicant be enrolled in a degree program while other certificate programs are designed for any person holding a baccalaureate degree. Credit earned while enrolled in a graduate certificate program may be transferred into a degree program with the approval of the department offering the degree program.

Applicants are admitted to degree and certificate programs only upon the issuance of a formal letter of admission by the Graduate School. Admission decisions are not made until the application portfolio is complete.

Requirements for admission to the summer session terms are the same as those for regular semesters of the academic year. However, some programs of study cannot be initiated in the summer session.

Students wishing to enroll in courses offered through the Division of Continuing Studies must be admitted to the university as a degree or non-degree student. Requirements for admission are the same as those for students enrolling on the main campus.

A graduate student in good standing at another institution may apply to take a specific graduate course or courses without furnishing transcripts and examination scores if the dean of the student's graduate school supports such a request in writing. Students enroll as nondegree-seeking students.

Incomplete applications will be destroyed one year after the beginning date of the term of intended enrollment. Applicants may request that copies of transcripts be returned before the year is over, or they may request that their applications be continued for another year.

NONDEGREE ADMISSION

The nondegree student classification is a temporary graduate classification. It may be used by those who need course credit for a post baccalaureate certificate or teacher licensure, who have expectations of enrolling in a degree or CAS program, or by those who desire professional or personal enrichment. To be allowed to enroll in the nondegree classification, a student must present a nondegree application supported by a transcript or other document showing a bachelor's degree from an accredited institution.

1. Nondegree students are not eligible to take graduate courses in all programs. Nondegree students should seek the permission of the graduate director in the department offering the course(s) prior to attempting to enroll.
2. A maximum of 9 s.h. of course work taken as a nondegree student may apply toward the credit requirement of the degree program.

3. Credit earned while enrolled in a graduate certificate program may be transferred into a degree program with the approval of the department offering the degree program.
4. Requests for degree credit for courses completed as a nondegree student are considered after admission to a graduate degree program. All nondegree course work accepted for degree credit must be approved by the chair of the student's department. All requests for degree credit must be approved by the dean of the Graduate School.
5. Course work taken as a nondegree student carries with it no implication that the student will be admitted to a degree program in the Graduate School.
6. If credit for course work taken as a nondegree student is to be applied to a degree program, it must be satisfactorily incorporated within the applicable time frame for completion of all degree requirements.
7. Nondegree students are expected to familiarize themselves with Graduate School policies and to seek further advice or clarification.

Nondegree application forms can be submitted electronically or downloaded from the Graduate School website at www.ecu.edu/gradschol or mailed to the Graduate School, East Carolina University, Greenville, NC 27858-4353. Students should submit nondegree applications no later than one week prior to registration day. A \$50 processing fee will be charged (\$60 beginning spring 2008).

EARLY ADMISSION TO GRADUATE STUDIES

There are a variety of ways that ECU undergraduate students may be admitted to take graduate courses before completing the requirements for their undergraduate degree.

INTEGRATED BACHELOR'S/MASTER'S PROGRAM

This program allows ECU undergraduates with at least a 3.5 GPA to apply as juniors to an integrated bachelor's/master's program. Upon admission to the master's degree program, the student can count up to 15 s.h. of graduate credit toward completion of the bachelor's degree. Students participating in an integrated program earn the bachelor's degree prior to completion of the master's degree. Students may apply for the BA Psychology/MS Occupational Therapy Program, the BS Quantitative Economics/MS Applied Economics Programs, or the BS Exercise Physiology/DPT Physical Therapy programs. Other combinations will become available. Students should discuss their goals with their advisors and the Graduate School. Updated information about participating degree programs is available on the Succeed Sooner web site: www.ecu.edu/succeedsooner.

ACCELERATED MASTER'S DEGREE PROGRAMS

ECU currently offers two accelerated master's degree programs. These programs result in the awarding of one degree – the master's.

The School of Nursing offers an accelerated RN/MSN program for transfer students who have a RN license but do not have an undergraduate degree. Students completing the RN/MSN do not receive the BSN degree. Students in the RN/MSN option must complete all general education and cognate requirements prior to beginning undergraduate nursing courses. Separate application is made to the graduate program in the first or second semester of study in the RN/MSN option. Students enrolled in the RN/MSN option must maintain a 3.0 GPA in the 15 s.h. of undergraduate nursing courses to be eligible to continue in this option. Admission to the RN/MSN option does not guarantee entry into a specific graduate concentration.

The Department of Occupational Therapy offers an accelerated MS in occupational therapy program. Students interested in this program enroll as freshmen in health services management and follow the specified plan of study in the health service management curriculum to complete required core undergraduate courses and prerequisites for the MS degree. Students apply for Graduate School in their junior year and may be admitted upon completion of the undergraduate plan of study – a minimum of 108 credits. Students will be awarded the MS in occupational therapy at end of five years completing a total of 162 credit hours.

SIX-HOUR RULE

ECU seniors who are within 6 s.h. or less of completion of all undergraduate degree requirements may apply for admission to graduate degree programs. If admitted prior to the semester or summer term during which 6 s.h. or less and any remaining requirements must be completed, they may enroll in 5000- or 6000-level courses applicable to graduate degree requirements. Graduate courses taken under the "six hour rule" do not double count toward completion of the undergraduate degree.

SECTION 2: ADMISSION AND READMISSION

Successful applicants must complete all remaining undergraduate degree requirements during the semester or summer term to which they are admitted. Failure to fulfill this requirement will result in cancellation of admission to graduate degree study and enrollment in any 6000-level courses will be invalidated.

UNDERGRADUATE/NONDEGREE GRADUATE DUAL ENROLLMENT

Senior undergraduate students at East Carolina University who possess at least a 3.5 GPA in their last 30 semester hours of completed ECU course work are eligible to enroll in the Graduate School as a non-degree student and complete up to 9 semester hours of graduate-level course work. Graduate courses taken under the dual enrollment arrangement do not count toward completion of the undergraduate degree. These courses are eligible to count toward the graduate degree upon approval of the department offering the degree program. This form of dual enrollment is intended to give a student contemplating future admission to a graduate program the opportunity to take graduate courses while still an undergraduate. Permission must be obtained from the student's undergraduate advisor; the chairman of the department offering the courses, and the Graduate School prior to admission into the Graduate School.

OFFICIAL WITHDRAWAL

When a graduate student drops all courses in a semester in which he or she is enrolled the student must officially withdraw. Students registered on campus must apply for official withdrawal to the Office of Registrar. Students registered through Continuing Studies must apply for withdrawal to the Office of Student Services in the Division of Continuing Studies. Students withdrawing for medical/counseling reasons should complete the procedure within thirty days after the last class attendance. All other students withdrawing should complete this procedure immediately after the last class attendance. After classes have ended, no withdrawal, except in the case of severe medical emergency, can be filed. A graduate student withdrawing by the last day for graduate students to drop courses without grades as given in the Graduate School calendar will not receive grades for the semester. A graduate student withdrawing from school after the last day for graduate students to drop courses without grades shall receive a grade of F for all classes which he or she is failing at the time unless, in the judgement of the dean of the Graduate School, the failures were caused by circumstances beyond the student's control.

READMISSION

Any student who interrupts his or her graduate program by not registering for courses on or off campus during any one semester of the regular academic year must apply for readmission before being allowed to resume graduate work. Applications for readmission are to be made on forms furnished by the Graduate School. There is no fee for readmission. These applications should be presented to the Graduate School at least one week prior to the opening of registration for the semester or summer term in which the student wishes to resume graduate work. Degree or CAS students who do not enroll on or off campus during the semester or summer term to which they were admitted must file an updated application. Forms can be obtained from the Graduate School office. There is no fee for filing an updated application.

When a graduate program is interrupted for one calendar year, the student will not be readmitted unless he or she meets admission requirements current at the time of the request for readmission. The Graduate School Administrative Board will consider requests to waive this rule in specific cases when a student's major school or department recommends waiver.

A student who has had a graduate program terminated by the Graduate School for any reason may apply for readmission to the terminated program or to another program. In either case, the student will complete an application for readmission, which will be forwarded to the academic program for its review. If the graduate faculty of the academic program does not approve readmission, they will convey that decision in writing to the Graduate School office and the dean of the Graduate School will communicate that decision to the student in writing (copy to the director of graduate studies). If the graduate faculty of the academic program wishes to admit the student, they will forward that decision in writing to the Graduate School Administrative Board for review. The academic program must state the specific conditions the students must meet to be admitted and complete the program. If approved by the Administrative Board, the dean of the Graduate School will communicate the decision of the graduate faculty and the Administrative Board to the student in writing (copy to the director of graduate studies).

MEDICAL HISTORY/IMMUNIZATIONS

All new students (degree and non-degree) will receive a report of medical history form with the letter of acceptance. This medical history form, which includes a record of required immunizations, must be completed and returned to the Student Health Service prior to the beginning of classes. Students will not be allowed to attend classes if an up to date record of immunizations is not on file with Student Health Service. The medical history form is available at www.ecu.edu/studenthealth.

Online/off campus/satellite students/ or students taking four credit hours or less are exempt from the immunization requirement. The exemption is automatic at the time of registration.

PREREQUISITES

The chairperson of the department or director of graduate programs in which the candidate wishes to enroll will consult with the student concerning any deficiencies in his or her undergraduate program. Required make-ups may be removed at East Carolina University or at any other approved and regionally accredited institution.

Prerequisites are stated as integral parts of various programs, entrance requirements for degree programs, and sequential progression into subject matter. Students are not allowed to enroll in courses for which they have not met the prerequisites.

PROGRAM MODIFICATIONS FOR INDIVIDUAL STUDENTS

It is important to note that published descriptions of college, school, or departmental graduate programs establish only minimum requirements. Every school or department possesses and reserves the right to require individual students to enroll in additional courses or perform additional tasks in order to meet school or departmental requirements for breadth and quality in the completion of graduate programs.

While such modifications are ordinarily made a matter of record at the beginning of a student's program, schools and departments have the prerogative to make changes in a student's program at any time prior to graduation.

GENERAL INFORMATION

Because of the early publication of this catalog, the tuition and fee schedule is omitted. The current university schedule of tuition and fees can be obtained from the cashier's office, the admissions office, or www.ecu.edu/cs-admin/financialserv/cashier/tufee.cfm.

It is estimated that the average graduate student who is a North Carolina resident incurs necessary expenses of approximately \$16,500 for room, meals, tuition, fees, and books during an academic year of two semesters. The costs of meals and textbooks may vary considerably, according to individual requirements. The university operates food service facilities in six locations throughout the campus. Meals are available either under a meal plan or by individual selections at moderate prices. A cost of approximately \$1,500 per semester for meals is an estimate. Students are required to purchase their textbooks. For their convenience, the university owns and operates the Student Stores, located on the ground floor of the Wright Building, where all necessary books and supplies may be purchased. The cost of books will vary with the different curricula; \$400-\$600 per semester is a reasonable estimate.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following:

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident eligible to in-state tuition rates is on the applicant for such classification, who must show his or her eligibility by the preponderance (the greater part) of the residuary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstances insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residuary intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residuary acts accompanied by residuary intent. In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged the in-state tuition rate. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

SECTION 3: FINANCIAL ASSISTANCE

Grace Period. If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months period ends during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domicile outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors. Minors (persons under eighteen years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

- a. If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person
 - (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and
 - (2) "begins enrollment at an institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."
- b. If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months' duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months' duration pursuant to this provision continues to be a legal resident of the state only so long as he or she does not abandon North Carolina domicile.

Lost But Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a twelve month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Regulations on Residency: the Manual. University regulations concerning the classification of students by residence, for purposes of applicable tuition differentials, are set forth in detail in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. Each enrolled student is responsible for knowing the contents of that *Manual*, which is the controlling administrative statement of policy on this subject. Copies of the *Manual* are available on request at the undergraduate admissions office, the registrar's office, and the Joyner and Health Sciences Libraries. The *Manual* is also available online in the residency section of the registrar's home page: <http://www.ecu.edu/registrar/>.

Deadline for Application. Newly admitted or readmitted graduate students applying for the in-state rate for tuition should complete the *Application for In-State Residence and Tuition* and return it to the graduate residency classification officer in the Graduate School, at least three weeks prior to registration day for the semester or term they are seeking in-state tuition.

EXPENSES

FEE PAYMENT SCHEDULE

Returning students or those admitted and registering before the collection of fees begins for the fall or spring semesters will be subject to a late payment fee if tuition and fees are not paid by a published deadline, which usually precedes registration day by about two weeks. The academic calendars include the published deadlines and can be accessed online at www.ecu.edu/fsonline/fscalend.htm.

Students will be charged tuition and fees based on admission status.

Tuition and fees are subject to revision by The UNC Board of Governors and/or the ECU Board of Trustees, who reserve the right to revise them at any time found necessary or advisable and without prior notice.

No person is allowed to attend class or receive class instruction without being properly registered either for credit or for audit.

See bulletins for summer session and continuing studies fees.

INDEBTEDNESS TO THE UNIVERSITY AND RETURNED CHECKS

No degree, diploma, or certificate will be granted or transcript of credits furnished a student until all financial obligations to the university, other than secured student loans, have been paid. A student may not be permitted to register, to attend classes, or to take final examinations after the due date of any unpaid obligations.

A charge will be imposed by the Office of the Cashier, Student Stores, and other university offices for returned checks. They will also subject the maker to legal action and may jeopardize the privilege of cashing checks on campus.

REFUND POLICY

REFUNDING OF TUITION AND FEES

It is to the financial advantage of all students withdrawing, dropping to part-time status, or dropping to a lower block of credit hours to do so as early in the semester/session as possible. The official withdrawal policy may be found in the academic regulations section of this catalog. Refunds for tuition and required fees (excluding room and board charges which are determined by contractual agreement) will be made as follows for students who withdraw or drop to a lower block of credit hours:

- Through the first week of classes (five class days starting the first official day of classes for the university) tuition and required fees will be refunded at 100 percent minus a \$25 nonrefundable processing fee.
- The second week of classes (six to ten consecutive class days) tuition and required fees will be refunded at 75 percent minus the processing fee.
- The third week of classes (eleven to fifteen consecutive class days) tuition and required fees will be refunded at 50 percent minus the processing fee.
- The fourth week of classes (sixteen to twenty consecutive class days) tuition and required fees will be refunded at 25 percent minus the processing fee.
- Beginning with the fifth week of classes (twenty-first consecutive class day) refunds will not be considered.

If the student wishes to appeal, the process must be initiated in writing to the Tuition Refund Appeals Committee and the written appeal can be submitted to either the Office of the Registrar or the Cashier's Office. Distance education students should contact the Office of Student Services, Division of Continuing Studies. Dually enrolled students (distance education and on campus) should notify both offices.

All refunds are subject to the above noted time limitations and will be based on the difference between the amount paid and the charge for the block of hours for which the student is officially registered.

POLICY EXCEPTIONS

There will be no refunds for special course fees after the first five class days of each semester.

A separate and extended refund policy exists for first-time federal Title IV financial aid recipients. Refer to financial aid materials or contact the Office of Student Financial Aid.

SECTION 3: FINANCIAL ASSISTANCE

To officially withdraw from the university, a student must give written notice to the Office of the Registrar. Distance education students should also send electronic notification to DEDrops@ecu.edu.

Any refunds that a student is entitled to shall first be applied to outstanding financial obligations owed the university.

SUMMER SESSIONS

The refund period for withdrawal or reduction in course load is limited to the first week of classes (five class days starting with the first official day of classes for the university). During this period, 100 percent of the tuition and fees will be refunded minus a \$25 processing charge.

FINANCIAL ASSISTANCE

TUITION WAIVER FOR PERSONS AT LEAST 65 YEARS OF AGE

Persons 65 years of age and older who meet the requirements for the in-state rate of tuition and the university requirements for admission can have their tuition and fees waived provided space is available in the course being sought.

VETERANS ADMINISTRATION EDUCATIONAL PAYMENTS

The Offices of Veterans Administration (VA) and Social Security require a minimum course load of 9 s.h. of required courses per semester (except summer session) for payment of full-time benefits to eligible veterans and dependents.

After the student declares a major, benefits will be paid only for courses listed in the catalog under that degree/major program. Substitutions may be allowed when the major chairperson gives written approval prior to the student's taking the course.

Students declared academically ineligible will be required to remove their probation before educational benefits can be recertified to the VA.

Students may be eligible to receive a special allowance for individual tutoring. A student may receive tutorial assistance as long as the student is enrolled in a post secondary program at least half time, is deficient in the course, and is enrolled in the course during the same term in which tutoring is received. Students can be reimbursed up to \$100 a month. The maximum amount payable is \$1200. There is no entitlement charge under chapter 35. There is no entitlement charge for the first \$600 under chapters 30 and 1606.

Further information is available at the campus veterans affairs office, or by checking on their web site, <http://www.ecu.edu/cs-acad/registrar/Veterans.cfm>.

UNC CAMPUS SCHOLARSHIPS

Through the UNC Campus Scholarship program, funded by the UNC General Administration, East Carolina University offers a limited number of UNC Campus Scholarships to new or continuing full-time doctoral students who are residents of North Carolina and present evidence of achievement and demonstrated financial need. The scholarship award is designed to assist in the diversification of the university's graduate student body to include the presence of first generation college students, students from disadvantaged socio-economic backgrounds and traditionally underrepresented populations on our campus. The UNC Campus Scholarships will provide a minimum of \$1000 per semester to qualified students. No funds shall be awarded during summer sessions.

NATIONAL/INTERNATIONAL FELLOWSHIPS AND SCHOLARSHIPS

East Carolina University maintains an Office of National/International Fellowships and Scholarships to familiarize students with the competitive national and international fellowships and scholarships available to selected students intent on pursuing graduate work. These fellowships and scholarships, for the most part, are for terms long enough to ensure completion of the master's degree, but in some cases they allow for work on the doctoral degree. Among the fellowships and scholarships coordinated by this office are the Barry M. Goldwater Scholarship, the Marshall Scholarships, the Rhodes Scholarships, the Fulbright Grants, and the Harry S. Truman Scholarships (undergraduate only). Interested students should contact the director, Honors Program, D-107 Brewster Building; 252-328-6373.

OFFICE OF STUDENT FINANCIAL AID

Through the use of federal and state funds as well as contributions from its many friends and alumni, East Carolina University makes every effort to assist students in the continuation of their education. The staff of the university Office of Student Financial Aid assists students in obtaining funds from the source best suited to the individual's need.

Three main types of financial assistance are available to qualified students: gift aid, consisting of grants and scholarships; long-term educational loans; and part-time employment. Students classified as nondegree auditors, special students, or visitors are not eligible for financial aid. Students who are not fully admitted degree-seeking graduate students may borrow a Federal Stafford Loan only for a limited period of time (not to exceed 12 months) for coursework that is a prerequisite for admission to an ECU graduate program.

Because the primary aim of the financial aid programs is to provide assistance to students who, without aid, would be unable to continue their education, most of the funds are awarded on the basis of financial need. However, in its efforts to strive for excellence, the university offers assistance to some talented students based on merit rather than need.

The university participates in federal programs which provide funds on the basis of financial need as follows:

Federal Perkins Loan
Federal Work-Study Program
Federal Stafford Loan Program
Nursing Student Loan

Federal Graduate PLUS (loan program)
ECU Grant

Information pertaining to the application process, types of aid available, and academic requirements may be obtained from the East Carolina University Office of Student Financial Aid. Students should contact appropriate deans or departmental chairpersons of intended major areas concerning scholarships that are available in those disciplines.

THE GRADUATE CATALOG

This version of East Carolina University's graduate catalog was published prior to the end of spring semester. As a result, curricular revisions and university regulations may have been officially approved after the date of publication.

For up-to-date information, consult the online version of the university's graduate catalog. It is the official graduate catalog and can be found at <http://www.ecu.edu/cs-acad/grcat/>. There are two versions of the online graduate catalog that students can reference. The HTML version allows the user easy navigation and indicates up-to-date curricular revisions. The PDF version is an exact replica of the printed graduate catalog.

Ordinarily, a student may expect to earn a degree in accordance with the requirements of the curriculum described in the official graduate catalog in effect when he or she first entered the university, or in any subsequent catalog published while he or she is a student. Students should refer to the requirements of their respective college, school, or department for information about their programs of study and confer with their advisors.

The university's graduate catalogs are for informational purposes only, and do not constitute a contractual agreement between a student and East Carolina University. The university reserves the right to make changes in curricula, degree requirements, course offerings, or academic regulations at any time when, in the judgment of the graduate faculty, the chancellor, or the Board of Trustees, such changes are in the best interest of the students and the university.

LANGUAGE REQUIREMENT

Standard American English is the language of instruction at East Carolina University, except in certain foreign language programs. Adequate knowledge of that language is expected of all students. The various departments generally evaluate students in this regard, and they may require students in this regard, and they may require students to secure remedial instruction if necessary. Students whose native language is not English must demonstrate capability through the TOEFL examinations or other means. Some departments may require knowledge of one or more foreign languages for advanced degrees. For information, the student should contact the department.

OFFICIAL ANNOUNCEMENTS

The university maintains approximately one hundred official bulletin boards at key locations on campus and also maintains an official bulletin board on the ECU home page, www.ecu.edu. Through consecutively numbered official announcements, academic departments and other divisions of the university communicate essential and timely information to students. It is the responsibility of the student to read and know the contents of those announcements which affect his or her program.

**FALSIFICATION OF INFORMATION ON
THE GRADUATE ADMISSIONS APPLICATION**

In order to judge the viability of an applicant for admission to the Graduate School at East Carolina University, it is necessary to have complete and accurate information about the applicant's academic and professional background, medical history, criminal/disciplinary record, and other relevant personal details. When it is found that an applicant has deliberately lied, misrepresented, or in any fashion included information designed to mislead the application reviewers with respect to any component of the application portfolio, the following actions may take place:

- 1) If the application process has not been completed and an accept/reject admission decision to the Graduate School has not been made, further processing of the application may be discontinued, and if so, no admission offer can be forthcoming.
- 2) If the applicant has been admitted into the Graduate School and not yet enrolled in a graduate degree or certificate program or as a non-degree student prior to the discovery of false, misrepresented, or misleading information in the application portfolio, the offer of admission can be rescinded.
- 3) If the applicant has been admitted into the Graduate School and has enrolled in a graduate degree or certificate program or as a non-degree student prior to the discovery of false, misrepresented, or misleading information in the application portfolio, the student may be administratively withdrawn from all classes and dismissed from the Graduate School. As a consequence the administrative withdrawal, all forms of financial assistance from the Graduate School will be terminated and any outstanding debts to the University will be the student's responsibility.

SECTION 4: ACADEMIC REGULATIONS

Evidence, suggesting that an applicant has deliberately provided false or misleading information or has intentionally misrepresented any personal information on an application to the Graduate School for admission into a graduate degree or certificate program or as a non-degree student, will be brought to the Dean of Graduate Studies. After evaluation of the evidence and consultation with any parties involved with the application deemed relevant by the Dean, a decision regarding the disposition of the application will be made by the Dean.

If the applicant wishes to appeal the decision made by the Dean of Graduate Studies, the applicant has 10 business days from the date of the decision notification to file an appeal with the Graduate School Administrative Board (GSAB) through the Graduate School. The GSAB will hear the appeal at the first convenient, regularly-scheduled meeting and evaluate its merits. To reverse the decision made by the Graduate Dean, a two-thirds majority of a voting quorum must be had.

In all cases where a termination of the application process or dismissal from the Graduate School has occurred, no refund of application fees will be made.

COURSE ATTENDANCE

Course attendance is expected of all students. Faculty members have the right to establish attendance and participation requirements in each of their courses. Course requirements (e.g., examinations, oral presentations, laboratory experiments, participation in discussion) are in no sense waived due to absence from class. Instructors may establish penalties when excessive absences would seriously hinder achievement in any course. It is the instructor's discretion as to how absences will be handled.

POLICY ON DISRUPTIVE ACADEMIC BEHAVIOR

East Carolina University is committed to providing each student with a rich, distinctive educational experience. To this end, students who do not follow reasonable standards of behavior in the classroom, or other academic setting, may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of "drop" according to university policy, and are eligible for a tuition refund as specified in the current tuition refund policy.

COURSES

CREDIT

The main campus of East Carolina University operates on the semester system. The fall and spring semesters are each approximately fourteen weeks in length. The summer session is divided into two equal terms of approximately five and one-half weeks each. An alternative eleven week summer schedule is available in some areas. Doctoral students may enroll for a single eleven-week summer term. The Division of Continuing Studies will supply calendars for the off-campus centers.

The university is in session five and one-half days each week. Classes usually meet for fifty-minute periods, but some of the courses meet for three hours in one evening or on Saturday morning.

Only courses numbered 5000 or higher can be counted toward completion of graduate degrees or CAS programs. At least one-half of the credit for a master's degree must be earned in courses for graduates only, numbering 6000 or above. During the summer terms, most courses are offered during the daytime. Three semester hour courses meet one and a half hours daily; five semester hour courses meet two and one-half hours daily. Other courses meet for the appropriate times in order to meet the total contact hour requirement. The university offers many graduate courses, workshops, conferences, and short courses during the summer session. **Graduate degree credit can be earned only at the rate of one semester hour of credit for each calendar week of attendance.**

Graduate students who seek and obtain permission to take courses at other institutions for subsequent transfer to degree programs at East Carolina University may obtain credit only **at the rate of one semester hour of credit for each calendar week of course attendance. Degree or CAS credit cannot be obtained through completion of correspondence courses.**

CREDIT BY EXAMINATION

Some colleges, schools, and departments offer graduate course credit by examination according to policies adopted by such colleges, schools, and departments and the regulations described below. Not more than 20 percent of a degree or CAS program may be earned through credit by examination, and credit thus earned will not be counted as residence credit.

Graduate students who are currently enrolled, and who have been accepted in a nondoctoral degree or CAS program, may receive credit by examination for a course in which they have not been enrolled for either credit or audit. This requires approval by the appropriate dean of a college, director of a professional school, or by the chairperson of a department in the Thomas Harriot College of Arts and Sciences and finally by the dean of the Graduate School. Appropriate forms are available in the Graduate School.

Successful petitioners must pay to the university cashier a nonrefundable fee per semester hour in advance of the examination. The forms, bearing the receipt of the cashier, must be shown to the instructor conducting the examination who, in turn, must report the grade to the registrar and the dean of the Graduate School. The examination must be conducted within one week following approval of the petition by the dean of the Graduate School.

The following departments and schools do not offer credit by examination: English, geography, history, political science, music, and nursing.

TRANSFER CREDITS

Up to 20 percent of the credit hours in a program may be earned in a different but regionally accredited institution. Master's degree students in business administration, public administration, and social work and doctoral students are governed by statements in degree requirements in Section 7, Curricula.

Graduate-level course work taken elsewhere is not automatically applicable to a graduate degree program at East Carolina University. Applicants for admission must indicate clearly on application forms their attendance at other graduate-level institutions and petition college, school, or departmental advisors to apply such earned credits to their programs. College, school, or departmental petitions for application of transfer credit must be approved by the Graduate School. Ordinarily the Graduate School will approve the application of graduate course transfer credit only if (1) the college, school, or department so recommends; (2) the graduate credit was earned at a regionally accredited institution; (3) the student was admitted to a formal graduate degree program at the time the credit was earned with a minimum final course grade of B; and (4) the credit can be satisfactorily incorporated within the applicable time frame for completion of all degree requirements. Official transcripts which will provide adequate evidence to support such petitions must be supplied.

Students who have been admitted to the Graduate School at East Carolina University may enroll at other regionally accredited graduate-level institutions for course work which is applicable to their programs provided they have obtained advance permission from their college, school, or graduate program director and the dean of the Graduate School. Forms for permission to take course work elsewhere may be secured from the Graduate School office. Such transfer work is included in the 20 percent maximum application of such credit to degree programs. Transfer credit for short courses or workshops can be obtained only at the rate of 1 semester hour of credit for each calendar week of course attendance; concurrent enrollment in two or more short courses or workshops is not permitted.

DUAL DEGREES

ECU graduate students can enroll in dual degree programs (where the student is seeking two degrees from two different disciplines) in which more than 20 percent of a program is credited by the other. Students interested in pursuing two related degree programs at the same time need to be admitted to both degree programs; propose how many semester hours the two programs will accept in common; prepare a statement explaining why they want to pursue the dual degrees and provide a justification for doing so; and obtain approval of their proposal by both degree programs.

In no case will more than 30 percent of a graduate program or 15 semester hours, whichever is greater, be counted in common between two master's degree programs.

Departments will forward the dual degree agreement to the Graduate School, with final approval residing with the dean of the Graduate School.

SECTION 4: ACADEMIC REGULATIONS

STUDENT LOAD

No more than 15 semester hours of work may be taken in any fall or spring semester without the written permission of the department or college and the dean of the Graduate School. A student is considered to be enrolled full-time when registered for a minimum of 9 semester hours during a regular semester. Appropriate allowance can be made and equivalent credit can be given if work other than formal courses undertaken by the student contributes to the educational program.

AUDITING COURSES

Auditing a course consists of attendance at classes and listening, but taking no part in the class. An auditor is not responsible for any assignments, nor is he or she allowed to take any tests or examinations. However, in order to have the audited course recorded on the official transcript, a student must attend classes regularly. An auditor may not enroll in a participation course (art classes, laboratories, etc.). Under no circumstances will a grade be assigned, evaluations be made, or performance reports be issued on a student auditing a course. Auditing a course or part of a course is contingent upon the approval of the instructor and the appropriate departmental chairperson, school director, or college dean. Students may not register to audit a course until the last day of the drop/add period. Persons who wish to attend university classes without earning credit must be admitted to the university before seeking approval to audit any course. The applicants shall complete the prescribed procedure for registering through the Office of the Registrar and pay the audit fee to the cashier's office before attendance in classes is permitted.

Students regularly enrolled in the university wishing to audit course(s) must initiate the approval process with their advisor.

REGISTRATION PROCEDURES

Students who have received a letter of admission from the Graduate School report to the office of the college, school, or department in which they are enrolled to be assigned an advisor who will assist in scheduling classes and completing registration. Each student, new or continuing, has primary responsibility for assuring that he or she is completing degree requirements and determine his or her own course registration. To register, a student must complete an on-line registration schedule, consult an advisor, if necessary, and register via Banner Self Service. To complete the process and be officially registered and entered on the class roll, students must pay fees to the cashier's office. No person will be admitted to any class unless officially registered either for audit or for credit.

Students are expected to complete registration (including the payment of all required fees) on the dates prescribed in the university calendar. Students who register during the early registration period are required to pay their fees and secure their official schedules during a stipulated period prior to registration day. Students who fail to pay fees by this date will have their schedules canceled.

EARLY REGISTRATION

Early registration is a time designated each semester for currently enrolled, readmitted, or newly admitted students to meet with their advisors, if necessary, to review their records and plan their courses for the upcoming semester. The student will complete an online registration schedule, after consulting an advisor if necessary, register via Banner Self Service, and receive a tuition and fee schedule giving further instructions.

SCHEDULE CHANGES

A graduate student may add a course or courses through the day following the last day to register for the semester. The student must process and take to the Office of the Registrar the schedule change form but needs only the signature of the advisor, indicating the advisor's awareness of the action, and the signature of the instructor or departmental chairperson, indicating the space is available in the class.

A graduate nondoctoral student may drop a course and receive no grade according to the date given in the Graduate School calendar. The student must process the schedule change form by taking the form signed by the program advisor to the Office of the Registrar. The advisor's signature indicates awareness of the change. **A student who drops a course after the last day for graduate students to drop a class without a grade will receive a final grade of F unless he or she has permission from the dean of the Graduate School to drop for medical reasons or other justification.**

Doctoral students may drop courses only with permission of their departmental chairperson or graduate committees.

Students should pay particular attention to procedural directions printed on the forms. No course is officially dropped or added until the required procedure is completed.

GRADING SYSTEM

GRADES AND SCHOLARSHIP

At the first scheduled class meeting, the instructor must state the basic requirements and assignments of the course and indicate his or her method of evaluation.

In the Graduate School, grades consist of A, B, C, I, F, N, Q and R.

Change of Grade

A change of grade, other than I, for any reason, must be made within one year from the date the original grade was received.

Definition of Grades

1. A-Excellent
2. B-Good
3. C-Passed
4. I-Incomplete – The grade of I is given for a deficiency in the quantity of work done in a course. "I" grades must be resolved within one calendar year or a grade of "F" will automatically be assigned. No exceptions to this policy will be allowed. No student will be allowed to graduate with an incomplete on his or her record.
5. Q and R-In Progress – A special grade reserved for capstone courses such as thesis, dissertation, professional paper, internships, practica, and similar courses. The "Q" grade is removed when the course is successfully completed, and replaced with a grade of "R". The grades in these courses are not included in meeting the cumulative "B" average required for graduation.
6. F-Failure
7. N-Audit

TERMINATION OR CONTINUANCE OF GRADUATE STUDY

Each graduate student is admitted to study on the recommendation of the graduate faculty of a college, school, or department, or its authorized agent, who are responsible for courses and research in the major field of the student's program. When a student's record indicates that he or she has failed to maintain standards described in this section, or specific standards of the student's program described elsewhere in the graduate catalog or in school or departmental program descriptions, the dean of the Graduate School will notify the student by letter (copy to the advisor of the student) that his or her program must be terminated unless special arrangements for continuance are recommended by his or her major faculty, or an authorized agent, and approved by the Graduate School. The advisor will confer with the unit graduate faculty or its authorized agent. Any appeal by the student must be considered at this stage in the process. Following conference and possible student appeal, the advisor will forward a written recommendation (copy to the student) to the Graduate School. If the recommendation is for termination, the student's program is terminated. A recommendation for continuance should stipulate requirements through which the student could complete his or her graduate program.

The Graduate School may either accept the requirements or request that the student's major faculty modify them. When the requirements are acceptable to the Administrative Board, the dean of the Graduate School will inform the student by letter of the approved requirements (copy to the advisor of the student). The Graduate School office will ensure that these requirements are met before the student graduates.

RETENTION STANDARDS

Nondoctoral Programs

1. Graduate courses with a final grade of C may be credited toward completion of any part of a nondoctoral degree program, but any student who receives a final grade of C or F on courses totaling in excess of 6 s.h. will be subject to termination.

SECTION 4: ACADEMIC REGULATIONS

2. A B average is required for graduation based on semester hours of A graded work equal to or exceeding semester hours of C and F work. A student failing to maintain a B average will be subject to termination.

Doctoral Programs

1. Students must maintain a cumulative B average in all formal course work while enrolled in doctoral programs, based on semester hours of A graded work equal to or exceeding semester hours of C work. If the cumulative average falls below B, the student's program is subject to termination. However, at the discretion of the student's department, one or two semesters of additional course work may be allowed to bring the cumulative average to B or better.
2. No grade less than B in a graduate-level course may be used to satisfy any part of the minimal credit hours required for the PhD or EdD degree. A grade less than B in a course defined by the student's department as being essential for the doctoral degree might, at the department's discretion, result in program termination.
3. A cumulative B average in graduate-level courses is a prerequisite for the administration of the PhD candidacy examination and of the EdD qualifying and comprehensive examinations.
4. The PhD student's department and individual advisory committee are responsible for evaluating research skills with respect to potential for independent and creative research. Failure to meet departmental standards may result in program termination.

COMPREHENSIVE ASSESSMENTS

All graduate programs require students to successfully complete a comprehensive assessment. The assessment may include a comprehensive examination (written and/or oral), a research project, thesis, capstone course, portfolio, and/or equivalent. The specific requirements may be found in descriptions of degree programs in Section 7, Curricula.

GRADUATE SCHOOL APPEALS PROCEDURE

Graduate students may appeal decisions concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward the degree other than insufficient grade point average, termination of or election to void an assistantship for reasons set forth in the terms and conditions applicable to graduate assistant appointments, or dismissal from the graduate program. This policy does not apply to the appeal of decisions regarding course grades.

Informal resolution of appeals concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree, termination of or election to void assistantships, or dismissal from the graduate program is always the most desirable approach, and encouraged whenever possible. Before initiating a formal appeal, the student should discuss the problem with the person or persons whose actions are being challenged, henceforth referred to as the 'academic officer', within ten business days following the adverse recommendation or decision. The student should keep the head/chair of the department in which the student's program resides apprized of the situation and progress of negotiations. For matters concerning unsatisfactory performance on comprehensive assessments, academic probation for reasons of unsatisfactory progress toward a degree, termination of or election to void assistantships, or dismissal from the graduate program, the appropriate academic officers are the student's advisor, the graduate advising committee, and/or the student's supervisor. If the matter is not resolved to the student's satisfaction within twenty business days following the informal discussion between the student and the academic officer(s), the student may initiate a formal appeal by submitting the matter in writing to the dean of the Graduate School. The student shall have five additional business days to file this appeal. In the written appeal, the student must clearly address three important aspects of the appeal: 1) the action(s) being challenged, 2) the person(s) against whom the complaint is being made, and 3) the redress sought. A decision shall be deemed final on the expiration of the period for filing an appeal, or if an appeal is filed, upon issuance of a decision in such an appeal, whichever is later. No adverse recommendation or action shall be effective until such date.

The dean of the Graduate School, together with the director of the Office of Student Rights and Responsibilities, shall examine the appeal and jointly determine whether the actions complained were disciplinary or academic. If the challenged action is deemed to be disciplinary, the dean of the Graduate School shall refer the complaint to the appropriate university officers responsible for disciplinary matters within five business days. If the challenged action is deemed to be an academic matter, other than a grading decision, the dean of the Graduate School shall implement the procedures defined below, keeping all records associated with the case.

A review panel comprised of two faculty members and a graduate student will be appointed. One faculty member, from a college other than the one in which the student's academic department resides, will be appointed by the dean of the Graduate School. The other faculty member, from the college in which the student's program resides, will be appointed by the dean of the college. However, this representative will not be from the student appellant's department. In the event that either of the two aforementioned deans is a complainant in the case, the vice chancellor for research and graduate studies will appoint the appropriate faculty members. The Graduate Student Council will provide a list of graduate students who expressed a willingness to serve on review panels from which the dean of the Graduate School will appoint a student from a department other than that of the student appellant. In the event that the dean of the Graduate School is a principal in the case, the vice chancellor for Research and Graduate Studies will appoint the student member.

The review panel will consider the case in detail. It must review any and all written records of the case. It must afford the student appellant an opportunity to appear in person before it, and consider any written materials the student may wish to bring to its attention. The review panel will hear from the academic officer(s) whose action is being appealed and may confer with other involved parties. It shall evaluate any other information it deems important to its deliberations. Written summaries of the deliberations will be kept. To overcome the presumption of good faith in the performance judgment by the advisor, supervisor, and/or graduate committee, an appeal must demonstrate that the evaluation was based upon matters that are inappropriate or irrelevant to academic performance and applicable professional standards and that consideration of those matters was the deciding factor in the evaluation. Should the review panel find in favor of the student, it will submit a report, making appropriate recommendations, to the dean of the Graduate School, e.g., reassignment to a different advisor and/or graduate committee, administration of another examination, or alternative assistantship assignment. The dean of the Graduate School and the dean of the appellant's college shall jointly review the case, giving due consideration to the review panel's report and recommendation. Following consultation with the vice chancellor for Research and Graduate Studies, the dean of the Graduate School shall make the final decision of the university. In the event that the dean of the Graduate School is a principal in the case, the duties of the dean of the Graduate School, with respect to this case, shall be transferred to the vice chancellor for Research and Graduate Studies. In the event that the decision recommends termination of an assistantship due to unavailability of funds or other conditions beyond the university's control or performance of assigned duties and functions as set forth in the terms and conditions applicable to graduate assistant appointments, such terminations must be approved by the chancellor; as the representative of the Board of Trustees.

THESIS: RESEARCH, EXAMINATION, PREPARATION, AND DELIVERY

In programs where a thesis is prepared, the student must comply with the specific regulations of his or her school or department and the general requirements of the Graduate School. These requirements are specified in the *Manual of Basic Requirements for Theses and Dissertations* which is approved by the Graduate School and available on the Graduate School's web site, www.ecu.edu/gradschool/. The manual contains details on the form, preparation, and binding of theses and dissertations.

Thesis topics must be approved by the thesis advisory committee and the chairperson of the department. All students whose thesis projects involve human subjects must have their proposals approved by the University and Medical Center Institutional Review Board (UMCIRB) before beginning their studies. All students whose research involves animals must have their proposals approved by the Institutional Animal Care and Use Committee (IACUC). A copy of the appropriate committee approval must be submitted with the title of the thesis.

Copies of the thesis must be presented by the student to his or her faculty thesis advisor for the use of the examining committee not later than one week prior to the date on which the examining committee will conduct the oral examination and defense of the thesis. At this oral defense of the thesis, the examining committee may ask the student questions regarding the subject matter in the major field. A student may attempt to defend the thesis no more than twice.

Students in the EdD program must complete a scholarly dissertation. Specific requirements for the proposal and the dissertation are available from the coordinator of the EdD program.

After the thesis or dissertation has been defended successfully, the original copy of the thesis or dissertation, prepared and printed on the required paper with the required format, properly signed by the director of the thesis or dissertation committee and the dean of the school or chair of the major department, must be submitted to the dean of the Graduate School. It must be delivered at least ten days prior to the last day of classes of the student's final semester.

After approval by the dean of the Graduate School, additional copies of the thesis or dissertation may be prepared by photocopy or printed by offset printing.

SECTION 4: ACADEMIC REGULATIONS

Three copies (including the original) of the final, approved thesis must be submitted to the university library. These three copies will be bound at no cost to the student. Two of these copies remain in the university library and the third is delivered to the school or department of the student's major. Additional copies may be bound at the student's expense. These optional copies may be for the thesis director and the student's personal use.

For copy requirements and binding procedures for PhD dissertations, see program descriptions, Section 7, Curricula.

CHANGE OF PROGRAM

In order to change graduate degree programs, a student must file a petition to change programs on forms obtained from the Graduate School. The student's credentials will be sent to the new school or department for evaluation and recommendation. The petitioning student will be notified by the Graduate School concerning the outcome of the petition. A student who petitions successfully for transfer to a new degree program must complete new program requirements in force at the time of the change of program. Any courses credited from the old program must meet the time frame requirements for completion of the new program.

WITHDRAWAL AND READMISSION

For information on withdrawal and readmission, see Section 2, Admission and Readmission.

STUDENT EDUCATIONAL RECORDS

POLICY ON POSTING GRADES

As soon as they are determined at the end of each semester or summer term, grades are posted electronically. Students may secure their grades via Banner Self Service. In compliance with the Family Educational Rights and Privacy Act, faculty are not allowed to post grades by Social Security Number or any other personally identifiable characteristic. Upon receipt of a written request to the Office of the Registrar, a report of grades is sent to the student at his or her permanent home address. Questions about final examination grades should be directed to the instructor who determined the grade.

TRANSCRIPTS OF RECORDS

Requests for transcripts of a student's record should be addressed to the Office of the Registrar. For each copy, there is a fee of \$5. A transcript will not be issued for a student who is financially indebted to the university.

PRIVACY OF STUDENT EDUCATIONAL RECORDS POLICY

The university policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment or FERPA. This policy provides that the student has a right of access to student educational records maintained by the university or any department or unit within the university. The policy also protects the confidentiality of personally identifiable information in student records. A copy of the university policy regarding the privacy of student educational records is maintained in each professional school and academic department within the university. Each member of the faculty should be thoroughly familiar with this policy and comply with its provisions.

ACCESS TO STUDENT EDUCATIONAL RECORDS

In compliance with the Family Educational Rights and Privacy Act of 1974, it is the policy of the university that students have the following rights in regard to official educational records maintained by the university.

1. Each student has the right to inspect and review any and all official educational records, files, and data maintained by the university and directly related to the student and not related to other students.
2. The university will comply with the request from a student to review his or her records within a reasonable time, but in any event not more than forty-five days after the request is made. Any inquiry pertaining to student records should be directed to the Office of the Registrar.
3. A student who believes that his or her educational records contain inaccuracies or misleading information or that his or her right of privacy is violated on the basis of information contained in such records has the right to a hearing to challenge such information and to have it removed from his or her record or to include in the record

his or her own statement of explanation. Any complaint pertaining to student records should be made directly to the Office of the University Attorney, telephone 252-328-6940.

4. The university will not release any information from student records to anyone (except those agencies noted in item 5., below) without the prior written consent of the student. The consent must specify the records or information to be released, the reasons for the release, and the identity of the recipient of the records.
5. Legitimate educational interest is a demonstrated "need to know" by those officials of an institution who act in the student's educational interest. They include: faculty, administration, clerical and professional employees, and other persons who need student record information for the effective functioning of their office or position. The following criteria shall be taken into account in determining the legitimacy of a University official's access to student's records:
 - a. The official must seek the information within the context of the responsibilities that he or she has been assigned.
 - b. The information sought must be used within the context of official University business and not for purposes extraneous to the official's area of responsibility to the University.
6. Information from the student's records may be released without the written consent of the student in the following situations:
 - a. in compliance with a court order or subpoena;
 - b. requests from the staff or faculty of the university who have a legitimate educational interest in the information;
 - c. requests from other departments or educational agencies who have legitimate educational interest in the information, including persons or companies with whom the university has contracted (such as an attorney, auditor, collection agent, or The National Student Clearinghouse);
 - d. requests from officials of other colleges or universities at which the student intends to enroll provided the student is furnished with a copy, if he or she so desires, so that he or she may have an opportunity to challenge the contents of the record;
 - e. requests from authorized representatives of the US Comptroller General or the administrative head of a federal educational agency in connection with an order or evaluation of federally supported educational programs;
 - f. requests in connection with a student's application for receipt of financial aid;
 - g. requests from parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1954;or
 - h. requests from appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

A student has the right to file a complaint at any time with the US Department of Education. However, it is expected that the student normally would exhaust the available administrative remedies for relief according to the university grievance procedures before filing such a complaint.

If student's complaint is not rectified through the university grievance procedures, complaints may be sent to:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605

CHANGE OF NAME AND ADDRESS

It is the obligation of every student to notify the Office of the Registrar of any change in name or address. Students may also change their address via Banner Self Service. Failure to do so can cause serious delay in communication with the student.

RELEASE OF DIRECTORY INFORMATION

The university routinely makes available in an annually updated printed directory and in an on-line directory certain information about its students. This policy is for the convenience of students, parents, other members of the university community, and the general public. In compliance with the Family Educational Rights and Privacy Act of 1974, the university will continue this policy of releasing directory information, including the following: the student's name, address (including e-mail address),

SECTION 4: ACADEMIC REGULATIONS

telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institute attended by the student. If any student does not wish this directory information released without prior consent, the student must notify the Office of the Registrar in writing within seven days after registration day of the current term of enrollment.

RESIDENCE AND GRADUATE REQUIREMENTS

RESIDENCE REQUIREMENT

The residence requirement for a graduate degree program is met when a student has earned at least eighty percent of the required degree credit for his or her program (a program is defined as 30 or more s.h.) through enrollment in courses offered by East Carolina University. Individual graduate programs may specify additional residence requirements.

CONTINUOUS ENROLLMENT (OR REGISTRATION)

Graduate students who have previously registered for all credits in a graduate degree program but who have not completed all requirements (e.g., thesis, professional paper, internship, etc.) must continue to register each semester (except summer terms) until all degree requirements are completed and filed with the registrar. Under special circumstance, exception to continuous registration may be approved by the dean of the Graduate School. Students must be registered for the semester of graduation (except summer, if registered for the prior spring semester).

RESEARCH SKILLS REQUIREMENT

Programs require completion of a research skills component. How the research skills requirement is completed is defined by the academic program.

TIME LIMITATIONS

The time limit for completing all credit (including transfer credit) in nondoctoral programs is six years (except for the master of science in social work which is limited to four years for full- and part-time students). College, school, and departmental petitions for time extensions for completion of degrees will be reviewed and acted upon by the Graduate School. The Graduate School is empowered to establish the length of time for extensions that are granted and to specify the conditions governing time extensions that student petitioners must meet.

Students in the EdD program must complete their course work in six years. An extension may be granted with the approval of the faculty of the Department of Educational Leadership and the Graduate School.

For limitation of PhD programs, see Section 7, Curricula.

APPLICATION FOR GRADUATION

Application for graduation must be made on a form provided by the registrar at least one semester prior to completion of the requirements of the degree.

INTERNATIONAL PROGRAMS**INTERNATIONAL AFFAIRS**

East Carolina University views the creation of international awareness as an essential obligation of the contemporary university. It provides academic and co-curricular programming which allows students to attain the knowledge and skills to comprehend the world within a broad, flexible, and sensitive conceptual framework that takes into account the reality of interdependence among countries and of international structures. The university aims to produce liberally educated citizens of this and other countries capable of coping with the complexity and diversity of the world in which we live. The International House is located at 309 Ninth Street; telephone 252-328-4829.

International Admissions and Services

The Office of International Affairs coordinates ECU's international student recruitment and admissions program, working with its own staff and others within the university to expand the international representation within its degree-seeking student body. Additionally, the office offers all students and faculty a variety of opportunities to participate in international travel and learning experiences through summer-, semester-, or year-abroad programs. Fulbright and other scholarship or fellowship opportunities, teaching and research, or work experiences are a few of the activities addressed for students and faculty.

Students from countries other than the United States may apply to the chairperson of the Department of Foreign Languages and Literatures for a departmental certificate of American studies. (See Department of Foreign Languages and Literatures for requirements.)

Exchange Programs

In addition to its bilateral student exchanges with partner universities in fifteen countries, East Carolina University is a member of the UNC Exchange Program (UNC-EP) and the International Student Exchange Program (ISEP). As a result of these linkages, ECU students can spend a semester or full academic year studying on exchange at more than 200 institutions in 41 countries.

Studying abroad is available to students with strong foreign language skills as well as for students interested in sites where English is used as the primary language of instruction. These sites include such countries as Finland, Lithuania, Poland, Sweden, France, and the Netherlands. With proper planning, students may take courses in their major, minor or foundations curriculum without losing time toward graduation.

Studying abroad is affordable. Students studying on exchange through ECU, UNC-EP, or ISEP programs pay their tuition and fees to ECU and receive equivalent benefits at the host institution. Students may use their financial aid to pay for their exchange programs and they are encouraged to apply for a scholarship through the Rivers Endowment Fund, designed to support ECU students going on exchange.

Study abroad alumni gain a global perspective that can provide an advantage when applying to graduate schools or when applying for the first job. Admissions counselors and employers recognize that study abroad provides an opportunity to experience new cultures first hand and augment what students learn in the classroom.

The Thomas W. and Izabel B. Rivers Endowment Fund

The endowment fund established by Thomas W. and Izabel B. Rivers promotes the internationalization of ECU through support for students to study abroad. Awards are made throughout the year, as decided by a faculty panel. Information and applications are available through the Office of International Affairs.

Additionally, International Affairs coordinates the Rivers Distinguished Chair of International Affairs program. It ensures that throughout each academic year outstanding scholars are in residence, assisting schools or departments as well as faculty in the internationalization process through teaching, research, and conferences.

LEADERSHIP PROGRAMS

BB&T CENTER FOR LEADERSHIP DEVELOPMENT

The BB&T Center for Leadership Development advocates and facilitates the incorporation of leadership development as an important dimension of intellectual attention, inquiry and activity at East Carolina University and in higher education. Major emphasis is placed on the proposition that every university student is being prepared as a leader, and therefore being empowered as an agent of positive change in society.

The Center's mission is to serve as a catalyst for leadership development throughout the University. A major goal is to encourage and assist academic units and faculty to prepare students with leadership capacities to positively influence and impact their lives, their families, their communities and the larger society. That goal is pursued by providing opportunities for leadership-related projects, programs and initiatives through financial grants for leadership development agendas.

By encouraging and assisting units to embed leadership development components into courses and programs, the Center seeks to advance East Carolina University's extant service culture and its intention as a leadership development community.

Requests for further information should be addressed to the Director, BB&T Center for Leadership Development, 1100 Bate Building, East Carolina University, Greenville, NC 27858-4353; telephone 252-328-6190; beardenj@ecu.edu.

CENTER FOR LEADERSHIP AND CIVIC ENGAGEMENT

The Center for Student Leadership & Civic Engagement (CSLCE) is located in Mendenhall Student Center within the Department of Student Experiences/University Unions. The mission of the center is to foster leadership practices and civic engagement experiences that transform and empower students through pedagogy, research, and co-curricular experiences. The center provides a central location for student leadership experiences and opportunities that foster their leadership development.

The CSLCE operates under five core premises and a matrix of guiding principles which aligned with the university's strategic plan to "Distinguish itself by the ability to train and prepare leaders for our state and nation." The first and foundational premise is that leadership is a continual process of understanding who you are and using that knowledge to positively influence yourself, others, and society. Secondly the CLSCE is driven by the premise that civic engagement is a powerful vehicle for developing students' leadership skills. The third operating premise is that leadership is a collaborative process, and the fourth states that leadership is value-based. The final premise around which the center functions is that all students (not just those in formal positions) have the ability to apply leadership practices to real life situations.

Programs and activities will be designed to encourage development in three learning stages; they will Discover, Design, and then Deliver. Within each stage, students will explore three phases of leadership – Self, Others, and Society.

In the Discover phase, students start by recognizing the self--who they are, what they want, what they value, how they operate as individuals and as members of groups, and how they can contribute to the betterment of society.

During the Design phase, students develop a personal strategic vision and develop strategies for motivation and self-discipline. Plans for promotion and collaboration with others are made. In this stage, students personally respond to societal challenges.

The Deliver phase is structured to be transformative. At this point in their development, students will have the opportunity to transform themselves and society by performing service to the public.

The CSLCE offers students points of entry into leadership development activities throughout their collegiate career. The center serves as a clearinghouse for multiple programs and hosts the Elite Pirate, Leadership Challenge Institute, Emerging Leaders Program, Student Financial Literacy, Co-Curricular Student Profile, LeaderShape, and the Walter & Marie Williams Leadership Award Program to name a few. To find out more about our programs and initiatives, visit our website at <http://www.ecu.edu/cs-studentlife/universityunions/CSLCE.cfm> or feel free to give us a call at 252-737-2002.

UNC IN WASHINGTON PROGRAM

East Carolina University is one of fourteen UNC institutions partnering with the UNC in Washington Program, a prestigious internship and experience program sponsored by UNC-GA and implemented in Summer 2005. Each term (summer, fall, and spring) three students from ECU join approximately forty students from the other institutions to live and work in Washington, D.C. The program's primary goal is to provide an opportunity for upper-level students (juniors/seniors) from the University of North Carolina's constituent institutions to work and study in Washington, D.C. Participating students live in university-leased housing convenient to the capital, work in an internship for academic credit, and take the Washington Experience Seminar. To be eligible, students must be enrolled full-time at ECU as degree-seeking students with a B or higher grade point average.

Prior to the term, selected students are assisted by the site director in obtaining prestigious internship placements. (Students may apply as many as three terms in advance of the Washington semester and should do so if their internship placement requires security clearances.) During the term, students register through ECU's UNC in Washington Office for full-time schedules (9-12 hours in summer and 12-15 hours in fall and spring), including the internship of approximately 32 hours per week (6-12 s.h.); the Washington Experience Seminar (LDVP 3000, 3 s.h.); and an independent study or other course, if needed for full-time status. The seminar course includes a variety of topics and opportunities to learn about Washington and integrates leadership development across the topics. Internship placements include Washington-based organizations, such as the U.S. Congress, the U.S. executive branch, corporate headquarters, think tanks, interest groups, research and other institutes, and other placements where students can extend their knowledge in their major discipline, observe leaders in action, and develop/refine their own understanding of successful leadership. Among the ECU student internship locations are the Smithsonian, Supreme Court, Department of Defense, ABC News, National Education Association, American Bar Association, and NIH, as well as Senate and Congressional offices. All courses offered in the UNC in Washington Program are distance-education courses by permission of the program and department.

Interested students can visit the program web site at www.ecu.edu/aa/unc_washington. Requests for further information should be addressed to UNC in Washington, 2307 Old Cafeteria Complex, East Carolina University, Greenville, NC 27858-4353; telephone 252-328-1426.

ONLINE DISTANCE EDUCATION

East Carolina University has been a leader in distance education in North Carolina for sixty years. In the years since the inception of its first distance education program, the university has expanded both its offerings as well as the areas that it serves. ECU recognized the potential of online learning early, and was one of the first universities in the nation to develop and offer a degree entirely over the Internet. Since then, ECU has worked to offer more than sixty degrees and certificate programs online, in fields such as education, business, health care, and technology, among others.

East Carolina University's online distance education degree programs allow students to access their coursework twenty-four hours a day, seven days a week. Online courses are taught by the same faculty that teach on-campus courses, and the level of coursework, required readings, and examinations are the same for online courses as for their on-campus counterparts. Programs are designed with the student in mind, and the instruction is focused on active participation and academic success.

DISTANCE EDUCATION STUDENTS

Online learning is ideal for a number of people, particularly those that are concerned about balancing the rigors of an academic workload with full-time employment or family obligations. East Carolina University offers a number of its degree and certificate programs online, making them accessible to individuals who might otherwise have difficulty with pursuing additional education.

In addition to increased skill and comfort with technology and online delivery of information, a distance education student also strengthens their self-discipline, organization, and time management skills. The format is ideal for allowing students independence in pursuit of their education, while simultaneously providing the guidance and mentorship that are traditionally associated with on-campus instruction. Though convenience and flexibility are emphasized with distance education coursework, the same amount of effort and participation are required from both student and instructor as are required for face-to-face courses.

Online courses are typically delivered using course management systems such as Blackboard, Moodle, or Sakai. These formats have been selected due to their ease of use for both student and instructor, and they have been used extensively for delivery of distance education coursework. In an online course, students and instructors communicate via text-based discussion forums, where students can access their coursework as well as read and respond to information presented by the instructor. Some courses include real-time electronic discussions that take place at a scheduled time, with students engaging their peers and instructor in conversation about course material.

Assignments and homework are submitted electronically via e-mail or the class web site, usually on a weekly basis, with all necessary materials made available via folders within the course management system. When administered electronically, examinations are taken by students during a prescribed timeframe, using a proctor when necessary.

As with on-campus sections, information such as syllabus and schedule of assignments are made available to students within the first few days of the semester for online courses.

Up-to-date listings of distance education course offerings by semester, as well as instructions for how to search for a particular course, are available at the Division of Continuing Studies' website: <http://www.ecu.edu/cs-acad/options/courseinstructions.cfm>. Tuition information for residents and non-residents are available at the division's website, with current rates provided for undergraduate and graduate credits: <http://www.ecu.edu/cs-acad/options/cost.cfm>.

Full-time campus students that elect to add distance education course(s) to their schedule will incur additional tuition and fees for such coursework, in addition to their regular on-campus tuition. Graduate rates will apply to those students that are admitted to East Carolina University as non-degree seeking graduate students or those students that are pursuing graduate degrees or certificates of advanced study.

ONLINE DEGREE AND CERTIFICATE PROGRAMS

UNDERGRADUATE DEGREE-COMPLETION PROGRAMS *

Business Education (BSBE)	Hospitality Management (BS)
Birth through Kindergarten Teacher Education (BS)	Industrial Technology (BS)
Communication (Media Studies Concentration) (BS)	Bioprocess Manufacturing
Education	Industrial Distribution and Logistics
Elementary Education (BS)	Industrial Supervision
Middle Grades (BS)	Information and Computer Technology
Special Education (BS)	Manufacturing Systems
Finance (BSBA)	Information Technologies (BSBE)
Health Information Management (BS)	Nursing (RN to BSN)
Health Services Management (BS)	

* - Allow students with college credit to complete the last half of the degree via distance education.

GRADUATE DEGREES

Business Administration (MBA)	Nursing (MSN)
Finance	Adult Nurse Practitioner **
Healthcare Management	Clinical Nurse Specialist
Hospitality Management	Family Nurse Practitioner **
Management Information Systems	Nurse Midwifery **
Supply Chain Management	Nurse Education
Construction Management (MCM)	Nursing Leadership
Criminal Justice (MS)	Neonatal Nurse Practitioner
Education (MAEd)	Nutrition (MS)
Art Education *	Occupational Safety (MS)
Business Education *	Psychology (MA) **
Health Education *	Technology Systems (MS)
Instructional Technology *	Computer Networking Management
Science Education *	Digital Communications
Special Education *	Information Security
* - Must hold a current North Carolina teaching license	Industrial Distribution and Logistics
English (Technical and Professional	Manufacturing Systems
Communication Concentration) (MA)	Performance Improvement
Health Education (MA)	Quality Systems
Instructional Technology (MS)	Software Engineering (MS)
Library Science (MLS)	Speech, Language and Auditory Pathology (MS) **
Music Education (MM) **	Vocational Education (MS)

GRADUATE CERTIFICATE PROGRAMS

Assistive Technology	Performance Improvement
Community College Instruction	Professional Communication
Computer Network Professional	Security Studies
Distance Instruction	Substance Abuse Counseling
Health Care Management	Virtual Reality in Education and Training
Information Assurance	Website Developer
Multicultural and Transnational Literature	

POST-MASTER'S CERTIFICATES

Clinical Nurse Specialist
Family Nurse Practitioner **
Nurse Midwifery **

Nursing Education
Neonatal Nurse Practitioner

ADD-ON LICENSURE

Driver's Education
Preschool **

Instructional Technology Specialist – Computers

**** - *Partial on-campus attendance required.***

GRADUATE DEGREES, MINORS, AND CERTIFICATES

All programs listed may be available on campus unless otherwise indicated. Programs designated by the **DE** icon have been approved for distance education delivery. **DE-P** indicates that only a portion of the degree program is available through distance education.

Access www.options.ecu.edu for information regarding delivery methods and services available for degree programs offered through distance education. Distance education offerings are subject to change as other options become available.

GRADUATE DEGREES

Master of Arts (MA)	Master of Science in Environmental Health (MSEH)
Master of Arts in Education (MAEd)	Master of Science in Nursing (MSN)
Master of Arts in Teaching (MAT)	Master of Science in Occupational Therapy (MSOT)
Master of Business Administration (MBA)	Master of School Administration (MSA)
Master of Construction Management (MCM)	Master of Social Work (MSW)
Master of Fine Arts (MFA)	Educational Specialist (EdS)
Master of Library Science (MLS)	Doctor of Education (EdD)
Master of Music (MM)	Doctor of Medicine (MD)
Master of Public Administration (MPA)	(See catalog of the Brody School of Medicine.)
Master of Public Health (MPH)	Doctor of Philosophy (PhD)
Master of Science (MS)	Doctor of Physical Therapy (DPT)
Master of Science in Accounting (MSA)	

GRADUATE MINORS

Statistics	Women's Studies
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GRADUATE CERTIFICATES

Adult Nurse Practitioner	Information Assurance
Advanced Performance Studies	International Management
Applied Economics	International Teaching
Aquatics Management	Lean Six Sigma
Aquatics Therapy	Management Information Systems
Assistive Technology	Multicultural and Transnational Literature
Autism	Neonatal Nurse Practitioner
Biofeedback	Nurse Anesthesia
Child Welfare Studies	Nurse Midwifery
Clinical Nurse Specialist	Nursing Education
Community College Instruction	Pathology Assistant
Community Health Administration	Performance Improvement
Computer Network Professional	Professional Communication
Deaf-Blindness	Professional Investment Management and Operations
Development and Environmental Planning	Rehabilitation Counseling
Distance Instruction	School Business Management
Economic Development	Security Studies
Electronic Commerce	Special Endorsement in Computer Education
Employee Assistance Program Counseling	Sport Management
Family Nurse Practitioner	Statistics
Finance	Substance Abuse
Geographic Information Science and Technology	Substance Abuse Counseling
Gerontology	Supply Chain Management
Health Care Administration	Suzuki Pedagogy
Health Care Management	Tax
Health Informatics	Virtual Reality in Education and Training
Hispanic Studies	Vocational Evaluation
Hospitality Management	Website Developer

SECTION 7: DEGREES AND TEACHER LICENSURE

GRADUATE DEGREE PROGRAMS

Programs designated by the **DE** icon have been approved for distance education delivery. **DE-P** indicates that only a portion of the degree program is available through distance education. (For concentrations and specializations within degree programs, see departmental or school listings and the graduate catalog.)

Course of Study	On-Line	Off-Campus Site
Accounting MSA		
Adult Education MAEd	DE-P	
Anatomy and Cell Biology PhD		
Anthropology MA		
Art MFA		
Art Education MAEd MAT	DE	
Athletic Training MS		
Biochemistry and Molecular Biology PhD		
Bioenergetics and Exercise Science PhD		
Biology MS		
Biomedical Physics PhD		
Birth through Kindergarten Education MAEd	DE	
Business Administration MBA	DE	
Business Education MAEd	DE	
Business and Marketing Education MAT	DE-P	
Chemistry MS		
Child Development and Family Relations MS		
Coastal Resources Management PhD		
Communication MA		
Communication Sciences and Disorders PhD		
Computer Science MS		
Construction Management MCM	DE	
Counselor Education MS EdS	DE-P	
Criminal Justice MS	DE	

Course of Study	On-Line	Off-Campus Site
Economics		
MS (Applied and Resource Economics)		
Education, Secondary (See academic subject.)		
Educational Administration and Supervision		
EdS	DE	
Educational Leadership		
EdD		
Elementary Education (K-6)		
MAEd	DE-P	
MAT	DE-P	
English		
MA	DE	
English Education		
MAT		
MAEd	DE-P	
Environmental Health		
MSEH		
Exercise and Sport Science		
MS		
Family and Consumer Sciences Education		
MAEd		
MAT		
Geography		
MA		
Geology		
MS		
Health Education		
MA	DE	
MAEd	DE	
MAT		
Hispanic Studies		
MAT		
History		
MA		
History Education		
MAEd		
Instructional Technology		
MS	DE	
Instructional Technology Education		
MAEd	DE	
Interdisciplinary Biological Sciences		
PhD		
International Studies		
MA		
Library Science		
MLS	DE	
CAS	DE	
Maritime Studies		
MA		
Marketing Education		
MAEd	DE-P	
Marriage and Family Therapy		
MS		
Mathematics		
MA		

SECTION 7: DEGREES AND TEACHER LICENSURE

Course of Study	On-Line	Off-Campus Site
Mathematics, Secondary Education MAEd		
Medical Family Therapy PhD		
Medicine MD		
Microbiology and Immunology PhD		
Middle Grades Education MAEd MAT	DE-P	
Molecular Biology and Biotechnology MS		
Music Education MM MAT	DE-P	
(Music) Performance MM		
(Music) Theory-Composition MM		
Music Therapy MM		
Nursing MSN PhD	DE	
Nutrition MS	DE	
Occupational Safety MS	DE	
Occupational Therapy MSOT		
Pathology (See Interdisciplinary Biological Sciences.)		
Pharmacology PhD		
Physical Education MAEd MAT		
Physical Therapy DPT		
Physician Assistant MS		
Physics MS (See also Biomedical Physics.)		
Physiology PhD		
Planning MA in geography with planning concentration; MPA with planning concentration; See Urban and Regional		
Psychology, Clinical MA		
Psychology, General and Theoretic MA	DE-P	
Psychology, Health PhD		

Course of Study	<u>On-Line</u>	<u>Off-Campus Site</u>
Psychology, School MA CAS		
Public Administration MPA		
Public Health MPH		
Reading Education MAEd	DE-P	
Recreational Therapy Administration MS		
Recreation and Leisure Facilities and Services Administration MS		
Rehabilitation Counseling MS PhD (and Administration)		
School Administration MSA		DE
School Library/Media Coordinator Licensure		
Science Education MA MAEd MAT	DE	
Secondary Education (See academic subject.)		
Social Work MSW		DE
Sociology MA		
Software Engineering MS		
Special Education MAEd	DE	
Special Education, Mental Retardation MAEd	DE	
Speech-Language and Auditory Pathology MS	DE	
Substance Abuse and Clinical Counseling MS		
Teaching-MAT (See specific teaching area.)		
Technical and Professional Discourse PhD		
Technology Systems MS		
Vocational Education MS	DE	
Vocational Evaluation MS	DE-P	

GENERAL REQUIREMENTS FOR DEGREES

The degrees described immediately below are offered in more than one college, school, or department, and the requirements set forth are limited to those that apply in every school and department offering these degrees. Additional requirements particular to each major field precede the list of courses offered in each academic unit. The description of a degree that is offered in only one academic unit is not included here. It precedes the list of courses in that academic unit.

Students should direct questions regarding specific course requirements to the dean, director, chairperson, or graduate adviser in their academic units. The Graduate School will assist in answering other questions.

Only 5000-level courses and other graduate-level courses apply toward graduate degrees or CAS programs. At least half of the credit for the master's degree must be earned in courses for graduates only, numbering 6000 or above.

Additional requirements applicable to all graduate students are explained in Section 4, Academic Regulations.

The university does not award degrees solely because a student successfully completed the required courses. Violations of the student Code of Conduct, including both academic and nonacademic violations, may result in a degree not being awarded. For example, when the student has disciplinary charges pending, the degree may be withheld or the awarding of the degree may be delayed.

MASTER OF ARTS AND MASTER OF SCIENCE

A minimum of 30 s.h. is required for the master of arts and master of science degrees.

The goal of the MA and MS degree programs is to provide the student with a well-rounded and indepth understanding of the subject matter. While there are not inflexible rules that govern course requirements in any part of the program, it is expected that the course work will be planned for the student to achieve career goals. In some programs students may take courses in a minor field or in several fields related to their major interest. The detailed course requirement for each program is left to the discretion of the departments and schools; the decision on these matters is to be made by the student's graduate committee in consultation with the student involved.

See Section 4, Academic Regulations, Research Skills Requirements and under the appropriate discipline below.

When required by a particular program, the thesis represents extended research in some area of the major field. Three to six semester hours of credit are allowed for the thesis, which may be a part of the semester hours from the major field. The writing of the thesis and distribution of copies must conform to the instructions given under Section 4, Academic Regulations.

MASTER OF ARTS IN EDUCATION

The master of arts in education degree (MAEd) is offered by the College of Education, and the School of Art and the College of Human Ecology. The MAEd requires a minimum of 36-39 s.h. credit, depending on the teaching area. School and departmental program descriptions provide information on specific programs. The MAEd (other than the MAEd in adult education) leads to advanced teacher licensure.

The consolidated MAEd offered in the College of Education comprises teaching areas as follows: business education, English education, elementary education, health education, history education (social studies licensure), instructional technology education, middle grades education, physical education, science education, and special education. The college also offers MAEds in adult education, educational supervision, and mathematics education. The MAEd in art education will be offered through the School of Art and the MAEd in family and consumer sciences through the College of Human Ecology. The master of music in music education will be offered through the School of Music.

The courses developed for the College of Education MAEd program replaced existing MAEd courses. If the previous graduate programs were not completed by summer 2002, individuals in those programs are now required to meet all the requirements of the new MAEd program. Students formally admitted to graduate programs are encouraged to make the transition to the new MAEd program. Students who have questions regarding the current program or the new MAEd program, should please contact their graduate advisor or department chair.

For most programs, a thesis is optional for the master of arts in education degree. However, a school or department may require theses in certain programs. If a thesis is written, it will count as 3 or 6 s.h. of credit and must meet the thesis requirements described under Section 4, Academic Regulations.

MASTER OF ARTS IN TEACHING

The College of Education also offers the master of arts in teaching (MAT) with teaching field options as follows: art education, business education, elementary education, English education, family and consumer sciences education, health education, middle grades education, music education, physical education, and science education. The Schools of Art and Design, Music, Health and Human Performance and departments in the Thomas Harriot College of Arts and Sciences will offer subject matter courses and content specific methods courses as well as supervise interns in specific teaching areas. The MAT is a 39 s.h. degree of which 9 s.h. are internship. Successful completion of the MAT leads to advanced teaching licensure.

EDUCATIONAL SPECIALIST/CERTIFICATE OF ADVANCED STUDY

Intermediate degrees requiring at least 30 s.h. of work beyond the master's degree are offered in the areas of educational administration and supervision, counselor education, library science and school psychology. Applicants must hold an appropriate master's degree from an accredited institution.

LICENSURE

Licensure for teachers in North Carolina is dependent upon a competency-based teacher education program. Licensure requirements may exceed degree requirements. Applicants adding a new area of certification to an existing license must take the appropriate specialty area exam of the PRAXIS. When the credits and experiences have been properly planned, coordinated, and implemented, the dean of the College of Education or his or her designee approves the issuance of the proper teaching, counseling, or administrative license. Out-of-state applicants who do not have a teaching license and instate teachers who are changing, upgrading, and adding fields or subjects to their present licenses must submit their credentials to the appropriate academic department or school and to the dean of the College of Education for evaluation in terms of the competency-based teacher education program for North Carolina.

GRAD: GRADUATE STUDIES

6665. Disciplinary Writing in Graduate Studies (3) Instruction in writing texts required of students in their graduate programs.

6999. Degree Completion (3) Open to students in a non-thesis option master's degree program who have previously enrolled for all course work for degree program but must meet Graduate School requirement that they be registered the semester they graduate.

7004. Research Ethics for a Complex World (2) Formerly GRAD 6000 May not receive credit for both GRAD 7004 and HUMS 6200. P: Current enrollment in master's or doctoral program. Introductory graduate course. Case studies, readings, policy review, assignments, and discussions with guest faculty examine areas of ethical concern for researchers. Areas include scientific misconduct, conflict of interest, abusive mentoring, improper authorship practices, and protection of human participants, animal subjects of research, and others.

CENTER ON AGING

Jim Mitchell, Director, Physicians Quadrangle, Building N

Carol Jenkins, Associate Director for Educational Programs, 328 Rivers West Building

CERTIFICATE IN GERONTOLOGY

The graduate certificate in gerontology is a program of advanced study that is either free-standing or used to augment or focus a plan of study in several graduate degrees. The program coordinator is Dr. Carol Jenkins, Center on Aging, Associate Director for Educational Programs and Associate Professor of Social Work, 328 Rivers West Building.

Curriculum

The School of Social Work in the College of Human Ecology offers graduate certification in gerontology (aging studies). The certificate requires completion of 15 s.h. of course work including: 1) GERO/SOCW/CDFR 5400, 2) one elective course from Aging and Social/Behavioral Science (SOCI 5600 or PSYC 5400), Aging and Health (SOCW 6326 or GERO/SOCI/MPH 6100), and Practice or Intervention in Aging (ADED 6453, ADED 6454, CDFR 5411, EXSS 5800, GERO/SOCW 6222, SOCW 6322 or GERO/SOCW/NURS 6022), and 3) GERO 6600. Those with significant work experience with an organization serving older adults may, with permission from the Center on Aging Associate Director for Educational Programs, substitute a course selected from those included in #2 above for GERO 6600. Up to 6 s.h. of coursework may consist of NC Gerontology Consortium distance education courses, provided that each course is consistent with the categories described in #2 above and that no more than one course is completed in each category.

GERO: GERONTOLOGY

5400. Seminar in Aging Studies (3) Same as CDFR 5400 and SOCW 5400 Entry point for graduate certificate in gerontology; exit course for undergraduate minor in gerontology. P: Consent of instructor. Topics include historical perspective on aging issues, normal aging and pathology, aging program administration, aging policy development, research in gerontology, rural aging, and aging and ethnicity.

5903. Readings in Aging Studies (3) Same as CDFR 5903 and SOCW 5903 May count maximum of 3 s.h. toward baccalaureate minor in GERO or graduate certificate in GERO. P: Consent of instructor and chair of instructor's home unit. Selected readings from monographs or journals. Focus on specialized areas in which student has taken one or more courses in either baccalaureate gerontology minor or graduate gerontology certificate.

6022. Perspectives on Death and Dying (3) Same as NURS 6022 and SOCW 6022 Interdisciplinary exploration of issues related to death, dying and bereavement.

6100. Aging and Health (3) Same as SOCI 6100 and MPH 6100 P: Consent of instructor or director of the Center on Aging. Analysis of behavioral, social, and cultural influences on the health status of older adults and intervention strategies.

SECTION 8: CURRICULA

6222. Group Work with the Aged (3) Same as SOCW 6222 P: Graduate School admission. Case management, group work, and other techniques and approaches used in working with older people.

6600. Practicum in Aging Studies (3) Requires 130 hours per semester with an agency or organization providing institutional, community based, or in-home services to older adults.

GERO Banked Courses

5901, 5902. Readings in Aging Studies (1,2,3)

6601. Practicum Seminar (1)

COASTAL RESOURCES MANAGEMENT

Lauriston R. King, Program Director, 377 Flanagan Building

PhD IN COASTAL RESOURCES MANAGEMENT

The PhD program in coastal resources management (CRM) focuses on building skills in acquisition, interpretation, and synthesis of scientific information on coastal environments and populations. These skills are developed through a curriculum of traditional disciplinary course work, dissertation research, special seminars, and internships with government agencies and private sector organizations.

Each student focuses in one of the programs' four areas of concentration (ecology, geoscience, social science, maritime studies), while developing a fundamental understanding of basic theory and methodology in two of the three other areas. The program provides specific knowledge in either estuarine/coastal ecology, coastal plain/continental margin geology, marine social science and public policy, or maritime cultural heritage; general knowledge of theory and methodology in two related areas; background in the structure and functioning of coastal/marine policy and management; and understanding of the mechanisms by which scientific information is used in the formulation of public policy and site- or resource-specific decisions involving the use of coastal resources.

Curriculum

The doctoral program requires a minimum of 65 s.h. of course work beyond a relevant baccalaureate degree, 23 s.h. of which are general requirements taken by all students in the program. These courses, designed to provide background essential to all four areas, include BIOS 7021; CRM 6100, 6200, 6300, 9000 (9 s.h.), 9400.

Students select a primary area of concentration of 18 s.h. and two complementary areas of 9 s.h. each, which provide breadth of knowledge about theory and methodology in disciplines outside the primary area. Elective course work totaling 6 s.h. completes the minimum 65 s.h. specified above.

Please contact the director of CRM for more details concerning application procedures, admission requirements, and specific academic requirements.

CRM: COASTAL RESOURCES MANAGEMENT

6100. Introduction to Coastal Problems and Their Management (2) Coastal environment, coastal resources, structure and role of government in coastal resources policy, critical research issues in coastal and estuarine ecology, coastal geosciences, marine affairs and policy, and maritime studies.

6200. Research Design in Marine and Coastal Studies (3) P: Graduate standing in CRM PhD program or consent of instructor. Fundamentals of research design in marine and coastal related scientific research.

6300. Case Studies of Coastal Management Issues (3) P: Graduate standing in CRM PhD program or consent of instructor. Teams of students with varying disciplinary backgrounds examine application of scientific data to specific coastal issues of concern to coastal management agencies and private sector organizations.

9000. Dissertation (3-12) May be repeated. May count maximum of 9 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

9400. Coastal Management Internship (3) P: Consent of program director. Supervised internship with government agency, private sector business or organization, or non-profit group that has coastal resources management responsibilities, concerns, or activities.

MAST: MARITIME STUDIES

6610. Legal and Professional Issues in Maritime Studies (3) Same as HIST 6610 Legal cases, legislation, professional standards, grant writing, and scholarship.

6620. Public Policy and Management of Cultural Resources (3) Same as HIST 6620 Public laws and policies concerning local, state, national, and international regulations, and practices for management of cultural resources of maritime and coastal environment.

6630. Seminar in Maritime Studies (3) Same as HIST 6630 Selected topics.

6640. Maritime Cultural Resources (3) Same as HIST 6640 Coastal environmental resources (both under and above water), public presentation and display in museums or other public facilities, and impact on tourism and oceanic development.

6650. Management of Coastal Cultural Resources (3) Same as HIST 6650 Management of submerged cultural resources, museums, aquariums, science or other public or private local, state, and federal educational agencies.

6660. Maritime Heritage of the Coast (3) Same as HIST 6660 Focus on NC. Comparative examples from other regions provide foundation of understanding of coastal maritime heritage, including submerged cultural resources.

6875. Seafaring: Above Water Nautical Archaeology (3) Same as HIST 6875 3 weeks intensive shipboard instruction. P: HIST 5505 or 5515 or 5520 or 6850; consent of instructor. Relationship of vessel to crew. Daily work as related to archaeological elements recovered from submerged sites. Documentary record.

PUBLIC HEALTH

*Lloyd F. Novick, Program Director
Lakeside Annex #3, Brody School of Medicine*

The master of public health (MPH) requires 45 s.h., comprising 39 s.h. of course work, a major professional paper, and an internship for students without sufficient previous professional experience in public health. The program is delivered through the Division of Community Health and Preventive Medicine, Department of Family Medicine, Brody School of Medicine. Up to 12 s.h. of a student's course work may be transferred from a school or program accredited by the Council on Education for Public Health.

The curriculum is divided among the following components: 24 s.h. in core required courses: interdisciplinary rural health diagnosis and planning, fundamentals of environmental health, public health practice, advanced public health practice, behavioral science and health education, research methods, epidemiology, and biostatistics; 6 s.h. in applications (internship, professional paper, independent study); and 15 s.h. in required courses and electives in one of two specific concentrations that each student must select: health education and promotion; or public health analysis and management. In addition to attaining basic public health competencies, MPH graduates must also attain concentration specific competencies. The internship may be waived if the student has had extensive experience in public health with the approval of the MPH program director. The internship may be repeated or waived and an independent study or course work must be substituted. The professional paper serves as a capstone, applied-learning experience. It will typically describe a public health action, intervention, or an increase in knowledge useful to public health practice that has resulted from the student's internship experience, professional employment or research. An independent study course may be used to form the research or professional experience into the professional paper. Students are able to enroll in courses at the School of Public Health at the University of North Carolina at Chapel Hill for elective courses. Requests for transfer of courses taken prior to enrollment must be made at the time of admission and be approved by the director of the MPH program and the dean of the Graduate School. After admission, courses may be approved for transfer within the 9 s.h. limit by the director of the MPH program. For detailed information, see the Program Manual (www.ecu.edu/mph).

MPH REQUIREMENTS

The master of public health requires a minimum of 45 s.h. as follows:

- 1. Core required courses24 s.h.
MPH 6000, MPH 6002, MPH/EHST 6010, MPH 6011, MPH/HLTH 6013, MPH 6020, MPH/NURS 6035, BIOS 7021
- 2. Applications6 s.h.
Internship MPH 6901 and professional paper MPH 6991 and MPH 6992 relevant to concentration
- 3. Concentrations/Electives 15 s.h.
Chosen in consultation with advisor for concentrations, areas of emphasis, or joint degree programs.

Concentration in Health Education and Promotion

HLTH 6001 (3), 6110 (3), and 6600 (3) are required.
6 s.h. of electives are selected by the student in consultation with his or her concentration advisor.

Concentration in Public Health Analysis and Management

MPH 6003, 6021, and 6022 are required.
With permission of the MPH Program Director, a course relevant to this concentration can be substituted for one of these required courses.
6 s.h. of electives are selected by the student in consultation with his or her concentration advisor.

Dual MD – MPH degree

The MPH degree requires 45 s.h. and can be completed by medical students by taking MPH course work during a leave of absence between the second and third year of medical school as well as during summer vacations. A leave of absence to pursue the MPH degree may be granted to students in the Brody School of Medicine who have been accepted into the MPH program, have completed Step I of the USMLE, and are in good standing in the medical school.

MPH: PUBLIC HEALTH

- 6000. Public Health Practice (3)** Foundation for public health administration. Introduces MPH degree program. Applied focus on public health problems, issues, and resources of eastern North Carolina. Describes how empirical assessment of population health status informs managerial decision-making and describes the organization of the public health infrastructure. Overview range of practice in public health and of tools and resources for health improvement.
- 6002. Advanced Public Health Practice (3)** P: MPH 6000 or consent of instructor. Core issues and skills for public health administration and practice. Focuses on public health law, ethics, legislation, information systems, media relations, marketing, human services management, and emergency preparedness.
- 6003. Occupational Health (3)** Assessment of occupational health problems and risk factors focusing on analyzing and reducing health hazards in the workplace.
- 6005. African-American Health (3)** Comprehensive, holistic, and sociocultural perspective focusing on national, regional, state, county and local African-American health and health disparity issues leading toward developing public health interventions.
- 6006. Making Sense of Data (3)** Interpretation and use of public health data. Overview of public health data management and decision making skills by the use of real life examples.
- 6007. Medical Anthropology and Public Health: A Global Perspective (3)** Explores the issues related to the fields of medical anthropology and public health leading toward developing global health interventions.
- 6008. Ethnic Health and Health Disparities (3)** Explores the issues related to ethnic health and health disparities, leading toward developing new public health intervention programs.
- 6010. Fundamentals of Environmental Health (3) Same as EHST 6010** Effects of environment on human health with focus on rural environment. Considers water supply and wastewater disposal, water quality, solid and hazardous wastes, air quality, occupational health and safety, food protection, and vector control.

6011. Introduction to Epidemiology (3) Same as HLTH 6011 Introduces methods and concepts of epidemiologic methodology and application of epidemiology in public health.

6013. Behavioral Sciences and Health Education (3) Same as HLTH 6013 Introduces concepts of role of social factors in health and illness as well as health education/promotion. Overview of relationships between various social factors, with health outcomes. Includes theories and approaches of health education/promotion programs.

6020. Research Methods (3) Synthesize material from social and behavioral sciences, biostatistics, and epidemiology to better understand health problems.

6021. Epidemiology of Chronic Disease (3) P: MPH 6000, 6011; or consent of instructor. Practical information on chronic disease epidemiology, prevention, and control. Covers broad range of disease processes. Focuses on chronic diseases that account for large proportion of morbidity and mortality in population. Emphasizes risk factors that can be modified through public health interventions.

6022. Epidemiology of Infectious Disease (3) P: MPH 6000, 6011; or consent of instructor. Provides concepts involved in understanding causes, transmission, and control of infectious disease as well as policies, methods, and tools employed in surveillance, detection, investigation, control, and prevention of disease outbreaks.

6025. Delivery of Healthcare Services (3) P: MPH 6000; or consent of instructor. Overview of delivery and effective leadership of healthcare services.

6035. Interdisciplinary Rural Health (3) Same as NURS 6035 Theoretical base and skills for interdisciplinary rural health practice.

6050, 6051, 6052. Independent Study (1,2,3) May be repeated. May count a maximum of 6 s.h. toward degree. P: Consent of advisor. Study of topic not otherwise offered in public health curriculum or in greater depth than is possible within context of regular course.

6100. Aging and Health (3) Same as GERO 6100; SOCI 6100 P: Consent of instructor or Center on Aging associate director for educational programs. Analysis of behavioral, social, and cultural influences upon health status of older adults and intervention strategies.

6610. Nutrition and Public Health Issues (3) Same as NUTR 6610 P: Consent of instructor. Examines science base for community nutrition, including problem identification, interpretation of nutritional data and scientific issues, public health policy, societal and health trends, and emerging legislative issues related to nutrition and public health.

6670. Public Health Perspectives on Maternal and Child Health (3) P: Enrollment in Master of Public Health degree program or permission of instructor. Introduces students to maternal and child health (MCH), with primarily a domestic focus. Emphasis on understanding the role policies and programmatic issues play in MCH. Students will gain an understanding of key issues for MCH populations.

6903. Internship in Public Health (3) 240 hour internship focusing on integration and demonstration of academic knowledge with learned public health core competencies in professional public health practice settings.

6991, 6992. MPH Professional Paper (2,1) P for 6991: 6000, 6002, 6011, and 6020 or consent of instructor. P for 6992: All core courses or consent of instructor. Includes applied learning exercise on the implementation of public health and epidemiologic research methodology. Students develop a research proposal (6991); implement their proposal, analyze their results, and write a public health research article (6992) that is ready for submission to a peer-reviewed scientific journal.

THOMAS HARRIOT COLLEGE OF ARTS AND SCIENCES

Alan R. White, Dean, 1002 Bate Building

DEPARTMENT OF ANTHROPOLOGY

Linda Wolfe, Chairperson, Flanagan Building

MA IN ANTHROPOLOGY

The graduate faculty reviews each candidate's undergraduate grades, GRE scores, a sample of writing, statement of purpose, and three letters of recommendation. Admission to the MA program in anthropology requires the equivalent of an undergraduate major in anthropology. Any student whose undergraduate preparation is deficient in the requirements for the degree program must complete the prescribed courses. Minimum degree requirement is 30-33 s.h. as follows:

1. Core requirements: ANTH 6101, 6102, 6103, 6104; choose one from the following: ANTH 5010, 5015, 6020.. 15 s.h.
2. Electives as specified by the student's advisor may include courses other than ANTH, with a maximum of 6 s.h. (3 s.h. for students pursuing non-thesis option) of ANTH 6501, 6502, 6503 12 s.h.
3. The student must pass a foreign language proficiency test or the equivalent or pass a minimum of 6 s.h. in research skills courses approved by the chairperson of the department with a minimum grade of B in addition to the regular curriculum. The student must pass a comprehensive examination covering each area of anthropology (archeology, cultural anthropology, and physical anthropology).
4. Options (Choose one of the following)..... 3-6 s.h.
Thesis option: ANTH 7000 3 s.h.

The student writes a thesis and presents a seminar based on the thesis research. The thesis proposal and the subsequent thesis must be approved by the student's advisor and committee composed of three anthropology faculty members and an outside reviewer; the departmental director of graduate studies, and the departmental chairperson.

Internship option: ANTH 6993 (ANTH 6994 optional) 3 s.h.

The student writes an internship report and presents a seminar based on the internship report. The internship and the subsequent report must be approved by the student's advisor and the committee composed of three anthropology faculty members and external internship supervisor; the departmental director of graduate studies, and the departmental chairperson.

Non-thesis option: Additional electives 6 s.h.

The student's advisor and committee, the departmental director of graduate studies, and the chairperson must approve the student's course of study.

ANTH: ANTHROPOLOGY

5005. Contemporary Latin American Cultures (3) Introduces varied and diverse cultural groups in modern Latin America.

5010. Advanced Archaeological Methods and Theory (3) P: ANTH 3077 or equivalent or consent of instructor. Advanced survey of methodology relevant to analysis of archaeological cultures. Emphasis on research design, processes of culture change, and theoretical applications.

5015. Advanced Ethnographic Methods and Theory (3) 3 hours per week and field research projects. P: ANTH 3050 or equivalent or consent of instructor. Advanced training in ethnographic field methods and theory. Emphasis on individual and group research.

5030. Economic Anthropology (3) P: ANTH 2200 or consent of instructor. Production, distribution, and consumption of goods and services from an anthropological perspective. Emphasis on ways in which society and culture influence economic behaviors in underdeveloped regions.

5065. Maritime Anthropology (3) P: ANTH 2200 or consent of instructor. Systematic study of human adaptations to marine environments around the world from prehistoric to contemporary periods. Emphasis on cross-cultural examinations of non-industrial societies.

SECTION 8: CURRICULA

5120. Archaeology of the Southeastern US (3) P: ANTH 2000 or consent of instructor. Intensive study of prehistoric cultures in Southeastern US. Emphasis on cultural dynamics and environmental relationships.

5125. Historical Archaeology (3) P: ANTH 2000 or consent of instructor. Development and practice of historical archaeology with theoretical and methodological contributions. Contemporary issues, including on-going projects in NC and Southeast.

5126. Public Archaeology (3) P: ANTH 2000 or consent of instructor. Pragmatic approach to archaeology beyond academic setting, including legislative mandates, contract archaeology, and public education.

5175. Advanced Archaeological Field Training (6) 40 hours of field research per week (summer). P: ANTH 3077 or 3175 or equivalent; or consent of instructor. Research methods applied to specific archaeological field problems.

5201. Special Topics in Archaeology (3) May be repeated for maximum of 6 s.h. P: Graduate standing or consent of instructor. Advanced level. Topics vary depending on student interest and current issues.

5202. Special Topics in Cultural Anthropology (3) May be repeated for maximum of 6 s.h. P: Graduate standing or consent of instructor. Advanced level. Topics vary depending on student interest and current issues.

5203. Special Topics in Physical Anthropology (3) May be repeated for maximum of 6 s.h. P: Graduate standing or consent of instructor. Advanced level. Topics vary depending on student interest and current issues.

6007. Medical Anthropology and Public Health: A Global Perspective (3) Same as MPH 6007 Explores the issues related to the fields of medical anthropology and public health leading toward developing global health interventions.

6020. Advanced Physical Anthropology Methods and Theory (3) P: Graduate standing or consent of instructor. Advanced training. Primate behavior, human genetics, anthroposcopy, anthropometry, dermatoglyphics, and osteometry.

6101. Core Course: Archaeology (3) P: Admission to anthropology graduate program or consent of instructor. Methodological concepts, cultural-historical applications, and theoretical orientations appropriate to contemporary research in archaeology.

6102. Core Course: Cultural Anthropology (3) P: Admission to anthropology graduate program or consent of instructor. Contemporary research in subfield of cultural anthropology.

6103. Core Course: Physical Anthropology (3) P: Admission to anthropology graduate program or consent of instructor. Contemporary research in subfield of physical anthropology.

6104. Anthropological Research Design (3) P: Admission to anthropology graduate program or consent of instructor. Analytical techniques most useful to anthropologists. Persuasive writing and organizational skills necessary to develop effective research program.

6501, 6502, 6503. Independent Reading and Research (1,2,3) May be repeated for maximum of 6 s.h. for thesis and internship option and 3 s.h. for non-thesis option. P: Consent of instructor. Intensive research in selected subdiscipline of anthropology.

6993, 6994. Internship (3,3) 140 hours of supervised field experience. P: Admission to ANTH graduate program.

7000. Thesis (3) May be repeated. May count maximum of 3 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

ANTH Banked Courses

6105. Anthropological Research Design and Analytical Laboratory (1)

DEPARTMENT OF BIOLOGY

Jeffrey S. McKinnon, Chairperson, BN-108 Howell Science Complex

Terry L. West, Director of Graduate Studies, BN-108E Howell Science Complex

As a prerequisite to graduate study in a degree program, the Department of Biology requires that the applicant meet the admission requirements of the university, make satisfactory scores on the Graduate Record Examinations, and show competence in specific related areas. Each entering student should consult the director of graduate studies in biology prior to beginning graduate work.

Students must complete a minimum of 30 s.h. of course work (15 s.h. must be at the 6000-7000 level), a research-based thesis, a comprehensive defense of a thesis proposal, a seminar based on thesis research, a thesis defense and must show competence in teaching. Up to 20 percent of required credit hours may be earned at another institution. See the director of graduate studies for acceptable transfer courses or consent to take courses off campus. The department attempts to offer courses on a one- or two-year rotation. However, because of changing interests of graduate students, it is unlikely that all the courses listed below will be offered in a two-year period.

For the PhD in interdisciplinary biological sciences, see the Brody School of Medicine.

MS IN BIOLOGY

1. Core: BIOL 6880, 7000*; BIOL 7900 or BIOS 7021 or 7022; and 7 s.h. of electives..... 15 s.h.
2. Concentration area (Choose a minimum of 15 s.h. from one area.)..... 15 s.h.

Cell biology:

BIOL 5450, 5451, 5630, 5631, 5800, 5810, 5821, 5870, 5890, 5900, 5901, 6030, 6082, 6083, 6100, 6120, 6130, 6200, 6230, 6231, 6250, 6251, 6300, 6301, 6504, 6900, 7080, 7090, 7091, 7130, 7170, 7180, 7181, 7190, 7210, 7211, 7212, 7213, 7240, 7345, 7370, 7480, 7481, 7870, 7880, 7881, 7890, 7895.

Environmental and organismic biology:

BIOL 5070, 5071, 5150, 5151, 5200, 5201, 5220, 5221, 5230, 5231, 5260, 5261, 5270, 5351, 5400, 5401, 5550, 5551, 5600, 5601, 5640, 5641, 5680, 5730, 5731, 5740, 5741, 5950, 5951, 6010, 6040, 6041, 6071, 6210, 6220, 6514, 6700, 6800, 6820, 6821, 6850, 6860, 6910, 7020, 7021, 7300, 7350, 7360, 7630, 7920.

*BIOL 7000 may be repeated for registration status, but only 6 s.h. may count toward graduation.

MS IN MOLECULAR BIOLOGY AND BIOTECHNOLOGY

Applicants must complete courses or demonstrate competency in genetics, microbiology, and basic molecular technology. The degree requires 30 s.h. of credit as follows.

1. Required courses (12 s.h.): BIOL 5870 or 7870, 5800, 5821, 6880, 7000*.
2. A minimum of 14 s.h. (including two of the ** courses) must be taken from the following: BIOL 5260, 5261, 5510, 5511, 5520, 5521, 5890, 5900**, 5901**, 5930, 5931, 6030, 6082, 6083, 6100, 6120, 6200, 6230, 6231, 6250**, 6251**, 6504, 6514, 6992, 6993, 7080, 7180**, 7181**, 7190, 7210, 7211, 7212, 7213, 7480**, 7481**, 7880, 7881, 7890, 7895.
3. Electives: A maximum of 4 s.h. may be designated at the candidate's option as elective hours with the approval of the graduate director and the candidate's advisor; to complete graduation requirements of 30 s.h. for this degree.

*BIOL 7000 may be repeated for registration status, but only 6 s.h. may count toward graduation.

Internship Option: Qualified students will be encouraged to spend from six months to one year in an internship at an industrial or governmental research laboratory. From 2-5 s.h. of internship credit can be applied toward the degree.

SECTION 8: CURRICULA

BIOL: BIOLOGY

5070, 5071. Ornithology (4,0) 3 lecture hours and 1 3-hour lab per week. Field trips to observe native birds in natural surroundings required. P: 8 s.h. in BIOL. Survey of world's birds. Emphasis on ecology, evolution, and behavior: adaptive radiation, migration, flight mechanics, morphology, taxonomy, bird song, reproduction, population biology, and conservation of birds.

5150, 5151. Herpetology (4,0) 3 lectures and 1 3-hour lab per week. P: 8 s.h. in BIOL. Taxonomy, anatomy, physiology, distribution, phylogeny, natural history, and ecology of reptiles and amphibians of the world. Emphasis on species of NC and Atlantic Coastal Plain.

5200, 5201. Invertebrate Zoology (4,0) 3 lectures and 1 3-hour lab per week. P: 6 s.h. in BIOL. General comparative anatomical and physiological aspects of invertebrate groups. Emphasis on similarities, differences, and evolution.

5220, 5221. Limnology (4,0) 3 lectures and 1 3-hour lab per week. P: BIOL 2250, 2251; or consent of instructor. Physical, chemical, and biological factors of inland waters and their influence on aquatic organisms.

5230. Biology of Algae (3) 3 lecture hours per week. P: BIOL 1100, 1101 (or equivalent) or consent of instructor. Surveys physiology, ecology evolution, and importance to society of organisms commonly referred to as algae.

5231. Biology of Algae Laboratory (1) 1 3-hour lab per week. C: BIOL 5230 or consent of instructor. Surveys algal form and function, combined with a group project that uses molecular biotechnology to study some aspect of algal biology.

5260, 5261. Microbial Ecology (4,0) 3 lectures and 2 2-hour labs per week. P: BIOL 2250, 2251, 3220, 3221; or consent of instructor. Interactions between microorganisms and their physical, chemical, and biological environment. Microbial involvement in energy flow, nutrient cycling, and intra/inter-specific interactions. Introduces statistical analyses of biological and ecological data.

5270. Marine Community Ecology (3) P: BIOL 2250, 2251; or consent of instructor. Advanced examination of ecology of marine and brackish water communities based on principles of population biology and community ecology. Emphasis on current hypotheses concerning processes structuring major communities.

5351. Biological Processes and the Chemistry of Natural Water (2) 6 lab hours per week. P: BIOL 2250, 2251; 2 CHEM courses; or consent of instructor. Interactions of water quality and biological processes in aquatic ecosystems.

5400. Wetland Ecology and Management (3) P: BIOL 2250, 2251; or consent of instructor. Marshes, swamps, bogs, fens, and other intermittently flooded ecosystems. Emphasis on classification, ecosystem processes, structure, and management of freshwater and saltwater wetlands.

5401. Wetland Ecology Laboratory (1) P: BIOL 2250, 2251; C: BIOL 5400. Application of methods to measure ecological properties, assess functioning, identify plant communities, and understand landscape interaction of wetland ecosystems.

5450, 5451. Histology (4,0) 2 lectures and 2 2-hour labs per week. P: 4 BIOL courses. Organization of cells, tissues, and organs at microscopic level.

5510, 5511. Transmission Electron Microscopy (4,0) 2 lecture and 6 lab hours per week. P for undergraduate students: Senior standing as BIOL major or consent of instructor. Introduces theory, design, and use of transmission electron microscope and preparation of biological materials for its use.

5520, 5521. Scanning Electron Microscopy and X-Ray Analysis (2,0) 1 lecture and 4 lab hours per week. P for undergraduate students: Senior standing as a BIOL major or consent of instructor. Introduces theory and techniques of scanning electron microscopy and X-Ray analysis and preparation of materials for both.

5550, 5551. Ichthyology (4,0) 2 lectures and 2 3-hour labs per week. Evolution and biology of world's major fish groups. Emphasis on NC species.

5600, 5601. Fisheries Techniques (3,0) For biology majors interested in marine biology. Field trips and field studies are integral. 2 lectures and 1 3-hour lab or field excursion per week. P: BIOL 2250, 2251; or equivalent. Practical training in field and lab experimental methods in fisheries techniques.

5630, 563 I. Comparative Animal Physiology (4,0) 3 lectures and 1 3-hour lab per week. P: 2 BIOL and 2 organic CHEM courses. Principles of function of organ systems of major groups of animals. Nutrition, digestion, respiration, skin and temperature control, blood and circulatory systems, excretion, the muscular-skeletal system, nervous coordination, and endocrine system.

5640, 564 I. Entomology (4,0) 3 lectures and 1 3-hour lab per week. P: 12 s.h. BIOL. General anatomy, physiology, ecology, and classification of insects.

5680. Current Topics in Coastal Biology (3) P: Consent of instructor. Seminar on environmental issues in coastal biology presented by directed reading, lecture, and discussion.

5730, 573 I. Animal Physiological Ecology (4,0) 3 lectures and 1 3-hour lab per week. P: BIOL 2250, 225 I; 3310, 331 I or 3320, 332 I or 5800, 582 I; or consent of instructor. Physiological adjustments and responses of animals to their environment. Considers mechanisms involved in invertebrate, vertebrate, aquatic, and terrestrial animals.

5740, 574 I. Behavioral Ecology (4,0) 3 lecture and 2 discussion hours per week. P: BIOL 3520 or 4200, 420 I. Animal behavior from evolutionary perspective. Readings from current scientific literature and weekly discussions.

5750, 575 I. Introduction to Regional Field Ecology (2,0) (5750:WI) For science and environmental studies teachers. 20 hours of lecture and 32 hours of field trips. May not count toward MS in BIOL or molecular biology/biotechnology. Major regional ecosystems.

5800. Principles of Biochemistry I (3) 3 lecture hours per week. P: BIOL 3310, 331 I; or consent of instructor; CHEM 2760, 2763. Intermediary metabolism, metabolic processes, and metabolic regulation of major groups of compounds in living cells.

5810. Principles of Biochemistry II (3) May be taken before BIOL 5800. P: BIOL 3310, 331 I; or consent of instructor; CHEM 2760, 2763. Protein biochemistry. Structure and function of amino acids and proteins, including protein biosynthesis and kinetics. Structures illustrated using computer-modeling techniques.

5821. Principles of Biochemistry Laboratory (I) Required for biochemistry majors; recommended for biology majors. P/C for undergraduate students: BIOL 5800 or 5810. General biochemistry lab designed to complement BIOL 5800, 5810.

5870. Molecular Biology of the Gene (3) P: BIOL 2300. Genetics of prokaryotic and eukaryotic organisms at molecular level. Structure and function of nucleic acids; replication, recombination, and repair; control of gene expression; and other related topics.

5890. Virology (3) P: BIOL 2100, 210 I or 7870; 3220, 322 I. Plant, animal, and bacterial viruses. Emphasis on distinctive features of viruses as related to parasitism, disease, and basic research.

5900, 590 I. Biotechniques and Laboratory (2,3) 2 1-hour lectures and 2 4-hour labs per week. P: BIOL 2100, 210 I, 7870; consent of instructor; RP: BIOL 5810, 582 I; C for 590 I: BIOL 5900. Theory and practice of modern genetic engineering technology. Topics include DNA purification, electrophoresis, restriction mapping, use of DNA modifying enzymes, basic cloning in plasmid vectors, and strain construction by conjugation and transduction.

5930, 593 I. Microcomputer Applications in Molecular Biology (2,0) 1 lecture and 1 3-hour lab per week. P: BIOL 3310, 331 I; or 5810, 582 I; or 5870. Techniques for analysis of biological characteristics of nucleic acid and protein molecules using BASIC with microcomputers.

5950, 595 I. Taxonomy of Vascular Plants (4,0) 1 2-hour lecture and 1 4-hour lab per week. P: 12 s.h. BIOL or consent of instructor; RP: BIOL 2250, 225 I. Plant importance, identification, classification, and evolution as well as how plants interact with living and nonliving environments. Field experiences emphasize major communities and dominant floral elements of coastal NC.

5995. Internship (I) 3 hours per week. May be repeated once for a maximum of 2 s.h. P: Consent of instructor. Lab experiences under direct supervision of a member of biology faculty.

6003. Seminar (I) Student, staff, and guest speakers on current research.

SECTION 8: CURRICULA

6010. Estuarine Ecology (2) P: BIOL 2250, 225 I; or consent of instructor. Physical properties, energy flow, biogeochemical cycling, and biological patterns of estuaries.

6030. Topics in Cell Biology (3) P: Consent of instructor. Some combination of current work in bioenergetics, membrane biology, immunobiology, cell/organelle differentiation, and functions of specialized cells. Other topics not routinely considered in undergraduate courses will be reviewed also. Content varies with instructor interests.

6040, 6041. Animal Behavior (4,0) 3 lectures and 1 3-hour lab per week. P: Consent of instructor. Presentation of historical development of animal behavior as field of study through directed reading, discussion, and practical experience. Presentation of some current principles and experimental approaches to animal behavior.

6071. Human Gross Anatomy (4) P: Consent of instructor. Dissection-based regional study of human cadaver.

6082, 6083. Fundamentals of Vertebrate Endocrinology (3,1) 3 lectures and 1 3-hour lab per week. P: BIOL 3310, 331 I; or 3320, 332 I; or equivalent; C for 6083: BIOL 6082. Neurosecretions and endocrine glands. Emphasis on evolution, development, morphology, and physiology of endocrine system. Hormone biosynthesis and mechanisms of action.

6100, 6120. Advances in Molecular Biology (2,2) May be repeated once for credit with consent of instructor. P: BIOL 5810, 582 I; or 5870; consent of instructor. In-depth focus on problems of current interest in molecular biology and genetic engineering. Topics vary.

6110. Bioterrorism and Biosecurity (3) Detection and identification of and defense against biological warfare agents, including international and domestic security programs.

6130. Advances in Developmental Biology (2) P: Consent of instructor. Recent advances in animal and plant development. Specific discussion includes gene regulation, embryonic induction, hormone action, cell movement, cell growth, photoperiodism, etc., in relation to differentiation.

6200. Mechanisms of Genetic Recombination (2) P: BIOL 3220, 322 I; or 5870; 5810, 582 I; consent of instructor. Aspects of genetic recombination, including general and site specific recombination, gene mapping methods, DNA and RNA sequence rearrangements, and transposable genetic elements. Emphasis on current developments in growing field.

6210. Phylogenetic Theory (3) Theory and practice of modern phylogenetic methods. Topics include basic evolutionary concepts, reconstructing evolutionary relationships using molecular and other data, and statistical methods for assessing reliability of phylogenetic analyses. Emphasis on hands-on experience with phylogenetic computer programs.

6220. Evolution: Topics for Advanced Students (3) P: A genetics course. Current concepts of evolution, presented by reading, lecture, and discussion.

6230, 6231. Advanced Techniques in Molecular Biology (2,3) 2 lectures and 2 4-hour labs per week. P: BIOL 5900, 590 I; C for 6231: 6230. Advanced genetic engineering techniques for basic and applied research.

6250, 6251. Protein Purification Techniques (4,0) P: BIOL 5810, 582 I. Purification methods used to isolate enzymes and other proteins from living cells. Recombinant DNA-based enzyme purification techniques.

6300, 6301. Neurophysiology (3,0) 2 lectures and 1 3-hour lab per week. P: BIOL 3310, 331 I; or 3320, 332 I; or equivalent. Cellular physiology of neurons and interrelationships between neurons.

6410. Contemporary Molecular and Cellular Biology for Advanced Placement Teachers (2) In-depth review of energy transformations in cells, cell division, molecular genetics, and enzyme systems. Emphasis on advances in knowledge during past decade. Course coordinator arranges lecturers on selected topics.

6420. Contemporary Organismal Biology for Advanced Placement Teachers (2) In-depth review of plant structure and function. Emphasis on angiosperms, animal structure, and function. Vertebrates and reproduction and development of plants and animals. Course coordinator arranges lecturers on selected topics that emphasize advances in knowledge during past decade.

6430. Contemporary Population Biology for Advanced Placement Teachers (2) In-depth review of genetics, evolution, behavior, ecology, and social biology. Emphasis on advances in knowledge during the past decade. Course coordinator arranges lecturers on selected topics.

- 6504, 6514. Research Problems in Biology (2,2)** 4 research hours per week. May be repeated for credit with change of topic. P: Consent of instructor. Research completed under supervision of faculty member.
- 6700. Plant Physiological Ecology (2)** P: One ecology course. Physiological mechanisms of plants relevant at individual, community, and ecosystem levels. Emphasis on higher plants in stressful environments.
- 6800. Population Ecology (2)** P: One ecology course; consent of instructor. Intrinsic and extrinsic controls of microbe, plant, and animal population dynamics.
- 6820, 6821. Systems Ecology (3,0)** 2 lectures and 1 3-hour lab per week. P: One ecology course; consent of instructor. Ecosystem structure and function utilizing systems analysis methods and computer models.
- 6850, 6860. Advances in Ecology (2,2)** May be repeated for credit with change of topic. P: BIOL 2250, 2251; or equivalent; consent of instructor. Advanced treatment of specialized topics in ecology. Emphasis on readings from primary literature.
- 6880. Introduction to Research (2)** Library reference services and cataloging systems. Writing techniques and problems encountered in preparation of thesis and research publications.
- 6900. Vertebrate Reproductive Biology (3)** P: One cell and developmental biology or physiology course or consent of instructor. Mechanisms involved in vertebrate reproduction. Morphology, physiology, and biochemistry of reproductive systems. Topics include neuroendocrine control, environmental, and other factors regulating reproductive cycles as well as current research in reproductive technology.
- 6910. Coastal Ecological Processes (4,0)** For PhD students without biology backgrounds and biology MS students. Provides PhD students in coastal resources management with fundamental concepts of ecology within context of coastal zone and with emphasis on local ecosystems.
- 6992, 6993. Internship in Applied Biology (3,2)** Variable classroom and/or lab hours per week. P: Completion of basic courses prescribed by joint screening committee composed of faculty from the biology department closely allied to proposed area of study and representatives from specific applied area (industry, government, etc.) Experience in classroom, research, governmental, or industrial applications of biology.
- 6994. Internship (1)** 3 contact hours per week. May be repeated for credit. P: Consent of instructor. Experience in classroom situations under direct supervision of biology faculty member.
- 7000. Thesis (3)** May be repeated. May count maximum of 6 s.h.
- 7001. Thesis: Summer Research (1)** May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during summer.
- 7020, 7021. Marine Biology (3,0) Formerly BIOL 6020, 6021** P: Consent of instructor. Biology and ecology of marine organisms with at least one field trip to coast for collection and identification.
- 7080. Molecular Endocrinology (3)** P: Consent of instructor. Review of modern concepts, theories, techniques and frontiers of molecular endocrinology with emphasis on functions, structures, signaling and regulation of hormones and receptors.
- 7090, 7091. Experimental Embryology (4,0) Formerly BIOL 6090, 6091** 3 lecture and 1 3-hour lab per week. P: BIOL 4060, 4061. Historical and current understanding of molecular mechanisms underlying development. Applies experimental techniques to marine invertebrates, amphibian, and chick material.
- 7130. Current Literature in Development Biology (1)** P: Consent of instructor. Review of current research literature related to development biology. Emphasis on critical analysis.
- 7170. Immunology I (3)** P: 1 course in genetics and 1 course in microbiology, or consent of instructor. Introduces immunology. Emphasis on lymphocytes, antigen presenting cells, lymphoid tissue, and antibodies.

SECTION 8: CURRICULA

7180, 7181. Cell Culture and Hybridoma Technology (3,0) Formerly BIOL 6180, 6181 1 lecture and 6 lab hours per week. P: BIOL 7170 or equivalent. Principles and mechanisms of producing monoclonal antibodies. Emphasis on basic science application of monoclonal antibodies and laboratory techniques in cell culture and construction of hybridomas. Includes discussion of recent literature that includes scientific application of monoclonal antibodies.

7190. Immunology II (3) Formerly BIOL 6190 P: BIOL 7170 or equivalent. Emphasis on MHC and T cell biology. Includes review and presentation of recent immunological literature.

7210, 7211. Transgenic Methodology and Application (2,3) 2 lectures and 1 6-hour lab per week. P: BIOL 5900, 5901 or consent of instructor; C for 7211: BIOL 7210. Production of transgenic animals and evaluation of selected genetic engineered constructs.

7212, 7213. Gene Targeting and Knockout Animals (2,3) 2 lectures and 1 6-hour lab per week. P: BIOL 5900, 5901, 6480, 6481; or consent of instructor; C for 7212: BIOL 7213. Gene manipulation and production of knockout animals.

7240. The Evolution of Genes and Genomes (3) Recent advances in comparative genomics, focusing on the evolution of more complex eukaryotic genomes.

7300. Landscape Ecology (3) P: Consent of instructor; RP: an ecology course; a statistics course. Interaction between spatial distribution of habitat patches and ecological processes at different scales.

7345. Cell Motility (2) Formerly BIOL 6345 Same as ANAT 7345; BIOC 7345 P: General chemistry, organic chemistry, general biology, and general physics; or consent of instructor. Multidisciplinary exploration of mechanism, structure, and function of motile systems essential for eukaryotic life.

7350. Current Literature in Fish Ecology (1) P: Consent of instructor. Review of current research literature related to fish ecology, fisheries, and fisheries management with emphasis on critical analysis.

7360. Fisheries Management (3) P: BIOL 2250 or 3660; MATH 2121; consent of instructor. Introduces fisheries management topics, including exploited populations of living aquatic resources – fish, shellfish, and other harvestable organisms.

7370. Biological Effects of Radiation (3) Formerly BIOL 5370 Same as RONC 7370 P: BIOL 1100, 1101, 1200, 1201; or consent of instructor. Biological effects resulting from interactions of radiation and matter for scientifically, technically, and medically-oriented students.

7480, 7481. Cell Biology (4,0) Formerly BIOL 6480, 6481 2 lectures and 6 lab hours per week. P: Consent of instructor. Investigates how cells develop, function, communicate, control their activities, and die.

7630. Fish Physiology (3) P: Consent of instructor. Emphasis on basic concepts and research frontiers related to fish physiology.

7870. Molecular Genetics (3) Formerly BIOL 6870 P: 1 course in genetics and 2 semesters of organic chemistry or consent of instructor. Introduces molecular mechanisms responsible for DNA replication, repair, and recombination as well as transcription and translation.

7890. Current Literature in Molecular Biology (1) Formerly BIOL 6890 P: Consent of instructor. Review of current research literature related to molecular biology. Emphasis on critical analysis.

7880, 7781. Bioinformatics (4,0) P: Course in biochemistry or consent of instructor. Bioinformatic skills necessary for routine molecular sequence analyses using computational programs.

7895. Current Literature in Cell Biology (1) P: Consent of instructor. Review of current research literature related to cell biology. Emphasis on critical analysis.

7900. Ecological Statistics (3) P: Consent of instructor; RP: an ecology course. Philosophy of statistical methods, principles of sampling and experimental design, and common approaches to the analysis of ecological data.

7920. Conservation Biology (3) Formerly BIOL 6920 P: Consent of instructor; RP: an ecology course. Applies principles of ecology, biogeography, population genetics, economics, sociology, anthropology, and philosophy to maintenance and restoration of biological diversity and management.

8810. Methods and Techniques (3) May be repeated for credit. P: Consent of instructor. One semester rotation through research laboratories supervised by IDPBS approved faculty members.

8815. Seminar in Biological Sciences (1) May be repeated for credit. P: Consent of instructor. Presentations on research or critical review of current literature topics by students in IDPBS program. Seminar presentation.

9000. Dissertation Research (3-12) May be repeated. May count a maximum of 18 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

BIOL Banked Courses

5000, 5001. Radio Tracer Techniques in Biology (3,0)

5020, 5021. Animal Parasitology (4,0)

5040, 5041. Mycology (4,0)

5050. Applied Ecology (3)

5080, 5081. Plant Anatomy and Morphology (4,0)

5110, 5111. Plant Growth and Development (4,0)

5678. Biology of Aging (3)

5850, 5851. Biometry (3,0)

5860, 5861. Biological Applications to Digital Computers (3,0)

5880, 5881. Microbial Physiology (4,0)

5910, 5911. Vascular Plant Systematics (4,0)

5920, 5921. Vertebrate Systematics (4,0)

7530. Readings in Organismic and Field Biology (2)

7540. Readings in Cell Biology and Biochemistry (2)

DEPARTMENT OF CHEMISTRY

Rickey Hicks, Chairperson, 300 Science and Technology Building

The Department of Chemistry offers the master of science degree with concentrations in six fields of chemistry (analytical, inorganic, organic, physical, industrial, and biochemistry) or in combinations of the six fields (i.e., physical-organic, etc.). The degree requires a minimum of 30 s.h. of graduate work, including the completion of a thesis.

Entrance examinations are administered in four traditional areas of chemistry for advisory purposes. Course selection is based on the student's performance on the entrance examinations, undergraduate background, and area of interest. Students will be required to remove undergraduate deficiencies.

The department of chemistry participates in the interdisciplinary PhD program in the biological sciences (IDPBS). For details and requirements see the Brody School of Medicine.

MS IN CHEMISTRY

1. Students must show competence in three of the five basic course areas listed below for 8-10 s.h. credit.

Analytical: CHEM 5350 or 7524

Biochemistry: BIOC 7301 or BIOL 5800 or 5810; 5821

Inorganic: CHEM 5550

Organic: CHEM 5750 or 7532

Physical: CHEM 5970 or 7542

These courses can be waived on a course-by-course basis if a student has taken an equivalent course as an undergraduate student and demonstrates proficiency in that area, or by passing the entrance examination in that area.

2. Six semester hours of electives in chemistry or in other natural sciences or mathematics approved by the thesis committee. Three semester hours of the electives must be at the 6000 or 7000 level in the student's major area in chemistry. Students in the biochemistry option must include a minimum of 3 s.h. from BIOC 7310 or BIOL 5800 or 5810 as part of their graduate work. Students in the industrial chemistry option must substitute CHEM 5993 or CHEM 7993 for 3 s.h. of electives.

SECTION 8: CURRICULA

3. Two hours of seminar: CHEM 6103 (1 s.h. each; may be repeated). Degree students are required to attend all departmental seminars and to give two presentations on approved topics.
4. Research: CHEM 6502, 6503, 6504, 6505 (a minimum of 10 s.h.)
5. Thesis: CHEM 7000 (3 s.h.)
6. Research Skill: Students must satisfy the research skill requirement by successfully completing the following:
 - a. Submit and orally present a thesis research plan to their thesis committee.
 - b. Complete the seminar program, CHEM 6103, which includes instruction on searching the chemical literature, including computer-assisted searching, attending all departmental seminars, and presenting two departmental seminars.

Students may select other appropriate graduate level courses by agreement of the research advisor and graduate program committee chair.

CHEM: CHEMISTRY

5350, 5351. Instrumental Analysis (3,1) (WI, WI) 3 lecture and 3 lab hours per week. P: CHEM 3960; C for 5350: CHEM 5351; C for 5351: CHEM 5350. Theory and practical uses of modern instrumental methods of chemical analysis.

5525, 5526, 5527. Special Topics (1,2,3) May be repeated for credit with change of topic. P: Consent of instructor. Selected topics of current interest in areas of analytical, inorganic, organic, and physical chemistry.

5550. Advanced Inorganic Chemistry (4) (F) P: CHEM 3950; C: CHEM 3451. Advanced treatment of atomic and molecular structure, molecular symmetry, group theory, MO theory, the solid state and ionic bonding, transition metal coordination and organometallic compounds, homogeneous catalysis, and acid-base, redox, and bioinorganic chemistry.

5750. Advanced Organic Chemistry (3) P: CHEM 2760; P/C: CHEM 3960. Physical organic topics, including aromaticity, acid/base chemistry, reactive intermediates, mechanisms of common organic reactions, and relationship between structure and reactivity.

5760. Organic Structure Elucidation (3) P: Consent of instructor. Applies modern instrumental methods to elucidation of structures of organic compounds, with particular regard to elucidation of complex structures from combined application of spectral tools.

5993. Industrial Internship in Chemistry (3) 25-30 lab hours per week. May be repeated. May count maximum of 3 s.h. toward CHEM major. P: Selection by joint Department of Chemistry/industry screening committee; CHEM 2250, 2760, 3950. Professional experience in industrial application of chemistry.

6103. Chemistry Seminar (1) May be repeated. Presentations of assigned topics on contemporary research and attendance at departmental seminars.

6502, 6503, 6504, 6505. Research (2,3,4,5) May be repeated.

6524, 6525, 6526. Special Topics in Analytical Chemistry (1,2,3) May be repeated for credit with change of topic for a given course number. P: CHEM 5350 or equivalent. Lectures in restricted area of contemporary analytical chemistry. Variable topics and content include spectrometry, chromatography, electrochemical techniques, mass spectrometry, chemometrics, and chemical instrumentation.

6527, 6528, 6529. Special Topics in Inorganic Chemistry (1,2,3) May be repeated for credit with change of topic for a given course number. P: CHEM 5550 or equivalent. Lectures in restricted area of contemporary inorganic chemistry. Variable topics and content include structure and bonding, transition metal organometallic chemistry and homogeneous catalysis, inorganic kinetics and mechanisms, and physical methods in inorganic chemistry.

6530, 6531, 6532. Special Topics in Organic Chemistry (1,2,3) May be repeated for credit with change of topic for a given course number. P: Consent of instructor. Lectures in a restricted area of contemporary organic chemistry. Variable topics and content include polymer chemistry, photochemistry, stereochemistry, physical-organic chemistry, and modern synthetic techniques.

6533, 6534, 6535. Special Topics in Physical Chemistry (1,2,3) May be repeated for credit with change of topic for a given course number. P: Consent of instructor. Lectures in restricted area of contemporary physical chemistry. Variable topics and content include kinetics, spectroscopy, thermodynamics, statistical mechanics, nuclear chemistry, quantum chemistry, and interfacial and colloid chemistry.

7000. Thesis (3) May be repeated. May count maximum of 3 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7301. Teaching Laboratory (2) P: Consent of chair. Instruction in the methods of teaching laboratory.

7520. Pharmaceutical Analysis (3) P: Consent of chair. Theory and application of contemporary techniques for the analysis of pharmaceutical compounds and other relevant species.

7522. Current Good Manufacturing Practices (3) P: Consent of chair. Regulations, laws, and skills involved in good laboratory and manufacturing practices (GLP) and good manufacturing practices (cGMP).

7524. Advanced Analytical Chemistry (3) Formerly CHEM 6250 P: Consent of chair. In-depth study of theory and research applications of statistics, sampling and data analysis, spectroscopy, mass spectrometry, separation science, and quantitative organic analysis.

7530. Medicinal Chemistry (3) P: Consent of chair. Study of the mechanism of drug action and the application of organic chemistry methodologies to the synthesis of biologically active substances such as therapeutic drugs, toxins, and drugs of abuse.

7532. Organic Synthesis (3) Formerly CHEM 6750 P: CHEM 2760; or consent of chair. Synthetically useful organic reactions and strategies in organic synthesis.

7534. Natural Product Synthesis (3) P: CHEM 7532 or consent of instructor. Synthetic methodologies used in the synthesis of complex natural products.

7540. Biophysical Techniques for Studying Biological Structure (3) P: Consent of chair. Theory and application of techniques for the study of biological structure and function.

7541. Biomolecular Modeling; Theory and Applications (3) P: Consent of chair. Computational molecular modeling and quantum chemistry of biologically relevant systems.

7542. Advanced Theoretical Chemistry (3) Formerly CHEM 6950 P: Consent of chair. Discussion of quantum mechanics, molecular orbital theory, valence bond theory, chemical spectroscopy, and group theory.

7993. Pharmaceutical Internship (3) May be repeated. May count maximum of 6 s.h. P: Consent of chair. Professional experience in pharmaceutical application of chemistry.

8810. Methods and Techniques (3) Must be repeated for a minimum of 6 s.h. May count a maximum of 9 s.h. P: Consent of chair. Rotation through research laboratories supervised by program faculty members.

8815. Seminar (1) May be repeated. May count maximum of 3 s.h. P: Consent of chair. Seminar presentations on research or critical review of current literature topics by students in IDPBS.

8820. Special Topics in Pharmaceutical Chemistry (2) May be repeated for credit with change of topic. P: Consent of chair. Topics reflect new scientific developments in pharmaceutical chemistry.

8830. Introduction to Research (5) May be repeated. May count a maximum of 15 s.h. P: Consent of chair. Design of experimental protocols and participation in preceptor's research program.

9000. Dissertation Research (3-12) May be repeated. May count a maximum of 18 s.h.

CHEM Banked Courses

5390. Bioanalytical Chemistry (2)
5450. Industrial Chemistry (3)
5560. Inorganic Reaction Mechanisms (2)
5950, 5951. Introduction to Nuclear Chemistry (2,1)
5970. Chemical Thermodynamics (2)
6150. Teaching General Chemistry (3)

6160. Teaching Analytical Chemistry (4)
6520. Teaching an Advanced Placement Course in Chemistry (5)
6521. Special Topics for Chemistry Teachers (3)
6522, 6523. Special Topics for Chemistry Teachers (3,3)

COASTAL AND MARINE STUDIES

Paul Gares, Director, A-224 Brewster Building

COAS: COASTAL STUDIES

5001, 5002. Coastal Marine Resources Problem Analysis (3,3) Equivalent of 60 hours of research per semester. P: Research project approved by instructor. Analysis of recognized problem in coastal marine resources in consultation with assigned faculty.

6000. Scientific Diving and Underwater Research Techniques (3) Formerly COAS 5000 P: Basic SCUBA certification (or equivalent) and consent of instructor. Fundamentals of scientific diving, including the use of Nitrox, specialized diving equipment, emergency procedures, and sampling techniques. Successful completion of this course and scientific diver qualification may be used to meet AAUS and ECU scientific diver certification requirements.

COAS Banked Courses

5025, 5026. Man and the Sea Seminar (1,1) **5050, 5051. Nautical Charts and Navigation (3,0)**

DEPARTMENT OF ECONOMICS

Richard E. Ericson, Chairperson, A-428 Brewster Building

John A. Bishop, Director of Graduate Studies, A-436 Brewster Building

MS IN APPLIED AND RESOURCE ECONOMICS

Applicants to the MS in applied and resource economics must meet the admissions requirements of the Graduate School, submit three letters of recommendation, make an acceptable score on the general portion of the Graduate Record Examinations, and have had at least one undergraduate course each in introductory statistics and differential calculus. Non-native speakers must make an acceptable score on the TOEFL. Undergraduate courses in intermediate microeconomics and macroeconomics are strongly recommended.

Students in this degree program must complete a minimum of 33 s.h. of course work. Core requirements in economics theory, econometric technique, and research methodology constitute 21 s.h. with the remaining 12 s.h. being electives. Up to 6 s.h. of electives may be taken outside the department with the approval of the graduate director.

1. Core courses: ECON 5360, 5501, 6301, 6302, 6390, 6401, 6402.
2. A comprehensive examination is administered after completion of ECON 5360, 5501, 6301, 6302, 6401, 6402. The examination will test skills in applied theory and econometrics. Successful performance on this examination is necessary to continue in program.
3. Research skills: Four of the core courses listed above constitute 12 s.h. of research skills in quantitative methods and research methodology: ECON 5360, 6301, 6302, 6390.
Research project: The final component, ECON 6390 (research project) is the culmination of student's analytical work and is designed to demonstrate applied research skills.

CERTIFICATE IN APPLIED ECONOMICS

In addition to the MS in economics, the department offers a certificate in applied economics with five options: econometrics, forecasting/macro-economics, health policy, public policy, and resource policy. Entry requirements include a degree application for regular admission and a letter to the graduate director, requesting enrollment in the program. The certificate will be awarded after completion of 9 s.h. of B or better work in the respective areas as follows:

Econometrics: ECON 6301 and two electives

Forecasting: ECON 6353 and two electives

Health policy: ECON 5910 and two electives

Public policy: ECON 5800 and two electives

Resource policy: ECON 5170 and two electives

ECON: ECONOMICS

5000. General Topics (3) May be repeated for credit with change of topic. P for undergraduate students: ECON 3144, 3244. Considers new or advanced topics in economics.

5150. Development (3) P for undergraduate students: ECON 3144. Application of microeconomic analysis to investments in human resources, efficient organization of rural economics, intersectoral and international exchange, and interaction between politics and markets, especially in less developed countries.

5170. Resources I (3) P for undergraduate students: ECON 3144. Applies microeconomic analysis to allocation of natural resources.

5360. Mathematical Economics (3) P for undergraduate students: MATH 2171 or equivalent. Mathematical analysis applied to economic theory. Structure and specification of quantitative models.

5501. Macroeconomic Theory (3) P for undergraduate students: ECON 3244; ECON 5360 or MATH 2172. Business cycle fluctuations. Emphasis on determinants of consumption and investment and effectiveness of monetary and fiscal policy.

5800. Public Economics (3) P for undergraduate students: ECON 3144. Applies microeconomic analysis to collective choice in democratic societies, government expenditure programs, and taxation.

5910. Health Economics (3) P for undergraduate students: ECON 3144, 3244. Organizational structure, financing, and regulation of health care delivery and economic measurement of performance.

6000. Advanced Topics (3) May be repeated for credit. Current advanced-level topics in economics.

6102. Labor Supply (3) P: ECON 6301, 6401. Theory and estimation of static labor supply models and general theory of allocation of time.

6125. Regulation (3) P: ECON 6401. Market failure rationale for nonmarket allocation. Causes and effects of regulatory action. Behavior of regulatory agencies and regulated firms.

6172. Resources II (3) Applies microeconomic analysis to environmental problems, such as air and water pollution and formation of environmental policy.

6300. Economics of Coastal Populations (3) Advanced introduction to application of microeconomic analysis of coastal environmental problems and issues and economic basis for formation of coastal and marine policies.

6301. Econometrics I (3) Statistical theory and its basic applications to analysis of economic data.

6302. Econometrics II (3) P: ECON 6301, 6401. Development of general linear model and its extensions for analysis of economic data.

6335. Discrete Choice Econometrics (3) P: ECON 6301, 6401. Advanced course in econometric. Focus on regression techniques for analysis of qualitative and limited dependent variables.

SECTION 8: CURRICULA

- 6353. Forecasting (3)** P: ECON 5501, 6301, 6401. Advanced course in econometrics. Focus on regression and time series techniques for forecasting of economic variables.
- 6390. Research (3)** May be repeated. May count a maximum of 6 s.h. P: ECON 6301, 6401; consent of graduate director. Objectives and structure of methodologies for formulation. Conduct empirical research in economics.
- 6401. Microeconomic Theory I (3)** Economic theory of behavior of households and firms in market economy.
- 6402. Microeconomic Theory II (3)** P: ECON 6401. Extensions of choice theory. Efficiency and equilibrium under conditions of uncertainty and imperfect information. Welfare under second-best constraints.
- 6910. Quantitative Methods in Health Economics (3)** Applications of quantitative methods to selected health economics topics of current policy relevance.

DEPARTMENT OF ENGLISH

Mike Palmer, Interim Chair, 2201 Bate Building
Janice Tovey, Director of Graduate Studies, 2132 Bate Building

As a prerequisite to graduate study in a degree program, the Department of English requires that the applicant meet the admission requirements of the university and submit satisfactory scores on the General Test of the Graduate Record Examinations. Applicants should have an undergraduate major, minor, or equivalent record of study in English, or for those applying to technical/professional communication, rhetoric and composition, linguistics, or TESOL, an appropriate undergraduate degree. Each entering student is to consult with the director of graduate studies in English at the beginning of graduate studies. At the consultation, the director of graduate studies will review curriculum requirements and options, including concentrations in literature, technical and professional communication, rhetoric and composition, creative writing, multicultural and transnational literatures, linguistics, or TESOL, and will suggest appropriate courses. Students seeking a concentration in creative writing must submit a portfolio of poems, short stories, or essays to the creative writing faculty prior to admission to the concentration. Students seeking a concentration in English studies must submit a plan of study for approval by the Director of Graduate Studies.

MA IN ENGLISH

A minimum of 33 s.h. of course work is required, with a final examination on the thesis or comprehensive assessment project; subject matter from course work may also be a part of the examination.

A research methods course, selected from 6009, 6805, 7005, 7601, 7701 3 s.h.

Area of concentration (choose one of the following): 18 s.h.

- a. English studies: An approved, unified program of study, including at least 3 s.h. from each of three concentrations or areas of study, and an additional 9 s.h. of coursework chosen from ENGL courses.
- b. Creative writing: Maximum of 12 s.h. from ENGL 5840, 5850, 5860, 5890; and minimum of 6 s.h. from ENGL 6865, 6870, 6880.
- c. Linguistics: ENGL 7530; 15 s.h. from ENGL 6505, 6526, 6527, 6528, 6529, 6531, 7525, 7535, 7565, 7605, 7680.
- d. Literature: 6 s.h. from ENGL 5160, 5165, 6116, 6121, 6131, 6151, 6215; 6 s.h. from ENGL 5125, 5150, 5170, 5230, 5250, 5260, 5275, 5280, 6155, 6175, 6185, 6220, 6250, 6260, 6330, 6350, 6390; 6 s.h. from ENGL 5060, 5330, 6340, 6360, 6370, 6380, 6450, 6515, 6870, 7065, 7070, 7165, 7265, 7365.
- e. Multicultural and transnational literatures: 18 s.h. from ENGL 6330, 6340, 6350, 6360, 6370, 6380, 6420, 6450, 6460, 7300, 7350, 7365.
- f. Rhetoric and composition: ENGL 6625, 7615, 7630; 6 s.h. from ENGL 6000, 7665, 7950, 7960, 7975; 3 s.h. from linguistics, TESOL, or technical and professional communication concentration.
- g. Teaching English to speakers of other languages (TESOL): ENGL 6528, 6531, 7530; 9 s.h. from ENGL 6505, 6526, 6527, 6529, 7525, 7535, 7565, 7605, 7680.
- h. Technical and professional communication: ENGL 7702; 15 s.h. from ENGL 6700, 6715, 6721, 6725, 6740, 6741, 7701, 7705, 7710, 7712, 7716, 7730, 7745, 7746, 7750, 7758, 7765, 7766, 7780, 7790.

English electives or courses from another department 6 s.h.

A thesis, demonstrating the student's ability to gather, arrange, and interpret material which bears on a particular problem.....6 s.h.
OR
A comprehensive assessment project and additional coursework in English.....6 s.h.

Research Skills Requirement: A reading knowledge of a language other than English. Students concentrating in technical and professional writing, rhetoric and composition, linguistics/TESL, and other suitable fields may substitute an appropriate level of computer skills.

MAEd AND MAT IN ENGLISH EDUCATION

Please refer to Section 8, College of Education, for the degree requirements for the master of arts in teaching and the master of arts in education, both of which lead to advanced certification.

PhD IN TECHNICAL AND PROFESSIONAL DISCOURSE

The PhD program in technical and professional discourse prepares researchers and scholars to assess discourse critically, develop innovative and interdisciplinary approaches to discourse issues, investigate and analyze discourse in a variety of academic and non-academic settings, and serve as faculty at various educational levels. This preparation is developed through a multi-disciplinary program of traditional and online courses, seminars, internships, and dissertation research.

Students in the program take courses in three major research areas: discourses and cultures, writing studies and pedagogy, and technical and professional communication.

With the assistance of advisors selected by the students, doctoral students develop individualized plans of study drawing on the resources of the Department of English, affiliate departments, and internship sponsors.

CURRICULUM

The doctoral program requires a minimum of 60 s.h. of course work beyond the master's degree.

Required courses: ENGL 8601, 8605, 8615, 8630, 8780..... 15-18 s.h.
ENGL electives..... 15 s.h.
Electives in ENGL or affiliate departments..... 12 s.h.
ENGL 9000 (Dissertation)..... 18 s.h.

Please contact the director of graduate studies in English for additional details concerning application procedures, admission requirements, and specific academic requirements.

CERTIFICATE IN MULTICULTURAL AND TRANSNATIONAL LITERATURE

The graduate certificate in multicultural and transnational literature offers continuing education for post baccalaureate teachers, professionals, and potential graduate degree students in literatures from diverse ethnic and cultural groups that may have been excluded from mainstream literary studies. Course work is interdisciplinary, with emphases on genre, historical context, and critical methodologies, and a focus on ethnic American and world literatures written in English.

This certificate is offered only online. Completion requires 12 s.h., including ENGL 6340 and 6360 (required), and 6 s.h. to be selected from 6330, 6350, 6370, 6460, and 7365. Other special topics graduate courses in related areas may be approved on an individual basis.

For further information, please go to <http://www.ecu.edu/english/>, or contact the director of graduate studies.

CERTIFICATE IN PROFESSIONAL COMMUNICATION

Communication professionals work in a rapidly changing environment that requires them to update their abilities throughout their working career. Both conceptual and technological issues underlie those changes. This online certificate program is designed to help those communicators remain competitive.

SECTION 8: CURRICULA

The certificate requires 15 s.h. of courses in the area of technical and professional communication with a minimum B average in all certificate course work. Only 3 s.h. of a grade of C will count toward this certificate. Internship (ENGL 6740, 6741) and directed reading (ENGL 6725) courses cannot count toward the certificate. No hours in another discipline can be counted. Additional details can be obtained by contacting the director of graduate studies in the Department of English.

ENGL: ENGLISH

5060. History of Literary Criticism (3) Major texts of literary criticism from Plato through Pater.

5125. The English Novel Through Hardy (3) Development of English novel: Defoe, Richardson, Fielding, Austen, the Brontës, Dickens, Thackeray, Eliot, Hardy, and others.

5150. The Twentieth-Century British and American Novel (3) Representative British and American novelists of twentieth century. Joyce, Woolf, Lawrence, Hemingway, Faulkner, and recent writers.

5160. English Drama to 1642 (3) Types and developments of English drama from beginnings in Middle Ages until 1642.

5165. English Drama: Dryden to Sheridan (3) Types and developments of English drama from Restoration to Romantic period.

5170. Modern Drama (3) Drama from Ibsen to present. Focus on British and American playwrights.

5230. Southern Regional Literature (3) Southern writing representing attitudes of region. Confined to literary genres.

5250. The American Novel, 1800 to 1920 (3) Development of American novel. Emphasis on Brown, Cooper, Hawthorne, Melville, Twain, Howells, James, Crane, Dreiser, and Cather.

5260. The Novel Since 1945 (3) Contemporary novel in English. Emphasis on American and British works.

5275. Nineteenth-Century Poetry (3) Major British and American poets.

5280. Twentieth-Century Poetry (3) Variety of voices that comprise poetry written in English.

5330. Studies in Women's Literature (3) May be repeated for credit by graduate students. Writings of women within the context of feminist scholarship and criticism. Focus on genre within a literary period or specific national/international context.

5350. Special Studies in Film (3) May be repeated for credit by graduate students. Aspects of world film literature. Topics announced by instructor.

5770. Advanced Editing (3) P: ENGL 3870 or consent of instructor. Advanced study of and practice in various editorial functions as applied to non-fiction books, periodicals, and corporate documents.

5780. Advanced Writing for Business and Industry (3) P: ENGL 3880 or consent of instructor. Advanced composition with extensive writing practice.

5840. Advanced Poetry Writing (3) Graduate students may repeat for a maximum of 9 s.h. No more than 3 s.h. of which may be taken via internet. P: ENGL 3840 or consent of instructor. Advanced poetry-writing practice.

5850. Advanced Fiction Writing (3) Graduate students may repeat for a maximum of 9 s.h. No more than 3 s.h. of which may be taken via internet. P: ENGL 3850 or consent of instructor. Practice in prose fiction writing. Emphasis on publication.

5860. Advanced Nonfiction Writing (3) Graduate students may repeat for a maximum of 9 s.h. No more than 3 s.h. of which may be taken via internet. P: ENGL 3860 or consent of instructor. Practice in non-fiction prose writing. Emphasis on publication.

5890. Advanced Script Writing (3) Graduate students may repeat for a maximum of 9 s.h. No more than 3 s.h. of which may be taken via internet. P: ENGL 3830 or consent of instructor. Completion of one-act play or major portion of full-length play or screenplay.

- 6000. Critical Writing in English Studies (3)** P: 3 s.h. graduate credit or consent of instructor. Explores academic writing conventions.
- 6009. Research Methods in Language Study (3)** Research methods in study of language.
- 6116. Medieval English Literature (3)** Middle English literature from 1100 to 1500, exclusive of Chaucer.
- 6121. Shakespeare and Renaissance Literature (3)** Critical, historical, and bibliographical investigation of principal works of sixteenth century, two by Shakespeare. Some attention to forces shaping the age.
- 6131. Milton and Seventeenth-Century Literature (3)** English nondramatic literature from 1600-1660. Emphasis on metaphysical tradition and Milton's poetry.
- 6151. Eighteenth-Century British Literature (3)** British nondramatic literature from 1660-1800.
- 6155. Romantic Literature (3)** Major English Romantic writers and lesser known figures. Blake, Coleridge, Wm. Wordsworth, Keats, Byron, P. Shelley, Godwin, D. Wordsworth, M. Shelley, Wallstonecraft, and DeQuincy.
- 6175. Victorian Literature (3)** Major structural genres. Relationship among important works and writers of Victorian literature, and ideas, art, and culture they helped to express and shape. Founded upon three indispensable major writers: Carlyle, Tennyson, and Wilde.
- 6185. Twentieth-Century British Literature (3)** Development of British literature from 1900 to present.
- 6215. American Literature to 1830 (3)** Varieties of American literature from time of earliest European explorations and encounters to beginnings of US. Writings come from British, Spanish, Native-American, African-American, and other cultural traditions.
- 6220. The American Renaissance (3)** Major and minor writers include Poe, Emerson, Thoreau, Hawthorne, Melville, and such secondary figures as Margaret Fuller, Amos Bronson Alcott, and Christopher Cranch.
- 6250. American Realism (3)** Themes, problems, and works in American literature and culture from Civil War to World War I.
- 6260. Twentieth-Century American Literature (3)** Advanced study.
- 6330. Studies in Latino/a Literatures (3)** Explores Latino/a literatures in twentieth century.
- 6340. Ethnic American Literature (3)** Writers who have contributed to multicultural American literature, including African-American, Jewish-American, Native-American, Hispanic-American, and Asian-American.
- 6350. Studies in Native American Literature (3)** Explores Native American literatures of twentieth century.
- 6360. World Literature Written in English (3)** Comparative literatures. Focus on post colonial writers. Emphasis on anglophone texts from Africa, the Caribbean, South and Central America, Asia, and Pacific Rim.
- 6370. Caribbean Literature (3)** Critical examination of Caribbean literature.
- 6380. Studies in African Literature (3)** Explores African literature written in English in twentieth century.
- 6390. Advanced Studies of Science Fiction and Fantasy (3)** Historical trends, problems, and contemporary movements in science fiction and fantasy.
- 6420. Studies in Asian American Literature (3)** Explores Asian American literature.
- 6450. Studies in World Indigenous Literatures (3)** Explores world indigenous literatures written in English.
- 6460. Studies in African American Literature (3) Formerly ENGL 5360** Explores African American literature.
- 6505. Linguistic and Cultural History of the English Language (3) Formerly ENGL 5500** Cultural emergence and linguistic development.

SECTION 8: CURRICULA

6515. Advanced Studies in Children's Literature (3) Sources of literature for children. Emphasis on excellence and suitability. Attention given to trends, problems, and recent research.

6520. Applied Linguistics for Language Teachers (3) Pedagogical application of linguistic theory. Emphasis on pragmatics and sociolinguistics.

6526. The Structure of English: Phonology and Morphology (3) Formerly ENGL 5501 Contemporary linguistic theory and its practical application to teaching phonological and morphological components of English language.

6527. The Structure of English: Syntax and Semantics (3) Formerly ENGL 5502 P: Consent of instructor. Contemporary linguistic theory and its practical application to teaching syntactic and semantic components of English language.

6528. Teaching English as a Second Language: Theories and Principles (3) Formerly ENGL 5503 Current theories and principles of teaching English to non-native speakers or speakers of nonstandard dialects.

6529. Applied Linguistics for ESL Teachers (3) Formerly ENGL 5504 Pedagogical application of linguistic theory. Emphasis on teaching English as a second language.

6531. TESL: Methods and Practicum (3) Approaches and methods in ESL teaching. Provides ESL teaching and classroom experience.

6540, 6541. Internship in Teaching English as a Second Language (3,3) Supervised internship. P: Consent of instructor. Practical experience in ESL teaching environment. Parallel reading and study.

6625. Teaching Composition: Theory and Practice (3) Composition theory and its applications to college writing instruction.

6700. Technical Editing and Production (3) Theory and abilities needed to function as editor, particularly a managing and production editor. Culminates in project demonstrating that knowledge. Editing as part of document production process.

6715. Technical Writing (3) Intensive study. Emphasis on style, writing modes, technical reports, instructional manuals, and technical proposals.

6721. Copyediting in Professional Communication (3) Copyediting theory and basics. Covers variety of genres, both print and electronic. Review of electronic editing and style manuals.

6725. Directed Readings in Technical and Professional Writing (3) P: Consent of instructor and approval of director of graduate studies. Advanced individual study of selected areas.

6740, 6741. Internship in Technical and Professional Communication (3,3) Supervised internship. P: Consent of instructor. Practical professional writing in work environment. Parallel reading and study.

6805. Research: The Writer's Perspective (3) Research methods used by creative writers.

6870. Literature: The Writer's Perspective (3) Appropriate for students choosing literature or creative writing concentration. Advanced study of modern and contemporary works of poetry, fiction, and creative nonfiction. Emphasis on writer's craft.

6880. Directed Readings in Creative Writing (3) P: Admission to graduate concentration in writing; consent of instructor. Directed individual study of selected areas of advanced creative poetry, fiction, or nonfiction writing.

6940. Film and English Studies (3) Examines role of film in literary studies. Emphasis on film as literary and cultural artifact.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

- 7005. Bibliography and Methods (3) Formerly ENGL 6005** Bibliographical tools and methods of research in English language and literature.
- 7070. Literary Theory (3) Formerly ENGL 5070** Major critical approaches of twentieth century.
- 7080. Cultural Studies Theory and Method (3)** Introduction to the interdisciplinary field of cultural studies.
- 7300. Directed Reading in Multicultural and Transnational Literature (3)** May be repeated for maximum of 6 s.h. credit. P: Consent of director of graduate studies in English. Directed studies in specific areas not covered by other courses.
- 7350. Seminar in Multicultural and Transnational Literature (3)** Advanced comparative study of literature and criticism.
- 7525. Language and Society (3) Formerly ENGL 6525** Language in relation to culture and society.
- 7530. Descriptive Linguistics (3) Formerly ENGL 6530** Contemporary models employed in linguistic analysis on all levels, practical applications of models to wide diversity of natural languages, and evaluation of models with respect to their descriptive and explanatory adequacy and their universal and cross-cultural application.
- 7535. Principles of Language Testing (3)** Principles and methods of performance and standardized language test design, implementation, and interpretation.
- 7601. Research Design in Rhetoric and Composition (3) Formerly ENGL 6601** Principles and techniques of research design.
- 7605. Discourse Analysis (3) Formerly ENGL 6605** Principles governing human communicative interaction in written and oral modalities.
- 7615. Rhetorical Theory (3) Formerly ENGL 6615** Classical and modern theories of rhetorical discourse.
- 7630. Cultural Rhetoric and Writing (3)** Study of how cultural values and assumption affect writing practices through genre, style, and conventions of argument.
- 7640. Discourse for Special Interests (3)** May be repeated for a maximum of 6 s.h. with change of topic. Focuses on analysis and production of discourse in variety of academic, professional, and public contexts.
- 7666. Teaching English in the Two-Year College Internship (3)** May be repeated for a maximum of 6 s.h. P: 18 s.h. graduate ENGL credit or consent of instructor. Supervised on-site research and instruction in rhetoric, composition, and theory.
- 7680. Writing Systems of the World (3)** Examines writing systems and their relationship to larger human phenomenon of spoken language.
- 7701. Research Methods in Technical and Professional Writing (3) Formerly ENGL 6701** Applied research in library, observation and investigation, experimentation, and survey.
- 7702. Research Design in Technical and Professional Communication (3)** Quantitative and qualitative empirical research methods.
- 7705. Ethical Issues in Professional Communication (3)** Overview of theories of ethics from classical to the present. Emphasizes impact of ethical systems on professional communicators preparing print and online documents in various organizations and industries.
- 7710. Professional Communication (3)** Study of effective, ethical, responsible, and professional communication by learning abilities, strategies, and conceptual knowledge needed to address a variety of communication tasks in a variety of work environments. Use of emerging technologies as tools for communication.
- 7712. Grant and Proposal Writing (3)** Study of grant and proposal funding resources and worksheets. Preparation of grant or proposal to be reviewed by at least two experts, revised accordingly, and then submitted to funding agency.

SECTION 8: CURRICULA

7716. Classics in Scientific and Technical Literature (3) Formerly ENGL 6716 Examines scientific and technical writing from classic times to present.

7730. Issues in Technical Communication (3) Formerly ENGL 6730 Traditions and trends in academic business and industrial theories and applications of technical communications.

7745. Teaching Professional Communication (3) Designed for those teaching introductory professional communication courses, particularly service courses at undergraduate level in community colleges and universities. Addresses emerging technologies as tools for teaching such courses.

7746. Training in Professional Communication (3) Theoretical concepts involved in preparation of training materials targeting adult learners, including instructional materials that allow users both to complete tasks and learn theoretical concepts. Review of methods of distributing training.

7750. Writing Public Science (3) Study of writing about science and technology in public sphere. Examines how professional writers relate scientific topics to non-specialist audiences, finding models of effective public science writing, and preparing public science writing.

7765. Technical and Professional Communication (3) Formerly ENGL 6765 May be repeated for credit. May count maximum of 9 s.h. toward certificate program. Special studies seminars.

7766. Special Studies Seminars in Communication and Emerging Technologies (3) May be repeated for a maximum of 6 s.h. with change of topic.

7780. Theory of Professional Communication (3) Traces theories drawn from variety of fields that inform such topics as social context of technical communication, aims of technical discourse, readability, invention and audience, audience analysis, technical style, and graphics.

7785. History of Professional Communication (3) Traces development of contemporary professional communication from print to electronic media.

7790. Public Interest Writing (3) Professional, governmental, nonprofit organizational, and civic writing. Emphasis on public policy making and advocacy.

7950. Issues in Teaching Composition (3) Formerly ENGL 6950 Advanced composition theory and its applications to writing instruction.

7960. Methods of Teaching English in the Two-Year College (3) Formerly ENGL 6960 History and pedagogy of teaching writing in the two-year college. Emphasis given to the development of effective teaching methods.

7975. Developmental English in the Two-Year College (3) Formerly ENGL 6875 History and pedagogy of developmental writing in the two-year college. Emphasis given to the development of effective teaching methods.

8100. Directed Reading (3) May be repeated for a maximum of 6 s.h. with a change of topic. Directed studies in specific areas not covered by other courses.

8200. Cooperative/Research Assignment (3) May be repeated for a maximum of 6 s.h. Supervised research in technical and professional discourse.

8601. Advanced Research Methods (3) Principles and techniques in research design.

8605. Advanced Discourse Analysis (3) Principles governing human communicative interaction in written and oral modalities.

8615. Advanced Rhetorical Theory (3) Classical and modern theories of rhetorical discourse.

8630. Advanced Cultural Rhetoric and Writing (3) Study of how cultural values and assumptions affect writing practices through genre, style, and conventions of arguments.

8780. Advanced Theory of Professional Communication (3) Traces theories drawn from variety of fields that inform such topics as social context of technical communication. Aims of technical discourse, readability, invention and audience, audience analysis, technical style, and graphics.

9000. Dissertation (3-12) May be repeated. May count a maximum of 18 s.h. Original research investigation of significant aspect in field of technical and professional discourse.

9001. Dissertation: Summer Research (1) May be repeated. May not count toward degree. Students conducting research may register for this course only during summer.

ENGL: ENGLISH, SPECIAL STUDIES SEMINARS

6865. Creative Writing (3) May be repeated with credit. Special studies seminars.

7065. Foundations of Literary Criticism (3) Formerly ENGL 6065 May be repeated for credit. Special studies seminars. Focus on literary criticism topics.

7165. English Literature (3) Formerly ENGL 6165 May be repeated for credit. Special studies seminars. Focus on author, genre, or period studies.

7265. American Literature (3) Formerly ENGL 6265 May be repeated for credit. Special studies seminar. Focus on author, genre, or period studies.

7365. Selected Topics in Multicultural and Transnational Literature (3) Formerly ENGL 6365 May be repeated for credit. Special studies seminars. Focus on topics in regional literatures, ethnic literatures, and English literatures from non-English-speaking countries.

7465. Folklore (3) Formerly ENGL 6465 May be repeated for credit. Special studies seminars. Focus on collection, classification, analysis, and/or archiving of traditional folk materials.

7565. Linguistics, Education, and ESL (3) Formerly ENGL 6565 May be repeated for credit. Special studies seminars.

7665. Rhetoric and Composition (3) Formerly ENGL 6665 May be repeated for credit. Special studies seminars.

7765. Technical and Professional Communication (3) Formerly ENGL 6765 May be repeated for credit. May count maximum of 9 s.h. toward certificate program. Special studies seminars.

ENGL Banked Courses

5120. English Drama (3)

5130. The English Novel through Jane Austen (3)

5140. The English Novel from Scott through Hardy (3)

5190. The Aesthetic Movement (3)

5270. Contemporary Poetry (3)

5390. Advanced Studies in Science Fiction and Fantasy (3)

5410. Pre-Shakespearean Drama (3)

5460. Early Twentieth-Century Poetry (3)

5740. Modern Prose Literature (3)

6105. British Literature and the Classical Tradition (3)

6106. British Literature and the Romantic Tradition (3)

6115. Introduction to Old English (3)

6117. Chaucer (3)

6118. Arthurian Romance (3)

6125. Sixteenth-Century English Literature (3)

6126. Spenser (3)

6127. Studies in Shakespeare (3)

6135. Jacobean Drama (3)

6136. Early Seventeenth-Century English Literature (3)

6141. The Age of Pope (3)

6142. The Age of Johnson (3)

6143. Blake, Wordsworth, and Coleridge (3)

6144. Byron, Shelley, and Keats (3)

6145. Studies in Victorian Poetry (3)

6146. Victorian and Edwardian Culture (3)

6147. Modern British Novel (3)

6205. American Traditions in Literature (3)

6210. Studies in American Literature Before 1830 (3)

6230. Whitman (3)

6245. Modern American Novel (3)

6410. Folklore and Literature (3)

SECTION 8: CURRICULA

ETHNIC STUDIES

Ellen Arnold, Director, 2145 Bate Building

ETHN: ETHNIC STUDIES

5000. Directed Readings in Ethnic Studies (3) Graduate credit only. P: ETHN 2001 or 2002 or 2003; consent of director. In-depth exploration and written senior-level paper on topic relevant to ethnic studies.

5500. Studies in Ethnicity (3) Graduate credit only. P: ETHN 2001 or 2002 or 2003 or consent of program director. Theoretical and methodological issues.

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

Frank Romer, Chairperson, 3324 Bate Building

MAT IN HISPANIC STUDIES

Please refer to Section 8, College of Education, for the degree requirements for the master of arts in teaching, which leads to advanced certification.

CERTIFICATE IN HISPANIC STUDIES

The graduate certificate in Hispanic studies provides students with opportunities to develop advanced/superior Spanish language skills as well as to deepen their understanding of Hispanic cultures, including literature. No particular configuration of courses is required. The certificate is flexible and allows students to design, in consultation with the program coordinator, a program that meets their personal and professional needs. The certificate requires 18 s.h. of credit, 12 s.h. of which must be at the 6000-level, chosen from the following courses.

Language studies: SPAN 5340, 5940, 6000, 6001, 6400

Culture studies: SPAN 5440, 5445, 6100, 6101

Literature: SPAN 5550, 6200, 6202

Pedagogy: SPAN 6600

Special topics: SPAN 5700, 6521, 6522, 6523

FORL: FOREIGN LANGUAGE

6000. Foreign Language for Reading Knowledge (3) Reading skills adequate to successfully conduct research utilizing scholarly texts.

FREN: FRENCH

5305. Advanced Syntax (3) P: FREN 3330 or graduate standing. Detailed and comprehensive study of most difficult points of French grammar. Directed practice in analyzing and writing exercises.

5700. Special Topics in French or Francophone Studies (3) May be repeated for maximum of 6 s.h. with change of topic. P: Consent of chair. Selected topics relating to language, literature, culture or civilization of France or another French-speaking region of the world.

6000. Advanced Language Skills I (3) In-depth exploration of varieties and styles of modern French usage.

6100. The Culture and Civilization of France (3) Detailed examination of formation of France from its beginnings to the present.

6101. The Culture and Civilization of the Francophone World (3) In-depth exploration of civilization and culture of French-speaking world outside of France.

FREN Banked Courses

5350. The French Novel (3)
6001. Advanced Language Skills II (3)
6200. Readings in French Prose (3)
6202. Readings in French Drama (3)
6410. Old French I (3)
6411. Old French II (3)
6412. Medieval Literature (3)
6414. Corneille and Racine (3)
6416. French Poetry from Chateaubriand to Present (3)
6420. Civilization (3)
6424. Stylistics (3)
6425. Advanced Phonetics (3)

6428. Applied Linguistics (3)
6440. Rousseau and Voltaire (3)
6450. Nineteenth Century Drama to 1840 (3)
6451. Nineteenth Century Drama after 1840 (3)
6452. Twentieth Century Drama (3)
6461. Rabelais and Montaigne (3)
6472. Seventeenth Century French Literature (3)
6481. Eighteenth Century French Literature and the Revolution of 1789 (3)
6488. Bibliography and Methods of Research (3)
6491. Nineteenth Century Novel (3)
6521, 6522, 6523. Special Readings (3,3,3)
7000. Thesis (3)

GERM: GERMAN

5700. Selected Topics (3) May be repeated for maximum of 6 s.h. with change of topic. P: Consent of chair. Selected topics relating to language, literature, culture, or civilization of a German-speaking country. Topics vary.

6000. Advanced Language Skills (3) In-depth exploration of varieties and styles of modern German usage.

6100. The Culture and Civilization of the German-Speaking World (3) In-depth exploration of aspects of civilization and culture of German-speaking countries.

SPAN: SPANISH

5340. Advanced Translation I (3) P: SPAN 4340. Practice of translation skills with greater variety of style and subject matter.

5440. Contemporary Issues of the Hispanic World (3) May be repeated for maximum of 6 s.h. with change of topic. P: Consent of chair. Selected events, artistic trends, and currents of thought that significantly contribute to life in contemporary Hispanic societies.

5445. Hispanic Cinema (3) May be repeated for maximum of 6 s.h. with change of topic. P: Consent of chair. Films as cultural product reflecting social, political, and economic realities. Power to represent, inform, and create. Viewed and discussed by representative directors.

5550. Hispanic Women Writers (3) May be repeated for maximum of 6 s.h. with change of topic. May not be repeated for credit by students in WOST program. P: Consent of chair. In-depth study and discussion of representative writings by women in Hispanic countries from variety of genres. Emphasis on relationships between society and origin, content, and form of texts.

5700. Special Topics in Hispanic Studies (3) May be repeated for maximum of 6 s.h. with change of topic. P: Consent of chair. Topics relating to language, literature, culture, or civilization of Spain or Latin America.

5940. Advanced Translation II (3) Candidates who successfully complete this course may be allowed to take qualifying exams for award of the certificate in Spanish translation. P: SPAN 5340. Continuation of skills practiced in SPAN 4340, 5340 at advanced level. Translation of written texts in variety of styles and different topics, from Spanish into English and vice versa.

6000. Advanced Language Skills I (3) In-depth exploration of varieties and styles of modern Spanish usage.

6001. Advanced Language Skills II (3) Continuation of SPAN 6000.

6100. Cultural Studies, Spain (3) History, culture, and civilization of Spain. In-depth exploration of special topic or theme.

SECTION 8: CURRICULA

- 6101. Cultural Studies of Spanish America (3)** Spanish American society and culture before 1492 and up to time of independence.
- 6200. Readings in Spanish Literature (3)** Exhaustive study of masterpieces of Spanish literature from Middle Ages to present.
- 6202. Readings in Twentieth-Century Spanish-American Literature (3)** Literary works by recognized Spanish-American writers of twentieth century. Major artistic movements and socioeconomic/political realities of various regions.
- 6400. Spanish Linguistics (3)** Introduces nature of grammar and approaches to description of Spanish grammar. Emphasis on Chomsky's Principles and Parameters Model.
- 6521, 6522, 6523. Special Readings (3,3,3)** Intensive reading in area where student may already have credit.
- 6600. Recent Trends in Foreign Language Teaching, Learning, and Acquisition (3)** Current developments, issues, and research in teaching, learning, and acquisition of foreign languages.

SPAN Banked Courses

- | | |
|---|---|
| 6410. Old Spanish I (3) | 6428. Applied Linguistics (3) |
| 6411. Old Spanish II (3) | 6451. Romantic and Post-Romantic Drama (3) |
| 6412. Medieval Literature (3) | 6470. The Latin-American Novel (3) |
| 6414. Lope de Vega and the Beginnings of Spanish Drama (3) | 6471. The Hispanic-American Short Story (3) |
| 6415. Calderon and His Contemporaries (3) | 6488. Bibliography and Methods of Research (3) |
| 6416. Poetry (3) | 6491. The Regional Novel (3) |
| 6420. Hispanic Civilization (3) | 6492. Galdos (3) |
| 6424. Stylistics (3) | 6494. The Generation of 1898 (3) |
| 6425. Advanced Phonetics (3) | 7000. Thesis (3) |

DEPARTMENT OF GEOGRAPHY

Ronald L. Mitchelson, Chairperson, A-227 Brewster Building
Jeffrey Popke, Director of Graduate Studies, A-222 Brewster Building

Students wishing to pursue the MA in geography must present three letters of recommendation and meet the admission standards of the Graduate School.

MA IN GEOGRAPHY

The master of arts in the geography thesis option requires a minimum of 30 s.h. of 5000- and 6000-level courses, with 18 s.h. at the 6000 level. The non-thesis/internship option requires 36 s.h., with 21 s.h. at the 6000 level. The master of arts in geography with a planning concentration offers only the non-thesis/internship option and requires a minimum of 36 s.h. at the 5000 and 6000 levels with a minimum of 21 s.h. at the 6000 level.

- 1. Core courses: GEOG 6100, 6110..... 6 s.h.
- 2. Research skills course..... 3 s.h.
Choose a research skills/methods course related to the area of specialty and intended research:
ANTH 5015; GEOG 6150, 6160; HIST 5960; or other course selected in consultation with advisor.
- 3. Concentration (Choose one area.).....6-15 s.h.
Geography (6-15 s.h.):
Thesis option: Choose a minimum of 6 s.h. electives at the 5000 and 6000 levels in the major field areas (physical, human, techniques). Students are encouraged to take at least one course outside their selected major area of study. Courses in other departments may be selected in consultation with student's advisor.
Non-thesis/Internship option: Choose 12-15 s.h. electives at the 5000 and 6000 levels in the major field areas (physical, human, techniques). Students are encouraged to take at least one course outside their selected major area of study. Courses in other departments may be selected in consultation with student's advisor.

Planning (15 s.h.):

Choose two (6 s.h.) from the following: PLAN 6000, 6010, 6020

Choose one (3 s.h.) from the following: PLAN 6018, 6028, 6038

Choose 6 s.h. PLAN electives at the 5000 and 6000 levels

Rural development (12-15 s.h.):

GEOG 6350, 6355

Choose a minimum of 6-9 s.h. of 5000- and 6000-level courses in geography and other departments in an area of specialization

4. Electives.....9 s.h.

Choose a minimum of 9 s.h. electives at the 5000 or 6000 level in the area of specialization (human, physical, techniques).

5. Thesis or non-thesis/internship option.....3-6 s.h.

Geography (3-6 s.h.):

Thesis option: GEOG 7000 (3-6 s.h.) Students must pass the thesis defense.

Non-thesis/internship option: GEOG 6801, 6802, and/or 6803. Students must complete internship for minimum of 3 s.h. or maximum of 6 s.h. Student must present professional report and pass report defense.

Planning (3 s.h.):

Non-thesis/Internship option: Choose one (3 s.h.) from the following: GEOG 6801, 6802, 6803. Student must present professional report and pass report defense.

Rural development (3-6 s.h.):

Thesis option: GEOG 7000 (3 s.h.) Students must pass the thesis defense.

Non-thesis/internship option: GEOG 6801, 6802, and/or 6803. Students must complete internship for minimum of 3 s.h. or maximum of 6 s.h., present professional report, and pass report defense.

CERTIFICATE IN ECONOMIC DEVELOPMENT

The interdisciplinary graduate certificate in economic development provides students with opportunities to develop analytical, theoretical, and practical skills for both public and private sector careers in regional, economic, and community development. The certificate is open to students enrolled in graduate degree programs as well as nondegree applicants who have earned baccalaureate degrees. For those who complete the certificate as nondegree students, a maximum of 9 s.h. may be used in a subsequent degree program. Some degree programs will permit fewer. The program offers a flexible design to provide students from diverse disciplinary backgrounds with the opportunity to acquire a foundation in regional, economic, and community development while specializing in their respective areas of interest.

The program requires completion of **15 s.h.** as follows:

Choose three of the five following core courses (9 s.h.): ECON 5150; GEOG 6350; GEOG 6355; PADM 6123; SOCI 6400.

Choose two elective courses (6 s.h.) in consultation with the certificate coordinator(s). Students are encouraged to choose an elective in an area of specialization. A list of appropriate electives is available from the certificate coordinator(s).

For further information, please contact the certificate coordinator.

CERTIFICATE IN GEOGRAPHIC INFORMATION SCIENCE AND TECHNOLOGY

The graduate certificate in geographic information science and technology (GIST) provides students with opportunities to develop analytical, theoretical, and practical skills for both public and private sector careers. The certificate is open to students enrolled in graduate degree programs, as well as nondegree applicants who have earned baccalaureate degrees in GIST related fields. For those who complete the certificate as nondegree students, a maximum of 9 s.h. may be used in a subsequent degree program. Some degree programs will permit fewer. Students with limited undergraduate training in GIST are encouraged to consult with the certificate coordinator before enrollment.

The program requires completion of **12 s.h.** as follows:

Core courses (9 s.h.) as follows: GEOG 6410, 6420, 6430.

SECTION 8: CURRICULA

Choose one of the three following elective courses (3 s.h): GEOG 6150 or 6400 or 6440.

For further information please contact the certificate coordinator.

GEOG: GEOGRAPHY

5220. Physical Geography Field Experience (3) 10 classroom hours of orientation and organization over a 2-week period followed by 3 weeks (15 working days) in a field location. P: GEOG 2200, 2250; or consent of instructor. Field-based introduction to basic aspects of physical geography research. Development of research questions, field techniques, use of modern instrumentation, and geographic analysis of field data.

5281, 5282, 5283. Selected Topics in Physical Geography (1,2,3) May be repeated for up to 6 s.h. P: Consent of instructor. Seminar on selected topic.

5393. Seminar in Human Geography (3) May be repeated for up to 6 s.h. P: Consent of instructor. Seminar on selected topic in economic-human geography.

6100. History and Philosophy of Geography (3) Major paradigms constituting discipline of geography. Research frameworks within these paradigms.

6110. Research Design in Geography (3) For beginning graduate student. P: Graduate standing. Analysis of research procedures. Research objectives, literature searches, data collection design, data analysis techniques, and modes of presentation.

6150. Quantitative Methods in Geography (3) P: Introductory course in statistics or GEOG 3400. Advanced statistical methods related to geography.

6160. Field Geography (3) P: Dept consent. Advanced inquiry into development of field techniques and research methods in geography. Data collection, analysis, and writing from field sources.

6200. Research Methods in Physical Geography (3) Introduces field and lab methods typically used in research in geomorphology and other disciplines of physical geography.

6210. Advanced Fluvial and Hydrological Processes (3) Comprehensive examination of principles of surface water hydrology and fluvial geomorphology and their application to environmental problems.

6220. Advanced Coastal Geomorphology (3) Advanced examination of principles of coastal processes and geomorphology, and their application to environmental problems.

6230. Earth Surface Processes on the Coastal Plain (3) Detailed examination of the dominant geomorphic processes and sediment dynamics involved in the creation of landforms and the redistribution of sediments and contaminants in coastal plain environments. Emphasis on laboratory experimentation.

6291, 6292, 6293. Independent Study in Physical Geography (1,2,3) May be repeated for maximum of 6 s.h. May not count toward thesis research. P: Consent of instructor. Analysis of specific problem in physical geography under direct supervision of graduate faculty member.

6300. Seminar in Cultural Geography (3) For beginning graduate students. Comprehensive exposure to concepts, principles, and terminology of cultural geography. Problem solving and research through required papers.

6310. Seminar in Economic Geography (3) For beginning graduate students. Comprehensive exposure to concepts, principles, and terminology of economic geography. Problem solving and research through required papers.

6315. Advanced Geographic Images (3) Social and cultural images of space, place, and environment as produced and consumed through various media and at a variety of scales.

6320. Feminist Theories of Economy (3) Economy and development from feminist and geographical perspective.

- 6325. Advanced Population and Development (3)** Demographic issues and population policies in relation to resource use and economic development.
- 6330. Global Restructuring of Agro-Food Systems (3)** Contemporary trends in global restructuring of agro-food systems of industrialized and developing nations.
- 6335. Tourism Development (3)** Traditional and emerging forms of tourism development as they transform economic, social, cultural, and environmental landscapes inside and outside the US.
- 6340. Advanced Medical Geography (3)** Topics range from geographic patterns and processes of disease to locational aspects of health care delivery systems. GIS used to describe and analyze problems in medical geography. Students become acquainted with current research literature.
- 6345. Human Migration and Global Restructuring (3)** Causes and consequences of human migration processes associated with political and economic restructuring in different regions of the globe.
- 6350. Seminar in Rural Development (3)** Geographic theories and approaches used to study issues and problems facing rural areas.
- 6355. Rural Development Practicum (3)** Contemporary approaches to project design, implementation, management, and evaluation. Applies course in grant writing, problem solving, community analysis, participatory action research, group facilitation, and project evaluation.
- 6390. Political Geography (3)** Geographic factors in current national and world problems at advanced level.
- 6391, 6392, 6393. Independent Study in Human Geography (1,2,3)** May be repeated for maximum of 6 s.h. P: Consent of instructor. Analysis of specific problem in human geography under direct supervision of graduate faculty member.
- 6400. Seminar in Geographic Information and Analysis (3)** P: Consent of the instructor. Comprehensive exposure to concepts, principles, applications, and social implications of remote sensing, geographic information systems, and cartography.
- 6410. Advanced Cartography (3)** P: Undergraduate course work in digital cartographic methods or consent of instructor. Readings, discussion, and independent investigation of cartography topics. Analytic cartography, spatial analysis, and visualization techniques.
- 6420. Advanced Remote Sensing (3)** P: GEOG 3420 or consent of instructor. Interpretation of environmental phenomena recorded in digital data formats by remote sensing instruments. Advanced techniques of digital image processing for remotely sensed images.
- 6430. Advanced Geographic Information Systems (3)** P: GEOG 3430 or consent of instructor. Advanced topics.
- 6440. Spatial Analysis of Coastal Environments (3)** P: GEOG 3410 or equivalent. Applications of geographic information science to research in coastal environments.
- 6491, 6492, 6493. Independent Study in Geographic Techniques (1,2,3)** May be repeated for maximum of 6 s.h. P: Consent of instructor. Analysis of specific problem in geographic techniques under direct supervision of graduate faculty member.
- 6510. Meteorological Measurement Systems (3)** 2 lecture and 3 lab hours per week. Principles of meteorological instruments and measurement techniques; basic and advanced methods in data logging, processing, quality analysis and quality control; hands-on experience in labs, and practical training via independent field project.
- 6520. Atmosphere Turbulence (3)** Mechanisms and characterization of atmospheric turbulence in terms of fluid dynamics and mathematical methods. Modeling and measurement techniques in study of atmospheric turbulence.

SECTION 8: CURRICULA

6530. Advanced Micrometeorology (3) Advanced measurement and modeling techniques and their use in micrometeorological research; estimation of exchange of momentum, mass and energy between Earth's surface and lowest atmosphere, and their representation in large-scale meteorological models.

6540. Advanced Coastal Storms (3) Advanced dynamics, analysis, and forecasting of extratropical and tropical storms. History of storms in the Carolinas and current mitigation plans.

6550. Synoptic Meteorology and Forecasting (3) (S) Analysis and forecasting of mid-latitude weather systems as characterized by large-scale dynamics. Includes advanced techniques of weather analysis, map interpretation, and satellite and radar analysis.

6560. Applied Urban Climatology (3) (F) Impact of urbanization upon atmospheric processes, including energetic balance, precipitation, atmospheric circulation, and pollution.

6570. Advanced Hydrometeorology (3) Theory of atmospheric processes related to surface hydrology. Measurement, prediction, and climate analysis techniques of hydrometeorological variables and associated weather and hydrologic events.

6580. Advanced Radar and Satellite Meteorology (3) P: Consent of instructor. Theoretical basis for weather observations with radar and satellite instruments.

6590. Advanced Tropical Meteorology (3) P: Consent of instructor. Tropical atmosphere as key component of global weather and climate and climate prediction.

6801, 6802, 6803. Internship in Geography (1,2,3) 60 hours of work responsibility required per semester hour of credit. P: 18 s.h. of graduate work in GEOG; consent of director of geography must be obtained during semester prior to internship. Application of advanced geographic principles in industrial, governmental, or business setting.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7300. Seminar in Geography of Heritage (3) Geographic perspective on the nature of heritage and its cultural, political, and economic uses.

GEOG Banked Courses

5009. Geography of Public and Private Park Land Use (2)

5020. Spatial Efficiency Analysis (3)

5022. Theories of Industrial Location (3)

5024. Regional Development (3)

5050, 5051. Nautical Charts and Navigation (3,0)

5084. Map Compilation and Design (3)

5098. Hydrology and Water Resources (3)

5191, 5192, 5193. Seminar in Regional Geography (1,2,3)

5200. Climatology: Regions and Applications (3)

5210. Terrain Analysis (3)

6010. Resources and Conservation (3)

6023. Seminar in Teaching Methods (3)

6191, 6192, 6193. Independent Study in Regional Geography (1,2,3)

MBA WITH DEVELOPMENT AND ENVIRONMENTAL PLANNING CERTIFICATE

MBA students interested in pursuing the MBA with the development and environmental planning certificate must choose PLAN 6301, 6305 and two from the following: PLAN 6000, 6009, 6010, 6019, 6020, 6029 as electives in the MBA program. A certificate of completion will be issued by the Department of Geography.

MPA WITH PLANNING CONCENTRATION

For the requirements of the master of public administration with a planning concentration, see the Department of Political Science.

**MS IN INDUSTRIAL TECHNOLOGY WITH ENVIRONMENTAL PLANNING
AND DEVELOPMENT CONCENTRATION**

For the requirements of the master of science in technology systems with an environmental planning and development concentration, see MS in technology systems in the College of Technology and Computer Science portion of Section 8.

PLAN: PLANNING

5025. Coastal Area Planning and Management (3) 2 classroom and 3 studio hours per week. P: Consent of instructor. Conceptual approach to planning and management problems, policies, and practices in coastal area.

5035. Community Planning for Health Facilities (3) Theories, methodologies, and principles essential to establishing effective community planning process for health facilities.

5045. Environmental Resources Planning and Management (3) P: PLAN 3010 or equivalent or consent of instructor. Frame of reference for studying natural resources for purpose of development.

5065. Land Use Planning (3) 2 lecture and 2 lab hours per week. Social, economic, physical, and environmental aspects of urban land use and planning. Other tools for effective planning.

5121, 5131. Problems in Planning (2,3) (5131:WI) 3 hours per week per credit hour. P: Consent of instructor. Analysis of specific problem in planning to be approved prior to registration.

5985. Historic Preservation Planning (3) Same as HIST 5985 Historic preservation planning. Examines theoretical, legal, historical, and design bases of preservation planning.

6000. Seminar in Urban Planning (3) Critical analysis of urban planning process as related to future development of urban areas.

6003. Design For The Built Environment (3) (F) Urban design theories, tools and determinants of urban form.

6009. Research in Urban Planning (3) Advanced course involves research problems of increasing complexity.

6010. Seminar in Regional Planning (3) Detailed analysis and discussion of advanced regional planning concepts and methods.

6015. Emergency/Disaster Planning (3) Integrate techniques of emergency management planning for technological and natural disasters. Special emphasis on vulnerability assessment and risk management for terrorism and other disaster threats.

6018, 6028, 6038. Internship in Planning (1,2,3) May count maximum of 3 s.h. P: Undergraduate degree in PLAN or equivalent; 6 s.h. of graduate PLAN courses; undergraduate planning degree or its equivalent or a minimum of 12 s.h. of graduate work in planning prior to registering for an internship. Supervised internship experience with professional planning personnel in approved agency/organization.

6019. Research in Regional Planning (3) Advanced course in regional planning involving research problems of increasing complexity.

6020. Seminar in Environmental Planning (3) P: Consent of advisor and instructor. Environmental concepts and their relationship to various planning and management scenarios. Environmental issues, policies, strategies, tasks, and plans.

6029. Research in Environmental Planning (3) P: PLAN 6020; consent of instructor. Specific problem in environmental planning and management under direct supervision of planning graduate faculty member.

6046. Advanced Planning and Design Studio (3) P: PLAN 6003 or consent of instructor. Analysis and development of sustainable solutions for real world urban and suburban developments

6050. Seminar on World Architecture and Urbanism (3) Survey and critical analysis of world architectural styles and urban patterns.

SECTION 8: CURRICULA

6301. GIS and CAD Application for Planning (3) P: Consent of instructor. Theories, models, and techniques for spatial data management, decision support, and design. CAD, GIS, and spatial quantitative methods for effective development and environmental planning.

6305. Developmental Planning and the Environment (3) P: PLAN 6301 or consent of instructor. Process of planning for development of sites. Environmental limitations and constraints, environmental regulations, and site design standards.

DEPARTMENT OF GEOLOGICAL SCIENCES

Stephen J. Culver, Chairperson, 101 Graham Building

Terri L. Woods, Director of Graduate Studies, 103 Graham Building

MS IN GEOLOGY

The department offers a master of science in geology with both a thesis and non-thesis option. In the non-thesis option, a major paper is substituted for the thesis and 3 s.h. additional course work is required. Course prerequisites listed are for ECU courses; equivalent courses from other schools will be accepted. The Department of Geological Sciences is a participating department in the East Carolina University Institute of Coastal and Marine Resources and in the coastal resources management PhD program. The degree requires a minimum of 30-33 s.h. of credit as follows.

Thesis option requirements are as follows:

1. Equivalent of the East Carolina University BS degree in geology or progress toward elimination of deficiencies defined at the time of entrance into the Graduate School.
2. Passing a graduate qualifying examination. (See geology MS degree guidelines, available from the office of the Department of Geological Sciences.)
3. A total of 30 s.h. of course work, of which a maximum of 6 s.h. may be from outside the department. At least 15 s.h. must be at the 6000 level.
4. Completion of a 6 s.h. research skills option is required. The research skills option consists of GEOL 6900, 7000. (GEOL 7000 may be repeated, but a maximum of 6 s.h. can be counted toward degree.)

Non-thesis option requirements are as follows:

1. Equivalent of the East Carolina University BS degree in geology or progress toward elimination of deficiencies defined at the time of entrance into the Graduate School.
2. Passing a graduate qualifying examination. (See geology MS degree guidelines, available from the office of the Department of Geological Sciences.)
3. A total of 33 s.h. of course work, of which a maximum of 6 s.h. may be from outside the department. At least 17 s.h. must be at the 6000 level.
4. GEOL 5400, 5401.
5. Choose one sequence from GEOL 6040, 6041; GEOL 6020, 6021; GEOL 6200, 6201.
6. Completion of a 6 s.h. research skills option is required. The research skills option consists of GEOL 6900, 6998.

GEOL: GEOLOGY

5000, 5001. Geomorphology (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 1500, 1501; an additional 4 s.h. in introductory GEOL sequences; or consent of instructor. Advanced study of landforms, stages of their development, and agencies that shaped them.

5150. The Geologic Component of Environmental Science (3) P: Introductory GEOL course or consent of instructor. Basic geologic knowledge and insights that support sound, rational, and science-based environmental decisions and policies in regard to land and water use. Topics include pollution abatement, clean up, and prevention; resource extraction, use, and conservation; and hazardous geologic processes.

5300. Geology of Coastal Processes and Environments (3) May include field trips to various coastal systems. P: GEOL 1550, 4010, 4011; or consent of instructor. Modern coastal systems. Diversity and distribution, complexity and dynamics of interacting processes and responses, origin and evolutionary history, and role of man as major modifying force.

5350. Marine Geology (3) P: GEOL 1550, 4010, 4011; or consent of instructor. Geology of world's ocean basins. Impact of geophysical, geochemical, and geobiological principles on concepts of origin and evolution of ocean basins; source, transportation, and deposition of marine sediments and formation of marine stratigraphic record; and role of oceanographic processes affecting earth history such as sea level fluctuation, plate tectonics, paleogeography, and paleoclimatology.

5400, 5401. Optical Mineralogy (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 3050, 3051. Theory and basic techniques for determining optical constants of crystals using a polarizing microscope and thin sections.

5450. Introduction to Aqueous Geochemistry (3) 2 lectures and 1 3-hour lab per week. P: CHEM 1150, 1151, 1160, 1161; or equivalent. Application of chemical principles to study of elements at earth's surface; their transportation in aqueous solutions; and weathering, groundwater, and surface water chemistry, geochemical cycles, and distribution of stable isotopes.

5500, 5510, 5520. Directed Studies in Geology (2,2,2) P: Senior or graduate standing in GEOL or consent of instructor. Independent study on selected topic. May include field work, directed readings, or some combination thereof. Occasionally special field study or course offered using one of these course numbers.

5600, 5601. Economic Geology (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 3050, 3051. Genesis, mode of occurrence, and utilization of mineral resources. Metals, nonmetals, and basic energy resources such as petroleum, coal, and uranium. Emphasis on geology of these resources and their relationship to modern technological society.

5700, 5701. Geohydrology of Drainage Basins (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 1500, 1501; or consent of instructor. Drainage basin geology and hydrology. Emphasis on quantitative analysis, evaporation, streamflow, and hydrologic parameters of surface water and ground water basins.

5710, 5711. Ground Water Hydrology (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 1500, 1501; or consent of instructor. Origin, occurrence, movement, quality, regional analysis, and management of ground water. Interrelationship of ground and surface water. Lab emphasis on aquifer test data collection and interpretation.

6020, 6021. Magmas and Igneous Rocks (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 5400, 5401; or equivalent. Magmas from generation to emplacement as intrusive and volcanic rocks. Lab includes recognition and textural interpretations utilizing rock thin sections and polarized-light microscopes.

6040, 6041. Metamorphic Petrology (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 5400, 5401; or equivalent. Advanced course. Emphasis on chemical systems, pressure and temperature of mineral formation, and tectonic significance of metamorphic assemblages. Lab emphasis on petrographic studies.

6200, 6201. Sedimentary Petrology (3,0) 2 lectures and 1 3-hour lab per week. Field trip. P: GEOL 5400, 5401; or consent of instructor. Terrigenous and carbonate rocks using hand specimen and optical petrographic techniques.

6220, 6221. Carbonate Petrology (3,0) P: GEOL 6200, 6201; or consent of instructor. Description, classification, and origin of sedimentary carbonate rocks. Examines roles played by various groups of animals and plants in carbonate sediment formation. Special emphasis on sedimentary processes and environments that control deposition of modern carbonate sediments.

6250. Stratigraphic Analysis (3) P: GEOL 4020, 4021; or equivalent. Interpretation of stratified sedimentary rocks. Emphasis on principles and methodology.

6300, 6301. Sedimentary Environments (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 4010, 4011, 4200, 4201; or consent of instructor. Emphasis on recent environments of sediment deposition. Products of sedimentary processes as related to their analogs in stratigraphic record.

6310, 6311. Principles of Paleoecology (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 4200, 4201. Interpretation of ecological relationships of ancient organisms and their environments. Emphasis on principles and methodology. Importance of ecological studies of modern animals and plants and extrapolation of such information to similar ancient groups.

SECTION 8: CURRICULA

6350. Environmental and Global Change (3) Field trips required. P: GEOL 4010, 4011; or consent of instructor. Geologic history of past two million years. Emphasis on global and regional environmental changes associated with Quaternary glaciations and sea-level fluctuations. Investigation of interactions between land, sea, and ice; geologic evidence used for reconstructing Quaternary environments; dating methods; and ways in which living organisms (including humans) have responded to past environmental change.

6400. Geochemistry (4,0) 3 lectures and 1 3-hour lab per week. P: CHEM 1150, 1151, 1160, 1161; or equivalent. Introduces principles that determine distribution, organization, and abundance of elements.

6500. Tectonics (3) Features, styles, and processes of deformation and tectonic evolution studied in plate-edge terranes and intraplate tectonic regions.

6522, 6532. Readings in Selected Geology Topics (1,1) P: Graduate standing in GEOL or consent of instructor. Directed readings of topics not covered in regular course offerings or advanced study of previously covered topic.

6523, 6533. Readings in Selected Geologic Topics (2,2) P: Graduate standing in GEOL or consent of instructor. Directed readings of topics not covered in regular course offerings or advanced study of previously covered topic.

6550, 6551. Principles of Geophysics (3,0) 2 lectures and 1 3-hour lab per week. P: GEOL 3300, 3301; PHYS 1250, 1260 or equivalent. Seismology, gravity, rock magnetism, and heat flow as applied to earth. Emphasis on relationships between large scale features of earth and their geophysical characteristics. Lab introduces geophysical instrumentation, data processing, and interpretation.

6703. Seminar in Geology (1) P: Graduate standing in GEOL or consent of instructor. Selected topics of current geological interest.

6704. Seminar in Geology (2) P: Graduate standing in GEOL or consent of instructor. Selected topics of current geological interest.

6705. Seminar in Geology (3) P: Graduate standing in GEOL or consent of instructor. Selected topics of current geological interest.

6900. Preparation of Geological Manuscripts (3) P: Consent of instructor. Emphasis on grammatical style, syntax, and organization of manuscripts. Supplementary exercises develop skills in preparing illustrations (computer graphics, drafting, photographic techniques). Steps of publication process presented in detail.

6950. Geological Data Analysis (3,0) 2 lectures and 1 3-hour lab per week. P: Graduate standing in GEOL or consent of instructor. Discusses and implements various methods of geological data analysis. Emphasis on methods most applicable to research topics in geology. Topics include data collection and project design, box models, and uni- and multi-variate analysis of geological data, and time-series analysis.

6998. Research Project (3) May be repeated once. May count a maximum of 3 s.h. P: Non-thesis GEOL major; consent of advisor. Formulate research project demonstrating principles and procedures used to recognize, state, solve, and write problems of geological importance. Requires formal seminar presentation of completed project and paper.

7000. Thesis (3) May be repeated. May count a maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during summer.

7830. Principles of Biogeochemical Interactions (3) Formerly GEOL 6830 P: CHEM 1160. General introduction to life's effects on chemistry of Earth's surface. Examines interactions between atmosphere, land surface, and oceans. Stresses human impact on global environmental chemistry.

7910. Sediment Transport and Depositional Processes (4) P: GEOL 4010; or consent of instructor. Examines processes involved in transport and deposition of sediment. Focus on fundamental principles and how they apply to active processes, recent sediment, and environmental applications.

7920, 7921. Advanced Surface Water/Groundwater Hydrology (4,0) P: GEOL 5710, 5711; or consent of instructor. Advanced hydrologic topics with emphasis on computer applications and modeling. Evaluates steady-state and nonsteady-state models and applied aspects of hydrology related to management of water resources.

7930. Biogeochemical Processes (4) Formerly GEOL 6930 P: CHEM 1160. Overview of life's effects on chemistry of Earth's surface. Examines interactions between atmosphere, land surface, and oceans. Biotic mechanisms in these habitats followed by synthesis of global cycles of biologically relevant elements (C, N, O, P, and S).

GEOL Banked Courses

5050. Regional Geomorphology of the US (2)

5250, 5251. Stratigraphy (3,0)

5750, 5751. Introduction to Engineering Geology (3,0)

6100, 6101. Igneous and Metamorphic Petrology (4,0)

6210, 6211. Sandstone Petrology (3,0)

6230, 6231. Clay Mineralogy (3,0)

6240. Diagenesis (2)

6330. The Pleistocene (2)

6340, 6341. Micropaleontology (3,0)

6560. Tectonostratigraphy (2)

6570. Tectonic Analysis of North America (2)

DEPARTMENT OF HISTORY

Gerald J. Prokopowicz, Acting Chairperson, A-315 Brewster Building

Carl E. Swanson, Director of Graduate Studies, A-319 Brewster Building

As a prerequisite to graduate study in a degree program, the Department of History requires that the applicant meet the admission requirements of the university and make a satisfactory score on the entrance examination designated for the program selected: Graduate Record Examinations aptitude section for the MA in history; and the Graduate Record Examinations aptitude section for the MA in maritime studies. Each entering student should consult with the director of graduate studies in history prior to beginning graduate work.

MA IN HISTORY

American, European, Military, Atlantic World, or Public History

The master of arts in history requires a total of 30 s.h. of course work. The department offers five areas of concentration as follows: American history, European history, military history, Atlantic World history, and public history. The student is required to take a minimum of 24 s.h. in one of these areas to which the historiography course, the seminar, and the thesis will contribute 12 s.h. of credit. (The concentration in public history requires successful completion of an internship in lieu of the seminar.) The student must also take a total of 6 s.h. either in a related field of history outside of the major concentration or (at the recommendation of the advisor and director of graduate studies, and with the approval of the chairperson of the Department of History) outside the Department of History.

In addition to the 30 s.h. of course work described above, students must fulfill the department's research skills requirement by: a) successful demonstration of reading knowledge in a foreign language (FORL 6000 satisfies this requirement); or b) successful completion of HIST 5950, 5951 (Introduction to Quantitative History/Directed Readings and Research in Quantitative History); or c) CSCI 5774 (Programming for Research) or CSCI 2600 (Introduction to Digital Computation). If HIST 5950, 5951 are used to satisfy the research skills requirement, they may not be counted toward the 30 s.h. requirement for the degree. Students who intend to pursue a PhD program are strongly advised to fulfill the foreign language requirement.

An oral comprehensive examination will be a component of the thesis defense. Candidates will be required to demonstrate their knowledge of their field of concentration as well as establish how their thesis contributes to that field of study.

Minimum degree requirement is 30 s.h. of credit as follows:

1. Core courses: HIST 6900, 7000 9 s.h.
2. Seminar or Internship 3 s.h.
 American, European, Military, and Atlantic World History Concentrations: HIST 6910, 6920, or 6930
 Public History Concentration: Internship
3. Area of concentration (American, European, Military, Atlantic World, or Public History) 12 s.h.

SECTION 8: CURRICULA

- 4. Related history outside area of concentration.....6 s.h.
- 5. Research skills requirement.

MA IN MARITIME STUDIES

The master of arts in maritime studies requires a total of 36 s.h. of course work, 26 s.h. of which must be taken in history. The student may take the additional 10 s.h. in history or related fields outside the Department of History. Course work is divided into three broad areas of inquiry as follows: core courses in maritime history and nautical archaeology and the thesis, which account for 18 s.h. History electives account for 6-12 s.h., and professional phase courses account for 6-12 s.h.

In addition to the 36 s.h. of course work described above, students must fulfill the department's research skills requirement by one of the following: a) successful demonstration of reading knowledge in a foreign language (FORL 6000 satisfies this requirement); b) successful completion of HIST 5950, 5951 (Introduction to Quantitative History/Directed Readings and Research in Quantitative History); or c) CSCI 5774 (Programming for Research) or CSCI 2600 (Introduction to Digital Computation). If HIST 5950, 5951 are used to satisfy the research skills requirement, they may not be counted toward the 36 s.h. requirement for the degree. Students who intend to pursue a PhD program are strongly advised to fulfill the foreign language requirement.

An oral comprehensive examination will be a component of the thesis defense. Candidates will be required to demonstrate their knowledge of their field of concentration as well as establish how their thesis contributes to that field of study.

Minimum degree requirement is 36 s.h. of credit as follows:

- 1. Core courses..... 18 s.h.
 - a. Maritime History (Choose three from the following.) 9 s.h.
HIST 5505, 5515, 5520, 5525, 6080
 - b. Nautical Archaeology (Choose one from the following.) 3 s.h.
HIST 6805, 6820
 - c. Thesis: HIST 7000..... 6 s.h.
- 2. History electives*6-12 s.h.
- 3. Professional phase electives* (Maximum of 10 s.h. in courses other than HIST may be counted toward the degree)6-12 s.h.
- 4. Research Skills Requirement

*The director of graduate studies in history maintains a list of history electives and professional phase courses.

HIST: HISTORY

5005. Selected Topics (3) (WI*) May be repeated with change of topic. May count maximum of 3 s.h. toward graduate or undergraduate HIST major or minor. Intensive study of selected topics from historical perspective.

5122. Social and Cultural History of the United States Since 1865 (3) Selected main currents in American thought. Social and intellectual activity since 1865.

5125. American Political Development in the Nineteenth Century (3) Evolution of major political party conflict from mellowing of first party system to 1890s realignment.

5130. Comparative History of New World Slavery and Race Relations (3) (WI*) Origin and development of slavery and race relations in US and various societies in Western Hemisphere.

5135. Problems in North Carolina History (3) (WI*) P: HIST 1050, 1051; or consent of instructor. Process by which NC evolved from isolated English colony into part of modern US. Emphasis on bibliographic work. Research in archival and manuscript sources.

5140. The Old South (3) Development of southern US to outbreak of Civil War.

5141. The South Since 1877 (3) (WI*) Development of southern US from end of Civil War to recent years.

- 5220. Selected Topics in US Women's History (3)** In-depth exploration of topics. Analysis of major themes, documents, and theoretical work.
- 5230. Themes in African American History (3)** Intensive examination of pivotal themes and writings.
- 5300. Comparative History of Non-Western Civilizations (3) (WI*)** Evolution of major civilizations of Asia, Africa, and Middle East. Emphasis on comparative cultural foundations of civilizations.
- 5310. Intellectual History of Europe (3)** Major themes of modern European thought. Analysis of selected readings from representative nineteenth- and twentieth-century thinkers.
- 5340. The Ancient Near East (3)** Civilizations from lower paleolithic age to conquest of Persia by Alexander the Great.
- 5350. The Renaissance in European History (3)** Cultural and intellectual developments of western Europe from about 1300 to about 1600.
- 5360. The Reformation, 1450-1598 (3)** European history from 1450 to 1598. Renaissance materials as background.
- 5440. Twentieth-Century England (3)** England in two great wars—World Wars I and II. Development of socialism. Breakup of British Empire. British Commonwealth of Nations. English development since 1945.
- 5450. Tudor-Stuart England (3)** Emergence of England into world leadership. Internal developments which shaped its political, economic, and social life in sixteenth, seventeenth, and early eighteenth centuries.
- 5470. History of Soviet Russia Since 1917 (3)** Russian revolutions of 1917 and rise of Soviet Union to superpower status.
- 5480. Weimar and the Rise of Hitler (3)** Society, culture, and politics of Germany during Weimar Republic. Failure of democracy and establishment of Nazi state.
- 5505. Maritime History of the Western World to 1415 (3)** Designated as European history. Maritime activities from classical antiquity through Middle Ages. Emphasis on development of maritime commerce, piracy, and naval warfare.
- 5515. Maritime History of the Western World 1415-1815 (3) (WI*)** Designated as European history. European voyages of discovery, expansion of maritime commerce, establishment of overseas possessions, and domination of world's sea-lanes.
- 5520. Maritime History of the Western World Since 1815 (3)** Designated as American history. Impact of maritime activities on political, diplomatic, economic, and military affairs. Emphasis on technology.
- 5525. Sea Power, 480 BC to the Present (3) (WI*)** Sea power from Classical Era to the atomic age. Nature of warfare at sea. Changing role of sea power in eras of peace and war.
- 5530. Field School in Maritime History and Underwater Research (2) (S)** 20 classroom/lab hours per week. P: Scientific diving certification; consent of instructor. Early field experience.
- 5555. Constitutionalism and Kingship in Early Modern Europe (3)** Royal absolutism as dominant philosophy in seventeenth-century state building. Role of Continental political ideologies in development of English constitutional government.
- 5660. Imperialism in Theory and Practice, 1800 to the Present (3) (WI*)** Theoretical and empirical perspectives on European expansion, primarily in Africa and Asia. Political, economic, social, and non-European origins of imperialism.
- 5670. Diplomatic History of Europe, 1815 to the Present (3)** Survey of international relations of great European powers.

SECTION 8: CURRICULA

- 5680. Diplomatic History of Modern Asia (3)** Role of diplomacy. Emphasis on conflict between East and West since 1800.
- 5765. Latin America, 1492 to the Present (3) (WI*)** Selected historical problems in Latin-American society and economy. Conquests and settlement, role of indigenous people in the formation of Latin-American society, reform and revolution, independence, and organization of nation states.
- 5910. Introduction to the Administration of Archives and Historical Manuscripts (3)** Background, preservation, and use of archives and historical manuscripts. Emphasis on historical evolution of archival profession and administration of archives and manuscript repositories.
- 5920, 5921. Techniques of Museum and Historic Site Development (3,0) (F)** History and theory of museology and techniques of museum and historic site management.
- 5930, 5931. Field and Laboratory Studies in Museum and Historic Site Development (3,0)** Development of practical methods for operation and management of history museums and historic sites.
- 5950. Introduction to Quantitative History (2)** P: 20 s.h. of undergraduate history. Categories of quantitative history. Role of computer and techniques of its implementation in historical research.
- 5951. Directed Readings and Research in Quantitative History (1)** P: HIST 5950. Intensive examination of special historical field in area of student's interest. Research projects limited to quantitative assessments of historical eras.
- 5960. Introduction to Oral History (3)** Theory and methodology of oral history interviewing and interpretation of oral history materials. Emphasis on fieldwork projects.
- 5970. Living History (3)** P: Consent of instructor. Interpretations of past events. Focus on seventeen- through nineteenth-century event specifics, world view, clothing, and accouterments.
- 5985. Historic Preservation Planning (3) Same as PLAN 5985** Historic preservation planning. Examines theoretical, legal, historical, and design bases of preservation planning.
- 6020. American Colonial History (3)** In-depth consideration of selected aspects of the period.
- 6025. American Revolution and Early Republic (3)** Evolution of Federal Union out of events and experiences of colonial, revolutionary, and confederation periods.
- 6030. Middle Period of American History (3)** Selected topics of American history between 1815 and 1860.
- 6035. Civil War (3)** Selected political, military, economic, and diplomatic problems of Civil War.
- 6040. United States History, 1865-1898 (3)** In-depth study of selected topics between Civil War and Spanish-American War.
- 6045. Progressive Movements and the Age of Normalcy in American History (3)** US domestic history from 1900 to 1929. Covers Progressive Era and the twenties.
- 6050. The Great Depression, New Deal, and World War II (3)** Historical assessment of US history between 1929 and 1945.
- 6055. The United States Since 1945 (3)** Detailed study of selected topics covering history of US since 1945.
- 6080. Studies in European Maritime History and Archaeology (3)** Shipwrecks and results of archaeological research from Vikings through age of Atlantic exploration and colonization.
- 6180. Diplomatic History of the United States to 1898 (3)** Major episodes, principal interpretative conflicts, and significant personalities.
- 6181. Diplomatic History of the United States Since 1898 (3)** Major episodes, principal interpretative conflicts, and significant personalities.

- 6205. Topics in Military History (3)** May be repeated with change of topic. May count maximum of 3 s.h. toward degree. Intensive study of selected military topics from historical perspective.
- 6210. War and Society (3)** Interrelationship between society and warfare from the dawn of civilization to the present.
- 6221. American Military History to 1900 (3)** May not be taken by students who have earned credit for HIST 3121. History of military thought and institutions in US from era of American Revolution through nineteenth century. Interrelationship between war and society. Political, economic, and social aspects of military affairs.
- 6222. American Military History Since 1900 (3)** May not be taken by students who have earned credit for HIST 3122. History of American military thought and institutions since 1900. Interrelationship between war and society. Political, economic, and social aspects of military affairs.
- 6230. Warfare and Society in Ancient Greece and Rome, 750 BC to 500 AD (3)** War as common phenomenon.
- 6260. The United States and the Middle East, 1783 to the Present (3)** History of American interests and involvement in the Middle East since 1783.
- 6280. Eighteenth-Century Warfare (3)** Land sea warfare between 1650 and 1790. Global perspective. Emphasis on European and North American military, social, and political experiences.
- 6350. History of Ancient Greece (3)** Detailed study of certain selected aspects.
- 6355. History of Ancient Rome (3)** Detailed study of certain aspects.
- 6360. Medieval History (3)** Detailed study of certain selected aspects.
- 6365. Early Modern Europe, 1598-1815 (3)** Selected topics in history of continental Europe from beginning of seventeenth century to Congress of Vienna.
- 6370. Nineteenth-Century European History (3)** Intensive study of selected crucial issues.
- 6375. Twentieth-Century European History (3)** Emphasis on social and intellectual processes and effects of two world wars.
- 6444. The Old Regime, the French Revolution, and Napoleon (3)** Intensive study of society of orders, its disintegration and destruction by the French Revolution, and new order implemented by Napoleon.
- 6450. Imperial Britain, 1651-1965 (3)** History of Britain during its period of Empire. Focus on ideological, political, social, and economic impact of Empire on Britain itself from Cromwell to Churchill.
- 6610. Legal and Professional Issues in Maritime Studies (3) Same as MAST 6610** Legal cases, legislation, professional standards, grant writing, and scholarship.
- 6620. Public Policy and Management of Cultural Resources (3) Same as MAST 6620** Public laws and policies concerning local, state, national, and international regulations and practices for management of cultural resources of maritime and coastal environment.
- 6630. Seminar in Maritime Studies (3) Same as MAST 6630** Selected topics.
- 6640. Maritime Cultural Resources (3) Same as MAST 6640** Coastal environmental resources (both under and above water), public presentation and display in museums or other public facilities, and impact on tourism and oceanic development.
- 6650. Management of Coastal Cultural Resources (3) Same as MAST 6650** Management of submerged cultural resources, museums, aquariums, science or other public or private local, state, and federal educational agencies.
- 6660. Maritime Heritage of the Coast (3) Same as MAST 6660** Focus on NC. Comparative examples from other regions provide foundation of understanding of coastal maritime heritage, including submerged cultural resources.

SECTION 8: CURRICULA

- 6805. History and Theory of Nautical Archaeology (3)** P: Consent of instructor. Detailed introduction to historical and theoretical foundations.
- 6810. History of Marine Architecture and Ship Construction (3)** Development of marine architecture tracing the evolution of ship design from its Mediterranean origins through twentieth century. Emphasis on traditions influencing and/or developed in US. Associated construction techniques examined in detail and modeled.
- 6820. Research Methodology in Nautical Archaeology (3)** P: Consent of instructor. Detailed introduction to current research methods and equipment.
- 6825. American Maritime Material Culture (3)** P: Consent of instructor. Culture and various approaches used to examine material objects within the human maritime experience.
- 6840. Conservation of Material from an Underwater Environment (3)** 3 lecture and 3 lab hours per week. P: Consent of instructor. Comprehensive introduction and preliminary laboratory experience.
- 6850. Field Research in Maritime History (6)** P: HIST 5530; consent of instructor. Closely supervised on-site investigation of one or more selected underwater archaeological sites during first half of semester and laboratory cleaning, cataloging, analysis, and conservation of material from test site during second half. Historical, field, and lab research data developed for project report.
- 6875. Seafaring: Above Water Nautical Archaeology (3) Same as MAST 6875** 3 weeks intensive shipboard instruction. P: HIST 5505 or 5515 or 5520 or 6850; consent of instructor. Relationship of vessel to crew. Daily work as related to archaeological elements recovered from submerged sites. Documentary record.
- 6885. Recording Watercraft (1)** P: HIST 6810; consent of instructor. Practical instruction in documentation of watercraft. Traditional measurement, photogrammetry, and computer-assisted drawing in accordance with national agency standards.
- 6900. Historiography: Introduction to Research (3)** Required of all candidates for HIST MA and MAEd. Problems of historical analysis. Major historians, historical writings, and trends in field of history.
- 6910. Seminar in American History (3)** Introduces research methodology and writing.
- 6920. Seminar in European History (3)** Introduces research methodology and writing.
- 6930. Seminar in Atlantic World History (3)** Introduces research methodology and writing.
- 6940, 6941, 6942. Graduate Internship in Archives and Historical Records Administration (3,6,9)** May count 3 s.h. toward internship (HIST 6940-6948). P: Consent of instructor. Supervised practical field experience in archival and manuscript agencies.
- 6943, 6944, 6945. Graduate Internship in Museum Administration (3,6,9)** May count maximum of 3 s.h. toward internship (HIST 6940-6948). P: Consent of instructor. Supervised practical field experience.
- 6946, 6947, 6948. Graduate Internship in Historic Site Administration (3,6,9)** May count 3 s.h. toward internship (HIST 6940-6948). P: Consent of instructor. Supervised practical field experience.
- 6990, 6991, 6992. Directed Studies in History (1,2,3)** Maximum of 10 percent of required hours in HIST can be taken by directed study courses. P: Consent of director of graduate studies in history and supervising professor. Advanced in-depth study on special topics under direction of graduate faculty member.
- 6993. Directed Research Project (3)** May be repeated. May count maximum of 3 s.h. Directed reading and research program for history MAEd candidates.
- 7000. Thesis (3)** May be repeated. May count maximum of 6 s.h.
- 7001. Thesis: Summer Research (1)** May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

HIST Banked Courses

5120. American Social and Cultural History to 1787 (3)

5121. American Social and Cultural History, 1787-1865 (3)

5150. The American West (3)

5210. History of American Urban Life (3)

5460. History of the Balkans in the Twentieth Century (3)

5770. The Relation of Latin America to World History (3)

6405. Proseminar in the History of England (3)

INTERNATIONAL STUDIES

Sylvie Debevec Henning, Director, 116B Ragsdale Building

The master of arts in international studies is a multidisciplinary program designed to prepare students for professional careers in international business, the foreign service, the military, international humanitarian agencies, international programs for colleges and universities and other settings involving interaction with people from other cultures. The program provides a sound foundation in intercultural communication and understanding as well as global perspectives on a variety of issues. Students acquire skills in a foreign language, communicating across cultures, decision making, and conflict resolution and choose a concentration in a professional or academic specialty or area studies.

MA IN INTERNATIONAL STUDIES

The minimum requirement for the degree is 36 s.h. of credit as follows:

1. International Studies Core: INTL 6005, 6105, 6500, 6510.
2. Complete 12 s.h. in an academic, professional, or geographic concentration approved by the international studies director prior to taking.
3. Complete 6 s.h. of international field experience, INTL 6930, 6940. Waiver may be granted by international studies director.
4. Complete comprehensive examination after completion of 18 s.h.
5. Complete international studies foreign language requirement.
6. Option (Choose one of the following options.)

Advanced language and culture option (6 s.h.):

6 s.h. of Spanish, French, German, or English at the 5000-level or higher, including at least 3 s.h. at the 6000-level.

Not available to native speakers of the language selected.

Business option (6 s.h.):

ENGL 7710; MKTG 6992. Available only to students who choose a concentration in business.

Economic development option (6 s.h.):

Two 6000-level courses chosen from an approved list in consultation with the MAIS director not included in the student's concentration.

International administration option (6 s.h.):

PADM 6220; 3 s.h. from PADM 6163, POLS 6330, or POLS 6440.

Available only to students who choose a concentration in political science.

International education administration option (6 s.h.):

ADED 6690; ENGL 7710

Public health option (6 s.h.):

MPH 6020 and one additional 6000-level course chosen from an approved list in consultation with the MAIS director.

Security studies option (6 s.h.):

Two 6000-level courses chosen from an approved list in consultation with the MAIS director not included in the student's concentration.

Thesis option (6 s.h.):

INTL 7000 (repeat once for a total of 6 s.h.) The student must satisfactorily defend the thesis.

SECTION 8: CURRICULA

CERTIFICATE IN INTERNATIONAL TEACHING

The graduate certificate in international teaching is an interdisciplinary certificate program coordinated by the director of the MA in International Studies. Participating students must register for special sections of the courses delivered electronically.

The certificate requires 9 s.h. of credit as follows: HIST 5005; INTL 6930; TCHR 6001

INTL: INTERNATIONAL STUDIES

5000. Senior Seminar in International Studies (3) (S) P: Consent of instructor or graduate standing. Diverse contemporary international issues. Topics determined by instructor may include ethical/normative perspectives in world community; demographic trends of population, food, and health; energy policies; environmental hazards such as climate and pollution; economic development; selected regional conflicts; and initiatives in transnational cooperation.

6005. Communications Across Cultures (3) P: Consent of instructor. Different modes of human communication as related to varying cultural contexts.

6105. Global Issues (3) P: Consent of instructor. History and contemporary dynamics of globalization, including economic integration and restructuring, political relations among state and non-state actors, and social and cultural change.

6500. International Problem Solving and Decision Making (3) P: Consent of instructor. Focus on understanding and application of process at organizational level. Analytical models appropriate to public and private sectors may include project management, cost/benefit analysis, mathematical programming, and simulation in international settings.

6510. Global and Multicultural Discourse (3) P: Consent of instructor. Analysis of international and intercultural discourse with a view toward the enhancement of global and multicultural understanding.

6930, 6940. International Field Experience (3,3) Second-culture study, practical training, internship, research, and/or employment in student's field of study and professional activities.

7000. Thesis (3) May be repeated. May count a maximum 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

DEPARTMENT OF MATHEMATICS

Tom McConnell, Interim Chairperson, 124 Austin Building

Chal Benson, Director of Graduate Studies, 215 Austin Building

The Department of Mathematics requires that the applicant meet the admission requirements of the Graduate School, have an undergraduate major in mathematics or its near equivalent, and submit satisfactory scores on the Graduate Record Examinations or the Miller Analogy Test. Each applicant's credentials will be reviewed by the director of graduate studies, who will determine if undergraduate deficiencies are present and, if so, will prescribe the method of their removal and determine a precondition for admission.

MA IN MATHEMATICS

The MA in Mathematics comprises three concentrations: *Mathematics*, *Statistics* and *Mathematics in the Community College*. Full time students enrolled in the *Mathematics in the Community College* concentration generally hold teaching assistantships to gain experience as they complete their MA program. The degree requirements are as follows.

1. The Graduate School's research skills requirement is satisfied by demonstrating competency in an appropriate foreign language or by completing certain courses depending on the concentration. Students should see the Graduate Director for information specific to their concentrations.
2. All students complete at least 24 s.h. of coursework including required courses specific to each concentration area as detailed below. Specific course requirements may be waived for students who have previously taken equivalent courses.

Mathematics: MATH 5101, 5102, 6011, 6111, 6121, 6651, 5311 or 5801 or 6401 or 6411; plus electives to equal at least 24 s.h.

Statistics: MATH 5031, 5101, 5102, 5801, 6001, 6802, 5000 or 6804, 5774.

Mathematics in the Community College: MATH 5101, 5102, 5031, 6011, 6111, 6121, 6271, 6651 and at least one of MATH 5021, 6022 or 6802, plus electives to equal at least 26 semester hours (if some of the preceding courses were taken before graduate work was begun).

3. Students must score satisfactorily on a comprehensive examination.
4. Students specializing in *Mathematics* or *Statistics* must either write a thesis or complete a research project under the direction of a member of the graduate faculty. Students electing the thesis option enroll in MATH 7000 for 6 s.h. Students electing the non-thesis option are required to complete an additional 9 s.h. of course work prefixed MATH and numbered above 4999.
5. Students pursuing the *Mathematics in the Community College* concentration must prepare a teaching portfolio under the direction of a faculty mentor. They must also give a presentation to an undergraduate audience and complete an additional 9 s.h. of course work prefixed MATH and numbered above 4999.

STATISTICS MINOR

Twelve s.h. of graduate course work for the statistics minor is required as follows: MATH 5031, 5801, 6802; one additional graduate-level statistics course.

CERTIFICATE IN STATISTICS

The statistics certification requires a minimum of 9-15 s.h. credit as follows:

Students who have successfully completed MATH 3307, 3308 must complete 9 s.h. as follows: CSCI 5774; MATH 5000, 5031.

Students who have successfully completed MATH 3307 must complete 12 s.h. as follows: CSCI 5774; MATH 5000, 5031, 6802.

Students who have not successfully completed MATH 3307 must complete 15 s.h. as follows: CSCI 5774; MATH 5000, 5031, 5801, 6802.

MATH: MATHEMATICS

5000. Introduction to Sampling Design (3) (F) P: MATH 3308 or 3229 or consent of instructor. Fundamental principles of survey sampling. Data sources and types, questionnaire design, various sampling schemes, sampling and nonsampling errors, and statistical analysis.

5002. Logic for Mathematics and Computer Science (3) (S) Same as CSCI 5002 P: CSCI 3510 or MATE 3223 or 2775 or MATH 2427 or 2775 or 3256 or PHIL 3580 or equivalent. Methods of mathematical logic that have important applications in mathematics and computer science.

5021. Theory of Numbers I (3) P: MATH 3263 or consent of instructor. Topics in elementary and algebraic number theory such as properties of integers, Diophantine equations, congruences, quadratic and other residues, and algebraic integers.

5031. Applied Statistical Analysis (3) (WI) May not count toward mathematics hours required for the mathematics concentration of the MA. P: MATH 2228, 3584; or equivalent; or consent of instructor. Topics include analysis of variance and covariance, experimental design, multiple and partial regression and correlation, nonparametric statistics, and use of computer statistical package.

5064. Introduction to Modern Algebra II (3) May not be taken for credit by those having completed MATH 6011. P: MATH 3263 or consent of instructor. Continuation of development of topics begun in MATH 3263. Normal subgroups, factor groups, homomorphism, rings, ideals, quotient rings, and fields.

5101. Advanced Calculus I (3) P: MATH 2173 or consent of instructor. Axioms of real number system, completeness, sequences, infinite series, power series, continuity, uniform continuity, differentiation, Riemann integral, Fundamental Theorem of Calculus.

SECTION 8: CURRICULA

5102. Advanced Calculus II (3) P: MATH 3256, 5101; or consent of instructor. Mathematical analysis of functions of several real variables. Includes limits, continuity, differentiation, and integration of multivariable functions.

5110. Elementary Complex Variables (3) May not be taken for credit by those having completed MATH 6111. P: MATH 2173. Complex numbers, analytic functions, mapping by elementary functions, integrals, residues, and poles.

5121. Numerical Analysis in One Variable (3) P: MATH 2173. Numerical analysis of problems with one independent variable. Solution of nonlinear equations in one unknown, interpolation and approximation of functions of one variable, numerical integration, and numerical differentiation and optimization.

5122. Numerical Analysis in Several Variables (3) P: MATH 2173, 3256, 4331. Numerical analysis of problems with several independent variables. Numerical solution of ordinary differential equations, systems of linear equations, numerical linear algebra and matrix algebra, systems of nonlinear equations, and systems of ordinary differential equations.

5131. Deterministic Methods in Operations Research (3) P: MATH 2173; 3307 or 5801. Mathematical models; linear programming; simplex method, with applications to optimization; duality theorem; project planning and control problems; and elementary game theory.

5132. Probabilistic Methods in Operations Research (3) P: MATH 2173, 3256; 3307 or 5801. Introduces stochastic processes. Queuing theory with applications to inventory theory and forecasting, Poisson and Markov processes, reliability simulation, decision analysis, integer programming, and nonlinear programming.

5270. Pascal Using the Microcomputer (3) May not be taken by students who have successfully completed CSCI 2610. May not count toward MATH or CSCI major or minor. P: MATH 1065 or equivalent. Pascal language and use in problem solving utilizing a microcomputer.

5311. Mathematical Physics (3) Same as PHYS 5311 P: MATH 4331; PHYS 2360; or consent of instructor. Mathematical methods important in physics. Emphasis on application. Functions of complex variables, ordinary and partial differential equations, integrals and integral transforms, and special functions.

5322. Foundations of Mathematics (3) (WI) P: MATH 3233, 3263; or equivalent. Fundamental concepts and structural development of mathematics. Non-Euclidean geometries, logic, Boolean algebra, and set theory. Construction of complex number systems. Transfinite cardinal numbers and study of relations and functions. Topics developed as postulational systems.

5521. Readings and Lectures in Mathematics (3) Individual work with student.

5551. The Historical Development of Mathematics (3) P: MATH 3233; C: MATH 2172 or consent of instructor. History of mathematics from antiquity to present. Emphasis on study of significant problems which prompted development of new mathematics. Uses computer resources and library for research of topics and solutions.

5581. Theory of Equations (3) P: MATH 2173 or consent of instructor. Topics include operations with complex numbers, De Moivre's Theorem, properties of polynomial functions, roots of general cubic and quartic equations, methods of determining roots of equations of higher degree, and methods of approximating roots.

5601. Non-Euclidean Geometry (3) P: MATH 3233 or consent of instructor. Non-Euclidean geometries, finite geometries, and analysis of other geometries from point of view of properties which remain invariant under certain transformations.

5774. Programming for Research (3) Same as CSCI 5774 For graduate student who wishes to use computer science to meet required research skills of his or her dept. May not count toward MATH major or minor. P: General statistics course or consent of instructor. Emphasis on minimum-level programming skill and use of statistical packages.

5801. Probability Theory (3) P: MATH 2173 or 3307. Axioms of probability, random variables and expectations, discrete and continuous distributions, moment generating functions, functions of random variables, Central Limit Theorem, and applications.

6000. Introduction to Graduate Mathematics (3) May not be taken for credit after MATH 5101 or 6011. P: Consent of director of graduate studies or advisor. Introduces advanced mathematics for beginning graduate students. Covers various proof methods and provides rigorous introduction to topics in logic, number theory, abstract algebra, and analysis.

6001. Matrix Algebra (3) P: MATH 3256 or consent of instructor. Properties of vectors and matrices and their applications.

6011, 6012. Modern Algebra I, II (3,3) P for 6011: MATH 3263 or equivalent; P for 6012: MATH 6011. Basic algebraic structures. Groups, rings, modules, integral domains, and fields.

6022. Theory of Numbers II (3) P: MATH 5021. Advanced topics in algebraic and analytic number theory.

6111, 6112. Introduction to Complex Variables I, II (3,3) P for 6111: MATH 5102; P for 6112: MATH 6111. I. Analytic functions, mapping of functions, differentiation and integration, power series, and residues. II. Integral functions, infinite products, Mittag-Leffler expansion, maximum modulus theorem, convex functions, the Schwarz-Christoffel transformation, analytic continuation, Riemann surfaces, and selected topics in functions of a complex variable.

6121, 6122. Real Variables I, II (3,3) P for 6121: MATH 5101 or consent of instructor; P for 6122: MATH 6121 or consent of instructor. I. Study of functions of one real variable and convergence of sequences and series of functions: functions of bounded variation, measures, measurable sets, measurable functions, convergence almost everywhere, absolutely continuous functions, Lebesgue integration, differentiation, and the Fundamental Theorem of the Calculus. II. Lebesgue spaces and associated inequalities, measures in \mathbb{R}^n , measure spaces and the associated theory of integration and differentiation; the Radon-Nikodym Theorem with applications to probability and statistics.

6251, 6252. Advanced Placement Mathematics for Secondary Teachers I, II (3,3) May count toward certificate renewal or certification in teaching gifted and talented students. May not count toward MA in mathematics. Intensive study of topics covered in Calculus AB and Calculus BC of advanced placement mathematics.

6271. Teaching Collegiate Mathematics (2) P: Consent of instructor. Curricula and methods of teaching mathematics to adults in colleges and technical schools.

6401, 6402. Introduction to Partial Differential Equations I, II (3,3) P for 6401: MATH 4331 or consent of instructor; P for 6402: MATH 6401 or consent of instructor. I. Linear and nonlinear partial differential equations of the first order with emphasis on formal aspects of these equations. Use of partial differential equations in analysis, geometry, and physical sciences is considered where appropriate. II. Continuation of MATH 6401 to include nonlinear partial differential equations of the second order and higher orders. Certain theoretical aspects of partial differential equations and a limited amount of Fourier Series, Fourier transforms, Laplace transforms, and boundary value problems are included.

6411, 6412. Ordinary Differential Equations I, II (3,3) P for 6411: MATH 4331 or consent of instructor; P for 6412: MATH 6411 or consent of instructor. I. Existence, uniqueness, and technique of solutions to first and second order differential equations are considered. Bases for linear equations, stability, and series solutions about an ordinary point are considered. II. Autonomous systems, series solutions about a regular singular point, and Sturm-Liouville Systems are examined.

6500. Special Topics (3) May be repeated for credit with change of topic. P: Consent of instructor. Selected topics of current interest.

6561. Properties of Infinite Series (3) P: Consent of instructor. Infinite series beyond advanced calculus level.

6571. Elements of Probability (3) May not count toward mathematics requirement for MATH MA. P: Consent of instructor. Axiomatic development of probability from set operations viewpoint. Use of probability measures.

6601. An Introduction to Differential Geometry (3) P: MATH 2173, 3256. Basic ideas of differential geometry through study of curves and surfaces in three-dimensional space. Regular curves, regular surfaces, Gauss Map, and intrinsic and global differential geometry of surfaces.

SECTION 8: CURRICULA

6611, 6612. Introduction to Higher Geometry I, II (3,3) P for 6611: MATH 3233 or consent of instructor; P for 6612: 6611. I. Homogeneous linear equations and linear dependence; projections and rigid motions, homogeneous Cartesian coordinates; linear dependence of points and lines; point geometry and line geometry; harmonic division and cross ratio; one- and two-dimensional projective transformations. II. Continuation of study of projective coordinates in the plane; introduces various types of geometries; study of point curves and line curves with intensive study of point conics and line conics.

6651. Introduction to Topology (3) P: MATH 5101. Metric spaces and basic point-set topology, open sets, closed sets, connectedness, compactness, and limit points.

6802. Statistical Inference (3) P: MATH 3307 or 5801; consent of instructor. Estimation and hypothesis testing from both classical and Bayesian points of view. Use of t, F, and chi-squared distributions. Least squares procedures.

6803. The Linear Model (3) P: MATH 3256, 5801. Topics include general linear model, regression models, design models, estimation of parameters, theory of least squares, and testing general linear hypotheses.

6804. Stochastic Processes (3) P: MATH 3256, 5801. Most widely used models for random phenomena which vary with time. Topics include Markov, Poisson, birth and death, and stationary processes.

6805. Topics in Mathematical Statistics (3) P: MATH 3256, 5801. Mathematical theory of certain topics in statistics outside range of MATH 6802. Topics vary by faculty and student interests.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

MATH Banked Courses

5252. Modern Mathematics for Elementary Teachers II (3)

5261, 5262. Modern Mathematics for Secondary Teachers I, II (3,3)

5301, 5302. Analytical Mechanics I, II (3,3)

5321, 6322. Applied Mathematics I, II (3,3)

5331. Introduction to Celestial Mechanics (3)

5610. Applied Analysis (3)

6652. Introduction to Topology II (3)

MEDIEVAL AND RENAISSANCE STUDIES

Kevin N. Moll, Director, 313 Fletcher

MRST: MEDIEVAL AND RENAISSANCE

5000. Medieval and Renaissance Studies Seminar (3) P: 9 s.h. in MRST or consent of director. Interdisciplinary seminar.

DEPARTMENT OF PHILOSOPHY

George Bailey, Chairperson, A-327 Brewster Building

The members of the Department of Philosophy encourage graduate students to consider the possibility of completing a minor program of study selected from the courses below. Each member of the department is willing to discuss such a possibility with graduate students from any area of study.

PHIL: PHILOSOPHY

5531, 5532, 5533. Directed Readings (1,2,3) (F,S,SS) May be repeated for credit with consent of instructor and dept chair. P: Consent of directing professor and dept chair.

PHIL Banked Courses

5273. Reasoning Skills in Elementary Education (3)

5285. Philosophical Problems in the Health Care Professions (3)

DEPARTMENT OF PHYSICS

John Sutherland, Chairperson, C-209A Howell Science Complex

Edson Justiniano, Assistant Chairperson for Graduate Studies, E-203 Howell Science Complex

MS IN PHYSICS

The Department of Physics offers the master of science in physics with concentrations in applied physics and medical physics. The applied physics concentration requires the completion of a thesis whereas the medical physics concentration requires 6 s.h. of clinical study in lieu of thesis. A satisfactory knowledge of an acceptable computer language or of an acceptable foreign language is required. Attendance at a minimum of one-half of the regular Department of Physics seminars given during the student's residence in the graduate program is required.

1. Core.....16-22 s.h.
 PHYS 5410*, 5600, 5601, 5900, 5901, 6816
 Applied physics concentration: Thesis 7000 (repeated once); 6 s.h. electives from: PHYS 6250, 6700, 6715, 6900
 Medical physics concentration: PHYS or RONC 6992, 6993; PHYS 5410* or 3 s.h. electives from: PHYS 6300, 6900
2. Concentration (Choose one area.).....12-18 s.h.
 Applied physics (12 s.h.):
 PHYS 5311, 6200, 6300, 7450
 Medical physics (18 s.h.):
 BIOL or RONC 7370; PHYS 6700, 6710, 6715, 6720; PHYS or RONC 6718

*Students in the medical physics concentration who have had an undergraduate course in quantum mechanics may substitute the 3 s.h. elective, listed above, for PHYS 5410.

In addition, a student in the medical physics concentration must demonstrate a satisfactory knowledge of medical terminology through taking BIOL 2130 (preferred) or HIMA 3000.

Termination rules:

1. A student must receive a minimum final grade of B in each of the required courses in the medical physics option.
2. A student, because of inappropriate behavior in a clinical setting, will be immediately suspended by the instructor. A review by the Graduate Committee will determine if the student is eligible to continue in the medical physics option.

PhD IN BIOMEDICAL PHYSICS

The primary objective of the PhD program in biomedical physics is to graduate scientists who can apply the tools and concepts of physics to solve significant biological and medical problems and advance our understanding of fundamental biomedical processes. Core curricula in both applied physics and biomedical areas are designed to provide training for students with diverse backgrounds in physics, applied physics, biochemistry, and engineering. All students are required to complete a dissertation project under supervision of a faculty advisor.

SECTION 8: CURRICULA

Admission

The applicant must have a master's degree in physics, applied physics, medical physics, or related fields or must have shown a significant progress towards obtaining a master's degree in the above fields. Acceptable performance on the GRE and a minimum cumulative GPA of 3.0 on a 4.0 scale in graduate work are required.

The following documents are required before final admission is approved: completed application form for admission to Graduate School, official transcripts from colleges and universities attended, official or certified copy of score reports of the GRE and TOEFL (if applicable), letters of reference from three persons who can attest to the applicant's academic competence, and an essay describing the applicant's career goals and research interests which are consistent with the educational opportunities offered in the PhD program.

Course and Residence Requirements

The PhD program requires a minimum of 30 s.h. of courses beyond the master's degree. The student will take a minimum of 6 s.h. of courses from a physics core, a minimum of 6 s.h. of courses from a biomedical core, and a minimum of 18 s.h. of dissertation research courses. Additional courses may be required by the executive committee, depending on the individual student's preparation. Students must demonstrate a working knowledge of at least one high-level computer language, such as FORTRAN or C. Students must pass doctoral candidacy exam and write and successfully defend a doctoral dissertation.

Students must complete at least five consecutive semesters in residence (excluding summers).

Transfer Credits

Because of the broad interest and collaborative nature of the PhD program, the executive committee will evaluate transfer credits on a case-by-case basis. A maximum of 6 s.h. of transfer credit may be accepted.

If a student enrolls in this program and already has the equivalent of the 12 s.h. beyond the master's degree, he or she may petition the executive committee for a waiver of or substitution for these courses. After a majority of the core courses have been completed, students in this program must pass the doctoral candidacy examination before being admitted to candidacy for the PhD in biomedical physics.

Other Requirements

The PhD program should be completed by the end of three years following the student's initial enrollment. With the endorsement of the advisory committee, a student having deficiencies in preparation may request an extension of no more than two years.

PHYS: PHYSICS

531 I. Mathematical Physics I (3) Same as MATH 531 I P: MATH 433 I; PHYS 2360; or consent of instructor. Mathematical methods important in physics. Emphasis on application. Functions of complex variables, ordinary and partial differential equations, integrals and integral transforms, and special functions.

5410. Introduction to Quantum Mechanics (3) P: PHYS 4416, 4560; or consent of instructor. Survey of the fundamental principles of quantum mechanics and their application to the solution of selected problems in atomic, molecular, condensed matter, and biological physics.

5600, 5601. Modern Electronics (3,0) 2 lecture and 2 lab hours per week. P: PHYS 4610. Theory and application of modern electronic devices. Circuit design using linear, nonlinear, and hybrid integrated circuits and their application in a graphical (GUI), computer-based environment for scientific instrument and process control.

5900, 5901. Computational Physics (3,0) 1 lecture and 4 lab hours per week. P: MATH 433 I; PHYS 2360 or 531 I. Applies modern computer program with symbolic, numerical, and graphical capabilities to problems in physics.

6200. Thermodynamics and Statistical Physics (3) P: Intermediate thermodynamics. Classical thermodynamics with applications and introduction to statistical thermodynamics. Topics include heat engines, thermodynamic potentials, Maxwell relations, phase changes, ideal gases, kinetic theory of gases, and quantum statistics.

- 6250. Classical Mechanics (3)** P: Intermediate mechanics. Theoretical classical mechanics including Lagrange's equations, central force motion, rigid body motion, special relativity, and oscillations.
- 6300. Electrodynamics I (3)** P: Intermediate electromagnetic theory. Boundary value problems in electrostatics. Emphasis on use of Green's functions and special functions, multipoles and dielectrics, magnetostatics Maxwell's equations, and plane EM waves, wave guides and resonant cavities.
- 6410. Quantum Mechanics I (3) Formerly PHYS 5400** P: PHYS 5410; or consent of instructor. Intermediate study of the principles of quantum mechanics and their application to selected subfields of physics.
- 6526, 6527, 6528. Readings in Physics I, II, III (1,2,3)** Equivalent of 1 classroom hour per week, per credit hour. P: Consent of chair. Intensive readings or problem research in some physics-related field under supervision of faculty.
- 6620, 6621. Advanced Techniques in Experimental Physics (2,1)** 2 classroom and 3 lab hours per week. P: Graduate standing in PHYS or CHEM. Experimental techniques in radio frequency spectroscopy (NMR, ESR, and NEQR), microwave applications, and accelerator-based atomic physics (trace element analysis using x-rays), which includes theory of phenomena and operation of lab instruments.
- 6700. Health Physics (3) Formerly PHYS 5700** P: Consent of instructor. Broad spectrum of topics in radiation protection. Emphasis on interactions of radiation with matter, methods of radiation detection, dosimetry, principles of shielding, and regulations pertaining to work with radiation.
- 6710. Nuclear Medicine Physics (3)** P: PHYS 4417 or consent of director of medical physics. Comprehensive overview of physical aspects of diagnostic and therapeutic applications of radionuclides, radiation beams and measurements, imaging systems, and related equipment with lab activities in facility design, instrumentation essentials, quality assurance, and survey techniques.
- 6715. Biomedical Physics (3) Formerly PHYS 5715** P: Consent of instructor. Applies physics principles in biology and medicine.
- 6718. Therapeutic Radiological Physics (3) Same as RONC 6718** P: Consent of director of medical physics. Production, application, and measurement of electromagnetic radiation and high energy particle beams in therapeutic practice. Emphasis on conceptual, instrumental, and methodological aspects of therapeutic radiology.
- 6720. Physics of Medical Imaging (3)** P: PHYS 6710 or consent of director of medical physics program. Physical principles of diagnostic radiology. Analog and digital x-ray radiography (including mammography), fluoroscopy, and computed tomography. Principles and applications of ultrasound and magnetic resonance imaging, diagnostic calibration, radionuclide sources, counters, scanners, cameras, dosimetry, recording media, film densitometry, non-film media, and image evaluation.
- 6810. Topics in Atomic Collisions (3)** P: Consent of instructor. Review of processes in atomic collisions and their quantitative understanding. Introduces theories required to describe experimentally-observed behavior in electron-atom, ion-atom, and/or molecule collisions, and methods of observations. Emphasis on general topics of interest as found in current literature and particular areas of research at ECU Accelerator Laboratory.
- 6816, 6817. Seminar (1,1)** Equivalent of 1 lecture hour per week. Areas of research in progress in physics department.
- 6900. Introduction to Research (3)** Literature and lab research on individual problems in major field.
- 6992. Radiation Therapy Physics (3) Same as RONC 6992** P: PHYS 6718 or RONC 6718. Radiation dose calculation and measurement of high energy photon and electron beams, high and low dose rate brachytherapy sources in clinical radiation therapy, cavity theory in ion chamber calibrations of photon and electron beams. Quality assurance, acceptance testing, and commissioning of equipment for clinical radiation therapy (linear accelerators, HDR, TLD, simulator, CT scanner).
- 6993. Clinical and Medical Dosimetry (3) Same as RONC 6993** P: PHYS 6992 or RONC 6992. Practical patient dosimetry problems in radiation oncology. Irregular field calculations, two-and three-dimensional treatment planning, isodose distribution, high and low dose rate brachytherapy planning for intracavity, and interstitial radioactive sources.

SECTION 8: CURRICULA

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7110. Mathematics Physics II (3) Formerly PHYS 6100 P: MATH 5311 or PHYS 5311; or consent of instructor. Math methods important in physics. Emphasis on application, including conformal mapping and other applications of functions of complex variables, eigenfunctions, eigenvalues, and Green's functions, special functions, partial differential equations, boundary value problems, integral equations, calculus of variations, numerical methods, probability and statistics, and group theory.

7310. Electrodynamics II (3) Formerly PHYS 6310 P: PHYS 6300. Advanced electromagnetic theory and related numerical methods, including plane wave and wave propagation, waveguides and resonant cavities, radiating systems, multipole fields and radiation, scattering and diffraction, dynamics of relativistic particles, collisions between charged particles, finite-difference methods, moment methods, and finite element method.

7410. Quantum Mechanics II (3) Formerly PHYS 6400 P: PHYS 6410; or consent of instructor. A rigorous, advanced study of the principles of quantum mechanics and their application to selected subfields of physics.

7450. Solid State Physics (3) Formerly PHYS 6450 P: PHYS 6410; or consent of instructor. Coherent picture for understanding complex properties of solids. Topics include periodic structure of crystal lattice, phonons, electronic properties in framework of energy band theory, basic concepts of quasiparticles and their interactions in solid materials.

7715. Biomedical Optics (3) P: Consent of instructor. Fundamental concepts in optics and spectroscopy and to acquire basic skills for modeling and experimental research in selected biomedical applications.

8910. Research Problems in Biomedical Physics (3) Formerly PHYS 6910 May be repeated. P: Consent of instructor and dept chair. Research on specialized topic or topics related to biomedical application of physics under supervision of faculty member.

9000. Dissertation (3-12) May be repeated. May count maximum of 18 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

PHYS Banked Courses

5060. The Conceptual Development of Physics (3)

5321. Applied Mathematics I (3)

5350. Modern Optics (3)

5610. Applied Electromagnetism (3)

5630. Gaseous Conductors (3)

5640, 5641. Solar Energy (3,0)

5710, 5711. Topics in Health Physics I (3,0)

5720, 5721. Topics in Health Physics II (3,0)

5800. Biophysics (2)

6322. Applied Mathematics II (3)

6991. Clinical Rotation in Diagnostic Physics (3)

DEPARTMENT OF POLITICAL SCIENCE

Brad E. Lockerbie, Chairperson, A-124 Brewster Building

Robert Thompson, Director of Graduate Studies, A-101 Brewster Building

MPA

The master of public administration program is designed to provide students with basic administrative skills which can be utilized in a variety of administrative careers. It is based on a core curriculum of required public administration and quantitative analysis courses with a variety of related electives that will provide students with a choice of emphases depending upon career objectives.

All students applying for the MPA program are expected to take the GRE. Requests for exceptions will be considered only if the student presents recent acceptable scores on a comparable standardized entrance exam.

Students may transfer up to 15 s.h. from a regionally accredited institution with the approval of the director of the MPA program and the dean of the Graduate School. Requests for transfer credit should be made at the time of admission.

Students may earn the MPA degree by completing 45 s.h. as follows: 24 s.h. in core public administration and quantitative analysis courses, 3 s.h. of internship work for pre-service students, 15 s.h. elective credit in an area of emphasis to be approved by the director of the MPA program, and 3 s.h. for the MPA professional paper.

Public administration required core courses: PADM 6100, 6110, 6120, 6140, 6160, 6161, 6230, 6260.....24 s.h.

Internship3 s.h.

Pre-service students seeking the MPA are required to complete a 3 s.h. internship in a local, state, federal, or approved not-for-profit agency. Students with relevant work experience in excess of one year may apply to the director of the MPA program for exemption from this requirement. Those students who are exempted from this requirement will complete 42 s.h. instead of 45 s.h. However, no academic credit will be awarded for work experience.

MPA professional paper.....3 s.h.

All students must enroll in PADM 6900 and complete an MPA professional paper in which they identify a public management problem or policy issue and develop a problem-resolution strategy. The completed paper must be defended successfully before a three-member committee of MPA faculty members (one member may be from outside the MPA faculty upon approval of the director of the MPA program).

Electives (MPA).....15 s.h.

1. Students may elect to complete PADM 6198 or 6199 for a maximum of 6 s.h. of independent study. The independent courses must be completed under the supervision of a public administration instructor in the Department of Political Science; these courses are open only to students who have completed a minimum of 12 s.h.
2. For a planning emphasis, students must complete electives approved jointly by the graduate coordinator of the urban and regional planning program and the director of the MPA program.
3. For an emphasis in community health administration, students with a subfield in health administration should seek counseling from the graduate director of the community health program regarding requirements for certification beyond the formal MPA and Graduate School requirements. See Section 8, College of Allied Health Sciences, Department of Community Health, for requirements.

Recommended elective courses: BIOS 5010; COHE 6000, 6502; EHST 6010; JUST 6502; POLS 6155, 6345, 6382; PADM 6111, 6123, 6150, 6163, 6170, 6187, 6188, 6198, 6199; PLAN 6000, 6010, 6015, 6020; PSYC 6343, 6421, 6422; REHB 5793, 5795.

Other courses may be substituted if approved by the director of the MPA program.

CERTIFICATE IN SECURITY STUDIES

Jalil Roshandel, Director, Brewster A-124

Through the Division of Academic Affairs, the university offers the interdisciplinary graduate certificate in Security Studies. This program provides students with an understanding of national and international threats posed by non-state actors such as terrorist networks, and the landscape of response coordination required to meet challenges posed by such threats. The goal of the certificate program is to develop new thinking towards security within a changing environment. Countering and responding to the new threats requires integration of traditional military strategies with criminal justice systems and investigation, intelligence gathering, policy development, emergency planning and response, and interagency cooperation at multiple levels of government and between governments.

Applicants seeking admission must be graduate students or non-degree students holding a baccalaureate degree. All applicants must complete the certificate application and have it approved by the program coordinator.

Choose five of the six following courses (15 s.h.) in consultation with the certificate coordinator: EHST 6010, JUST 6502, PADM 6170, PLAN 6015; POLS 6155, 6382.

POLS: POLITICAL SCIENCE

5000. American Government and Politics (3) May not count toward POLS major or minor or MPA degree. P: Consent of instructor. Introductory survey of readings in American national government and politics for students interested in graduate work, but who have no undergraduate background in political science or public administration.

6040. Problems in State Government (3) Intensive study of significant problems confronting American state governments.

6080. American Foreign Relations (3) Most important events and characteristics of American foreign policy since World War II.

6155. Changing Nature of National Security (3) Overview of processes, forces, and influences involved in determining contemporary national security policy in United States. Explores historical and constitutional basis of common defense, evaluates national security policy making process, and explores forces and issues that define our national security infrastructure.

6310. Comparative Government I (3) Theoretical and comparative study of major parliamentary governments of Western Europe.

6320. Comparative Government II (3) Theoretical and comparative study of former USSR and East European Communist states.

6330. Political Modernization and the Non-Western World (3) Theoretical analysis of developmental processes in politics of Asia, Africa, and Latin America.

6345. Comparative Public Policy (3) Cross-national study of selected major policy issues, their development and implementation through analysis of policy substance, and its linkage to policy process.

6382. Global Terrorism (3) Introduces issues defining and characterizing terrorism. Primary emphasis given to issues in countering terrorism such as intelligence, international treaty issues, and use of military and criminal justice tools to respond to terrorism.

6430. Seminar in International Politics (3) P: Consent of instructor. Concentrated study of major theories of international politics and/or selected case studies.

6440. Seminar in International Organization (3) P: Consent of instructor. Advanced study of selected aspects.

6524. Readings in American Foreign Relations (3) P: POLS 6080. Intensive study in selected area.

POLS Banked Courses

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|--|---|
| 5030. Seminar in American Government (3) | 6230. Seminar in Political Theory (3) |
| 5050. Seminar in Political Participation and Behavior (3) | 6240. American Political Thought (3) |
| 5381. Seminar in Comparative Politics (3) | 6250. Research in Political Science (3) |
| 5410. Seminar in International Relations (3) | 6260. Seminar in Behavioral Methodology (3) |
| 6010. President and Congress (3) | 6520. Readings in American National Government (3) |
| 6020. Judicial Systems (3) | 6522. Readings in State Government (3) |
| 6060. Constitutional Law: Structure and Powers (3) | 6523. Readings in Constitutional Law (3) |
| 6070. Constitutional Law: Civil Liberties (3) | 6529. Readings in American Political Thought (3) |

PADM: PUBLIC ADMINISTRATION

6100. Politics and Management in Public Agencies (3) P: Consent of instructor. Study, functions, structures, and processes of public administration at all levels of government. General management issues in public agencies. Emphasis on political institutions and their impact on policy process.

6110. Human Resource Management in Public Agencies (3) P: Consent of instructor. Assessment skills for recruitment and maintenance of personnel in public sector. Comparative study of all phases of human resource management in federal, state, and local governments.

6111. Contemporary Problems in Public Personnel Administration (3) Problems faced by public personnel administrators stemming from changes in social, political, and technological environment. Focus on merit system.

6112. Productivity in the Public Sector (3) P: PADM 6110. Various approaches that increase efficiency with which resources (especially human resources) may be converted into products or services. Barriers to productivity. Emphasis on motivation of public employees.

6115. Readings in Public Personnel Administration (3) P: PADM 6110, 6111. Intensive study of an area in the field.

6116. Women, Public Policy, and Administration (3) Significant works, discussion of timely problems, and guided individual research on women, public policy, and administration.

6120. Public Budgeting and Finance (3) P: Consent of instructor. Comparative study of US budgetary and revenue systems.

6121. Financial Management in State and Local Governments (3) P: Consent of instructor. Introduction to financial and managerial accounting and reporting, the use of accounting and financial information in managing state and local governments, capital budgeting and the market for tax-exempt debt.

6122. Local Government Budgeting and Financing (3) P: PADM 6120. Intensive study of theory and practice of government budgeting and finance at local level. Topics may include operating and capital budget making, revenue sources and forecasting, intergovernmental transfers, accounting and auditing systems, borrowing, and cash management.

6123. Economic Development (3) Theory, practice, and history of local government economic development policies in US.

6124. State and Local Government Finance (3) P: Consent of instructor. Expenditures and revenues of state and local governments plus fiscal aspects of intergovernmental relations. Determinants of state and urban economic development and local government fiscal behavior.

6125. Readings in Public Budgeting and Finance (3) P: PADM 6120. Intensive study of an area in the field.

6130. Urban Policy and Administration (3) Policy-oriented study of urban government, leadership styles, and problems.

SECTION 8: CURRICULA

6140. Administrative Law and Ethics (3) P: Consent of instructor. Structure and processes of administrative agency rule making and adjudication in US. Emphasis on administrative ethics and role of values in practice of public administration.

6150. Seminar in Public Administration (3) May be repeated. May count maximum of 6 s.h. toward MPA degree with change of topic. Intensive study of various topics.

6160. Public Policy Formulation and Implementation (3) P: Consent of instructor. Formulation and implementation of public policy at federal, state, and local levels of government. Application of various models and theories of policy formation and implementation to substantive policy areas.

6161. Applied Policy Analysis and Program Evaluation (3) P: Consent of instructor. Public policy at all levels of government. Program charting, budget examination, management analysis, systems analysis, program evaluation, implementation analysis, and cost-benefit analysis.

6162. Environmental Administration (3) RP: Course or other background in public policy. Political and bureaucratic constraints reflecting conflicting objectives of energy independence and pollution-free environment.

6163. Environmental Policy Analysis (3) P: Consent of instructor. Political, economic, and regulatory issues associated with protection and enhancement of quality of physical environment. Formation, implementation, and evaluation of environmental and natural resource policies. Emphasis on development of research skills to facilitate reasonable knowledgeable about formulation and termination of environmental policies.

6164. State and Local Environmental Policy (3) P: PADM 6162 or consent of instructor. Comparative study of state and local government structures and processes related to environmental laws, regulations, organizational structures, and implementation results.

6170. Intergovernmental/Interagency Relations (3) Patterns of relations between officials of various US governmental units and agencies.

6187, 6188, 6189. Internship in Public Administration (1,2,3) Approximately 100 hours per semester per credit hour. P: Consent of instructor. Experiential learning in public agency setting under academic supervision.

6198, 6199. Independent Research (3,3) P: Completion of 12 s.h. of degree requirements; consent of instructor. Individualized.

6210. Organization Theory in the Public Context (3) Behavior and interaction of individuals and groups in complex organizations in public context. Analysis of processes, conditions, and constraints in formulation and implementation of public policy.

6220. Leadership in the Public Sector (3) Techniques involved in leadership of public sector organizations. Focus on direct supervision of employees. Emphasis on use of power and authority to accomplish publicly determined goals and objectives.

6230. Quantitative Methods for Public Administration (3) Familiarity with algebra and descriptive statistics presumed. P: Undergraduate course in statistics or consent of instructor. Basic statistical methods and their applications in public administration and policy analysis.

6260. Management of Public Information Technology (3) Fundamental concepts of information management in the public sector. Examination of planning and implementation of information technology and e-government projects.

6300. Marine and Coastal Policy (3) P: PADM 6162 or consent of instructor. Contemporary marine and coastal resource issues and conflicts. Mechanisms used to manage resource use in coastal zone.

6900. MPA Professional Paper (3) P: Admission to MPA degree program; consent of MPA program director. Identification of public management or policy issue and development of problem-resolution strategy. Completed paper defended before MPA faculty.

6901. Professional Paper: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

PADM Banked Courses

6175. Public Policy and Management in Rural Areas (3)

DEPARTMENT OF PSYCHOLOGY

Kathleen A. Row, Chairperson and Director of Graduate Studies, 115 Rawl Building

Program Directors:

Beverly L. Harju, Clinical Psychology

John G. Cope, General Psychology

Samuel F. Sears, Health Psychology

Michael B. Brown, School Psychology

The Department of Psychology offers master's degrees in general-theoretic and clinical psychology, the masters and Certificate of Advanced Study in School Psychology, and the PHD degree in health psychology. All graduate programs require the completion of research skills courses and defense of a dissertation or thesis, and written and oral specialty examinations. The student will consult with his or her program director in order to decide which approved elective courses best meet the needs of his or her program. Additional alternative courses may be considered, subject to the approval of the student's doctoral committee or masters program directors and the departmental chairperson. It is important to note that requirements of both the Graduate School and the Department of Psychology must be met before a degree is awarded.

MA, PSYCHOLOGY, GENERAL-THEORETIC

The general psychology program offers students the opportunity to specialize in one of three concentrations. The academic concentration (30 s.h.) is designed to provide the preparation necessary to teach psychology at the community college level. Students can opt for on or off campus instruction. The research concentration (30 s.h.) focuses on courses for those who wish to conduct research or prepare for doctoral training. The industrial/organizational concentration (45 s.h.) is designed for students wishing to apply psychological expertise to situations involving human resources in organizations.

The industrial/organizational concentration requires a summer internship between the first and second year. Program requirements include:

1. Research skills requirement: PSYC 6430 3 s. h.
2. Thesis or Teaching Portfolio 6 s. h.
- Academic concentration:
PSYC 6800, 6810 (Teaching Practicum)
- Research concentration:
PSYC 7000 (Thesis)
- Industrial/Organizational concentration:
PSYC 7000 (Thesis)
3. Electives 6-15 s.h.
- Academic concentration:
6 s.h. from PSYC
- Research concentration:
6 s.h. are required of which 3 s.h. must be PSYC
- Industrial/Organizational concentration:
15 s.h. are required of which 6 s.h. must be PSYC
4. Concentration areas (Choose one.) 15-21 s.h.
- Academic concentration:
PSYC 6406, 6421; 6428 or 7427; 6450 or 6475, 7412
- Research concentration:
PSYC 6421; 6428 or 7427; 6431; 6450 or 6475; 7412
- Industrial/Organizational concentration:
PSYC 6327, 6343, 6420, 6465, 6521, 6970, 7431

MA IN CLINICAL PSYCHOLOGY

The clinical psychology program of study leads to a master of arts degree in psychology and eligibility for licensure in North Carolina as a licensed psychological associate. Students are admitted into one of two concentration areas within the program: child clinical psychology or adult clinical psychology. The program requires a minimum of 51 s.h. of instruction and is generally completed in two years. During the second year, the student will spend a minimum of 500 hours in an on-site internship placement under the supervision of a licensed psychologist. The program provides classroom training in ethics, psychological assessment and diagnosis, and psychotherapy. In addition to classroom learning, the student will also engage in supervised practica experiences during the first-year of training in addition to the second-year practicum. Finally, students will gain research experience through the completion of a master's thesis project during the second year of training.

Admission to the clinical program follows a review of credentials as well as an on-site interview. Continuation in the program is based upon satisfactory course work and effective personal functioning and ethical behavior. At the end of each semester of the student's enrollment, the clinical faculty will conduct a review of student performance. Continuation in the program is contingent upon a favorable review during these evaluations. Students who consistently show borderline course performance, who are not developing good applied skills in the practice of psychology, who fail to complete course work on a timely basis, or who otherwise perform unprofessionally or unsatisfactorily, may be required to complete additional courses or practicum work, or may be removed from the program.

Program requirements include:

- 1. Core courses.....28 s.h.
 - Clinical-Ethics requirement: PSYC 6465.....3 s.h.
 - Externship: PSYC 7995 (May repeat once).....3 s.h.
 - Practicum: PSYC 6460, 64614 s.h.
 - Research skills requirement: PSYC 64303 s.h.
 - Therapy: PSYC 64663 s.h.
 - Thesis: PSYC 7000 (May repeat once).....3 s.h.
 - Core electives.....6 s.h.
 - Choose two from: PSYC 6406, 6421, 6426, 6428, 6475, 7412, 7427
- 2. Concentration area (Choose one.).....15 s.h.
 - 3 s.h. assessment elective
 - 3 s.h. therapy elective
 - Adult clinical psychology concentration:
 - PSYC 6450, 6468, 6485
 - Child clinical psychology concentration:
 - PSYC 6452, 6467, 6484
- 3. Electives.....8 s.h.

MA IN SCHOOL PSYCHOLOGY/CAS IN SCHOOL PSYCHOLOGY

The graduate program in school psychology is a three-year program to train psychologists for practice in school and related settings and requires 63 s.h. credit. The program requires full-time attendance, and students must complete both the MA and CAS degrees. The first two years of the program provide classroom training and field experiences in assessment, consultation, and interventions for children, adolescents, families, and systems. The third year consists of a full-time paid internship in a public school setting.

Program completion meets the current requirements for licensure by the North Carolina Department of Public Instruction as a Level II school psychologist, for certification by the National School Psychology Certification Board, and satisfies the educational requirements for licensure by the North Carolina Psychology Board as a licensed psychological associate. The program is approved by the National Association of School Psychologists, the National Council for the Accreditation of Teacher Education Programs, and the North Carolina Department of Public Instruction.

Program requirements include:

- Assessment: PSYC 6409, 6410, 74119 s.h.
- Consultation/Intervention: PSYC 6402, 6467, 7442.....9 s.h.

Internship: PSYC 7992, 7993	6 s.h.
Practicum: PSYC 7950, 7951	6 s.h.
Professional school psychology: PSYC 6404.....	3 s.h.
Psychological foundations: COAD 6407; PSYC 6405, 6406, 6452, 7413.....	15 s.h.
Research skills requirement: PSYC 6430	3 s.h.
Thesis: PSYC 7000 (May repeat once)	3 s.h.
EDUC electives.....	6 s.h.

PHD IN HEALTH PSYCHOLOGY

The PhD program in health psychology is a post-baccalaureate 5-year program (100-106 graduate semester credit hours) with concentrations in clinical behavioral medicine (100 s.h.) and pediatric school psychology(106 s.h.). A one-year pre-doctoral internship is required.

Completion of the clinical behavioral medicine concentration meets the current requirements for licensure by the North Carolina Psychology Board as a licensed psychologist. Completion of the pediatric school psychology concentration meets the current requirements for licensure by the North Carolina Department of Public Instruction as a Level III school psychologist, for certification by the National School Psychology Certification Board, and satisfies the educational requirements for licensure by the North Carolina Psychology Board as a licensed psychologist.

Program requirements include:

Professional Standards and Ethics: PSYC 6404 or 6465	3 s.h.
Foundations in Psychology	18-21 s.h.
Biological Bases of Behavior: PSYC 7412, 7413, 7414	3 s.h.
Social Bases of Behavior: PSYC 6421 or 6402	3 s.h.
Cognitive and Affective Bases: PSYC 6405, 6406, 6428 or 7427	3 s.h.
Individual Differences: PSYC 6450, 6452, or 6475.....	3 s.h.
Human Development: PSYC 6406	3 s.h.
History and Systems: PSYC 6408.....	3 s.h.
Professional standards and ethics: PSYC 6404 or 6465	3 s.h.
Research Methods and Practice.....	27 s.h.
Statistics and Research Design	9 s.h.
Thesis/predissertation research: PSYC 7000.....	6 s.h.
Dissertation: PSYC 9000	12 s.h.
Internship: PSYC 8990.....	6 s.h.
Health Psychology core	19 s.h.
PSYC 8001	4 s.h.
PSYC 8002	3 s.h.
PSYC 8003 or 8404.....	3 s.h.
PSYC 7413 or 7414.....	3 s.h.
PSYC 8416	3 s.h.
PSYC 8994 or 8995.....	3 s.h.
HLTH 6013 or 6355 or approved elective	3 s.h.
Clinical Behavioral Medicine concentration.....	30 s.h.
Interventions: PSYC 6466, 6467, 6468, or 8468	9 s.h.
Assessment: PSYC 6484 and 6485	6 s.h.
Practicum: PSYC 6460, 6461, 6462, and 8460.....	15 s.h.
Pediatric School Psychology concentration.....	33 s.h.
Interventions: PSYC 6442 and 6467.....	9 s.h.
Assessment: PSYC 6409, 6410 and 7411	9 s.h.
Practicum: PSYC 7950, 7951 and 8460.....	12 s.h.
Education: SPED 6701, 6702 or approved elective.....	6 s.h.

SECTION 8: CURRICULA

PSYC: PSYCHOLOGY

5250. Topics in Psychology (3) (WI*) May be repeated for up to 6 s.h. with change of topic. P: Minimum of 9 s.h. in PSYC. Selected topics at advanced level. Topics vary.

5325. Introduction to Psychological Testing (3) P: PSYC 1000 or 1060 or consent of chair: A statistics course. Principles of testing, including requirements for validity, reliability, norm samples, and examples of psychological tests.

5380. Psychology of the Exceptional Child (3) P: PSYC 1000 or 1060 or consent of chair: Study of children who are markedly different from the average child in physical, mental, emotional, academic, or social characteristics.

5400. Advanced Gerontology (3) P: PSYC 1000 or 1060; GERO 2400 or consent of chair: Seminar on psychological research and its applications to the aged.

5990, 5991, 5992. Field Experience in Psychology (1,1,1) May be taken concurrently. Accepted graduate psychology students spend approximately 10 hours per week per credit hour in lab/field experiences under joint supervision of field supervisor and university instructor. May count maximum of 3 s.h. of field experience toward BA or MA PSYC requirement. Additional hours may count toward electives. P for undergraduate students: PSYC major; 9 s.h. in PSYC; minimum cumulative and PSYC major 2.0 GPA; dept consent. P for graduate students: PSYC major; minimum cumulative and major GPA of 3.0 in PSYC; dept consent. Applies concepts and principles from related courses to applied situations in field.

6312. Laboratory Methods in Behavioral Neuroscience (3) Formerly PSYC 5312, 5313 1 lecture and 4 lab hours per week. P: Consent of chair: Basic techniques of animal surgery, histological examination, drug administration, and behavior testing.

6315. Neuroscience: Literature and Laboratory Experience (3) Formerly PSYC 5315, 5316 May be repeated. May count a maximum of 12 s.h. 1 hour seminar and 8 hours lab per week. P: Consent of chair: Recently published research and participation in ongoing research.

6320. Behavioral Pharmacology Seminar (3) Formerly PSYC 5320 P: Consent of chair: Behavioral and neurophysiological effects of psychoactive drugs in experimental animal and clinical populations.

6327. Methods in Human Measurement (3) P: Statistics course or consent of chair: Rationale and techniques of psychological measurement. Advanced estimates of reliability and validity, questionnaire and test construction, and fair employment procedures.

6333. Applied Behavior Analysis (3) P: PSYC 4333 or consent of chair: Advanced study of principles, applications, and research methodology of behavior analysis.

6343. Psychology of Organizational Behavior (3) P: PSYC 3241 or consent of chair: Systems approach to understanding behavior in work organizations.

6350. Psychology of Sexual Behavior (3) P: Consent of chair: Research relating to psychological aspects of sexual behavior.

6353. Behavioral Assessment and Intervention (3) P: PSYC 4333 or 6333 and consent of chair: Applies behavioral principles to assessment and intervention with children and adults with developmental and/or learning disabilities, behavioral disorders, psychiatric diagnoses, medical illness and health/fitness-related issues.

6380. Interdisciplinary Practice: Services for Children with Serious Emotional Disturbances and Their Families (3) Same as CDFR 6380; NURS 6380; SOCW 6380 P: Consent of chair: System of care model for use across disciplines in mental health services for children with serious emotional disturbances and their families. Prepares professionals to participate in holistic, interdisciplinary team practice in variety of settings.

6402. School Consultation (3) P: Consent of chair: Theory, models, and methods of consultation and systems change in schools.

6404. Professional School Psychology (3) P: Consent of chair: History, foundations, models of service delivery, and legal and ethical issues in school psychology.

- 6405. Advanced Educational Psychology (3)** Comprehensive study of psychological principles and techniques as applied to various aspects of human learning. Emphasis on relationships between brain functions and learning processes.
- 6406. Advanced Developmental Psychology (3)** P: Consent of chair. Review of theories and research dealing with developmental change. Emphasis on life span development and application of developmental psychology to social service professions.
- 6408. History of Psychological Thought (3)** P: Consent of chair. Review of major themes of psychological thought from the Renaissance through the 20th century.
- 6409. School Assessment I (3)** P: Consent of program director. Standardized testing procedures, applied psychometrics, and selection, administration, and interpretation of individual measures of intelligence and visual-motor abilities.
- 6410. School Assessment II (3)** P: PSYC 6409 or consent of program director. Selection, administration, and interpretation of measures of children's academic, behavioral, emotional, and social functioning.
- 6420. Issues in Personnel Selection (3)** P: Consent of chair. Application of psychological research and theory to personnel selection and training.
- 6421. Social Psychology (3)** Current research and theory in selected topics such as attitudes, dehumanization and conformity, aggression, and effective group functioning and change.
- 6422. Group Dynamics (3)** Psychological nature of task-oriented groups and dynamics and principles of group processes.
- 6426. Motivation (3)** Research and theory in motivation.
- 6428. Cognitive Psychology (3)** P: Consent of chair. Research and theory in cognition. Research and theory in cognition. Attention, memory, imagery, language, conceptual behavior, and problem solving.
- 6430. Statistics and Research Design (3)** 2 classroom and 3 lab hours per week. P: Consent of chair. Inferential statistical application and research methodologies.
- 6440. Individual and Group Counseling Theory (2)** May not count toward degree unless PSYC 6441 is completed. Basic theory and application of principles involved in individual and group counseling. Emphasis on application of theoretical and practical approaches of group and individual counseling for school psychologist.
- 6441. Individual and Group Counseling Theory and Practice (1)** 3 hours per week in school setting under academic supervision. P: Consent of chair; PSYC 6440. Application of concepts and principles of group processes by school psychologist.
- 6450. Advanced Psychopathology (3)** P: Consent of chair. Diagnosis, etiology from several theoretical viewpoints, and implications for interventions. Broad biopsychosocial framework.
- 6452. Child and Adolescent Psychopathology (3)** P: Consent of chair. Major childhood emotional disorders. Emphasis on assessment and diagnosis.
- 6460. Clinical Psychology Practicum I (2)** P: PSYC 6466. Develop skills in intake interviewing, mental status examination, diagnostic interviewing, and other specialized assessment interviews.
- 6461. Clinical Psychology Practicum II (2)** P: PSYC 6484 or 6485. Develop skills in intellectual, visual-motor, behavior ratings, and personality evaluation with major psychology assessment instruments.
- 6462. Clinical Psychology Practicum III (2)** Placement in mental health facility. P: PSYC 6467 or 6468. Develop skills in individual psychotherapy with adults or children.
- 6465. Ethics and Professional Practice (3)** P: Consent of chair. Seminar reviews ethical principles and practice issues relevant to professional psychology.
- 6466. Psychotherapy Concepts and Techniques (3)** P: Consent of chair. Basic theory with an emphasis on object relations, self psychology, and interpersonal specialties.

SECTION 8: CURRICULA

6467. Psychotherapeutic Interventions with Children and Families (3) P: PSYC 6452 or consent of chair. Theoretical models, system of care components, and therapy techniques for working with children with emotional problems and their families. Ecological interpersonal and behavioral approaches.

6468. Psychotherapy: Theories, Research, and Practice (3) P: PSYC 6450 or consent of chair. Psychotherapy research, theories, and techniques. Professional issues and ethical and value considerations.

6475. Personality Theory (3) In-depth evaluation of major theories of personality, past and present.

6477. Seminar in Group Psychotherapy (3) P: Psychotherapy or counseling course or consent of chair. Principles of existential and other group psychotherapies. Emphasis on specific populations, research, and cultural issues. Training group experience.

6484. Cognitive Assessment (3) C: PSYC 6461. Introduction to the process of cognitive assessment and the administration, scoring, and interpretation of major intelligence tests.

6485. Personality Assessment (3) C: PSYC 6461. Selection and use of appropriate psychological assessment procedures leading to integrated report of findings for evaluation of emotional disorder and personality functioning with a wide variety of presenting problems.

6486. The Rorschach Technique (3) P: Consent of chair. Intensive study of Rorschach technique. Emphasis on Exner's administration, scoring, and interpretive system to assess personality functioning of individual.

6501, 6502, 6503. Problems in Psychology (1,1,1) P: PSYC major or minor; consent of chair. Individual study under supervision of staff member.

6510. Assessment in Mental Retardation and Developmental Disabilities I (3) P: Consent of chair; PSYC 5325. Selection, administration, scoring and interpretation of several measures of intellectual, adaptive, and language development functions.

6511. Assessment in Mental Retardation and Developmental Disabilities II (3) P: PSYC 6510. Assessment techniques for individuals who are significantly impaired, by visual, auditory, and motor handicaps; autism; and severe and profound mental retardation.

6519, 6520. Directed Research I, II (3,3) P: Consent of chair. Individual research.

6521. Special Topics in Industrial/Organizational Psychology (3) Basic understanding of current theoretical and applied issues relevant to study and practice of industrial/organizational psychology. Emphasis on newly developed technology and research in areas such as organizational theory, small group theories and processes, teams, and organizational development. Topics vary with new research.

6800. Teaching Psychology (3) P: Consent of chair. Develop lesson plans, course delivery systems, effective teaching approaches, and methods of classroom management, testing procedures, tests, teaching of specific areas, and related matters. Information, theory, and training necessary to teach (under supervision) 2000-level or below psychology courses.

6810. Practicum in Teaching Psychology (3) P: PSYC 6800 and consent of chair. Assists assigned faculty member in all aspects of course instruction, including lesson plans, course delivery systems, provision of class lectures, and design and implementation of all student evaluations and tests.

6815. Seminar in Behavioral Neuroscience (1) May be repeated. May count a maximum of 8 s.h. P: Consent of chair. Critique of current literature in behavioral neuroscience.

6960, 6961. Internship in Mental Retardation/ Developmental Disabilities I, II (2,2) P: Consent of chair; P for 6961 only: PSYC 6510, 6511. Application of behavioral technology and assessment and behavioral programming techniques in facilities serving individuals with mental retardation/developmental disabilities.

6970. Internship in Industrial/Organizational Psychology (3) P: Consent of chair. Professional experience in organizational application of psychological techniques and principles.

6980, 6981, 6982. Field Experience in Psychology (1,1,1) May be taken concurrently. May count maximum of 3 s.h. field experience toward PSYC MA. Approximately 10 hours per week per credit hour in lab/field experiences under the joint supervision of a field supervisor and a university instructor. P: Consent of chair.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7411. School Assessment III (3) Formerly PSYC 6411 P: PSYC 6410; 6452. Selection, administration, and interpretation of instruments and measures to assess preschool children and children with low-incidence handicaps and health related conditions.

7412. Advanced Behavioral Neuroscience (3) P: Consent of chair. Advanced study of research and theories on neural mediation of behavior and cognitive functions.

7413. Pediatric Clinical Neuropsychology (3) Formerly PSYC 6413 P: Consent of chair. Basic procedures for assessment and intervention of neuropsychological syndromes in children.

7414. Adult Clinical Neuropsychology (3) P: Consent of chair. Research, theory, and basic procedures for assessment of neuropsychological syndromes in adults.

7427. Advanced Principles of Learning (3) P: Consent of chair. Intensive review of principles of learning and advanced study of the field of learning.

7431. Advanced Research Design (3) Formerly 6431 P: Consent of chair and PYSC 6430 or equivalent (inferential) statistics course. Introduces multivariate analysis and research design. to students preparing to engage in research.

7433. Multivariate Statistical Analysis (3) Formerly PSYC 6433 P: PSYC 7431 or consent of chair. Computation and interpretation of multivariate statistical analyses.

7442. Psychological and Educational Interventions (3) Formerly PSYC 6442 P: Consent of chair and PSYC 6409, 6410. Plan, implement, and evaluate psychological and educational interventions for children's academic and behavior problems.

7950. Practicum in Therapeutic Approaches with Children (3) P: Consent of chair. Supervised practicum in counseling with individuals and groups.

7951. Practicum in Psychoeducational Assessment (3) P: PSYC 6409, 6410. Practicum experiences in psychoeducational techniques, procedures, and the analysis and interpretation of psychological tests results.

7992. School Internship I (3) P: Completion of MA in school psychology degree requirements; current standing in CAS in school psychology program. Full-time, supervised experience providing school psychological services in public school setting.

7993 School Internship II (3) P: PSYC 7992. Full-time, supervised experience providing school psychological services in public school setting.

7995. Clinical Psychology Internship (3) May repeat once. P: Consent of chair. Placement in health psychology facility that requires direct clinical services.

8001. Colloquium in Health Psychology (1) P: Admission to PhD program in Health Psychology or consent of chair. May be repeated for a maximum of 4 s.h. Current research, practice and ethical issues in health psychology.

8002. Health Psychology (3) P: Consent of chair. Comprehensive introduction to the field of health psychology, including the promotion and maintenance of physical health, the prevention and treatment of physical illness and causal and diagnostic correlates of health and illness for children and adults.

8003. Clinical Health Psychology in Primary Care (3) P: Consent of chair. Theory, research and practice of clinical health psychology in primary care settings.

SECTION 8: CURRICULA

8404. Pediatric School Psychology (3) P: Consent of chair. Etiology, behavioral/academic characteristics and interventions for pediatric medical disorders in both school and health settings.

8416. Psychopharmacology (3) P: Consent of chair. The biological basis, clinical application, and side effects of the major psychotropic medications used in the management and treatment of psychological and behavioral disorders.

8460. Health Psychology Practicum (3) May be repeated for a maximum of 12 s.h. P: Consent of instructor. Supervised clinical experience with assessment, consultation and intervention for health related problems in a variety of health care settings.

8468. Health Psychology: Psychotherapy Methods and Interventions (3) P: Consent of chair. Major theories, models, and empirically-supported principles of health behavior change in behavioral medicine.

8519. Directed Research (3) May be repeated. P: Consent of chair. Research in health psychology

8990. Predoctoral Internship (3) May be repeated for a maximum of 6 s.h. P: Consent of chair. Applied assessment, treatment, consultation, and use of professional ethics at an offsite internship location accredited by the American Psychological Association.

8994. Seminar in Pediatric School Psychology (3) P: Consent of chair. Etiology and developmental course of pediatric health conditions emphasizing the adverse impact of a variety of medical conditions of children's functioning across school, family, and community environments.

8995. Seminar in Clinical Behavioral Medicine (3) P: Consent of chair. May be repeated. Special topics in clinical behavioral medicine.

9000. Dissertation (3-12) May be repeated. May count a maximum of 12 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

PSYC Banked Courses

5311. Sensation and Perception (3)

5370. Mental Hygiene in Schools (2)

6401. Advanced Child Psychology (3)

6403. Seminar in School Psychology (2)

6445. Sport Psychology (3)

6469. Behavior Therapy: Research and Techniques (3)

RELIGIOUS STUDIES

Calvin Mercer, Director, C-300 Brewster Building

RELI: RELIGIOUS STUDIES

5000. Religious Studies Seminar (3) May be repeated for credit with change of topic. P: Consent of instructor or director of RELI. Interdisciplinary seminar examines selected topics.

DEPARTMENT OF SOCIOLOGY

Lee Maril, Chairperson, A-415 Brewster Building

Bob Edwards, Director of Graduate Studies, A-402 Brewster Building

MA IN SOCIOLOGY

In addition to a traditional liberal arts master's program, students may choose to pursue one of three areas of concentration: health services and research, social issues in regional development, and environment and society. Through graduate assistantships, practica, and participation in faculty research, students in these concentrations are expected to become affiliated with one of the following university institutes: the Center for Health Services Research and Development, the Center on Aging, Regional Development Services, or the Institute for Coastal and Marine Resources.

Admission Requirements: Two letters of recommendation and meet the admission standards of the Graduate School. Where an admission examination is required, it is the Graduate Record Examinations.

The MA degree requires 33 s.h. if a student elects to complete a capstone practicum or thesis; otherwise, the degree requires 39 s.h.

1. Research skills: All degree candidates must earn at least a B in SOCI 6312, 6313.
2. Required core courses: SOCI 6212, 6213, 6312, 6313, 6430, 6459, 6488 15 s.h.
3. Electives: With approval of the director of graduate studies, students select elective courses that are relevant to their concentration or to their career interests 12 s.h.
4. Capstone course: SOCI 6992 or SOCI 7000 6 s.h.
Students selecting one of the three concentrations will normally do a practicum in affiliation with a university institute described above. Students who choose not to do a practicum or a thesis must complete the degree by taking an additional 12 s.h. of elective courses with the approval of the graduate program director.
5. All students must pass a written comprehensive examination following the completion of their required core courses.

SOCI: SOCIOLOGY

5100. Seminar in Social Inequality and Diversity (3) P: Graduate standing in SOCI or consent of instructor. Critical examination of theory and research on stratification. Consequences for industrial and nonindustrial societies. Emphasis on method and design for analysis.

5200. Seminar in the Sociology of Health (3) P: SOCI 2110 or consent of instructor. Individual as health care consumer; Social factors affecting distribution of disease in population, socio-political structure of health care services in US, and health care system from perspective of various health care providers.

5300. Seminar in Juvenile Delinquency (3) P: SOCI 2110 or consent of instructor. Juvenile delinquency as a socio-legal phenomenon. Special attention to theoretical and methodological issues in study of delinquency, consequences of and societal responses to delinquency, and prediction and intervention techniques.

5318. Social Aspects of Death and Dying (3) P: SOCI 2110 or consent of instructor. Sociological perspective. Focus on organizational aspects of death and dying as process and status.

5335. Sociology of Marriage Problems (3) For students planning to work in marriage counseling. P: SOCI 2110; consent of instructor. Advanced study of nature, causes, consequences, and treatment of marriage problems. Supervised individual experience in sociological and counseling techniques.

5400. Seminar in Gender Roles (3) P: SOCI 2110 or graduate standing or consent of instructor. Origins of gender roles and gender stratification. Personal, interpersonal, and social consequences of gender. Alternatives to traditional gender relations.

5500. Seminar in Population (3) P: SOCI 3222 or 3225 or 3235 or consent of instructor. Intensive study of substantive theory, methods of population analysis, and select problems of population dynamics, communities, and regions.

SECTION 8: CURRICULA

5600. Seminar in Aging (3) P: SOCI 2111 or consent of instructor. Places experience of aging in social context. Begins with examination of aging from demographic and entitlement perspectives and concludes with application of sociological theory to changing self definition accompanying age-related functional decline.

5700. Seminar in Social Interaction (3) P: SOCI 2110 or graduate standing. Empirical research on interaction in small groups and relations between group structure and personality. Emphasis on micro-sociological research methods and results.

5800. Seminar in the Family (3) P: SOCI 2110 or graduate standing or consent of instructor. Sociological theories, methods, and applications involving family and social policies. Emphasis on comparative and social historical perspectives for understanding family in social context and change.

5900. Special Topics Seminar (3) P: SOCI 2110 or graduate standing or consent of instructor. Selected advanced topics in sociology vary depending on student interest and current issues.

6100. Aging and Health (3) Same as GERO 6100; MPH 6100 P: Consent of instructor or Center on Aging associate director for educational programs. Analysis of behavioral, social, and cultural influences upon health status of older adults and intervention strategies.

6212, 6213. Social Statistics (3,0) Principles underlying application of statistical techniques to sociological research data. Application of packaged computer programs to problems.

6300. Seminar in Environment and Society (3) In-depth treatment of human dimensions of environmental conditions and issues. Emphasis on society as cause of environmental problems and social impacts of these problems at regional, national, and international levels.

6312, 6313. Multivariate Techniques and Analysis (3,0) P: SOCI 6212, 6213. Multivariate techniques currently used in sociology (beginning with multiple regression). Evaluates published research using these techniques. Applies techniques to real data. Integrates sociological theory and statistics.

6400. Social Issues in Regional Development (3) Social, cultural, and development issues facing regions such as eastern NC within context of social changes occurring in American society. Macro and micro sociological theories used to explore relationships between local issues (e.g., gender, race, class, power, poverty, and community) and national and international trends (e.g., demographic, social, and cultural).

6430. Society and the Individual (3) Influence of culture and social relations on character structure and development of human personality. Draws from anthropological, sociological, and psychological materials.

6459. Seminar on Modern Sociological Theory (3) Comparison and analysis of concepts, conceptual schemes, and theories of leading contemporary theorists in relation to modern research.

6488. Seminar in Research Methods and Design (3) P: SOCI 6312, 6313. Research methodology, experimental and survey designs, and scaling and sampling techniques. Field projects designed and carried out by class. Critical analysis of techniques and results.

6521. Readings in Sociology (1) P: Consent of instructor and dept chair. Modern sociological research monographs or specialized areas of sociology in which student has taken one or more courses.

6523. Readings in Sociology (3) P: Consent of instructor and dept chair. Extensive readings from modern sociological research monographs or specialized areas of sociology in which student has taken one or more courses.

6600. Society and Coastal Policy (3) Sociological perspectives on relationship among society, marine and coastal science, coastal environmental problems and issues, and public policy formation. Special consideration given to current coastal environmental issues pertinent to NC.

6992. Practicum (6) 135 hours of relevant field work. P: Approval of dept graduate faculty and student's practicum committee. Plan, implement, and evaluate individual project of applied sociology.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

SOCI Banked Courses

5311. Contemporary Social Problems (3)

5314. Sociological Concepts (3)

6411. Seminar on Teaching Sociology and Anthropology (1)

6418. Research in Marriage and the Family (3)

6429. Seminar in Social Organization (3)

6431. Seminar on Deviant Behavior (3)

6441. Seminar on Social Systems (3)

6445. Seminar on Racial and Cultural Contacts (3)

6480. Techniques of Population Analysis (3)

6490. Small Group Research (3)

6522. Readings in Sociology (2)

WOMEN'S STUDIES

Cheryl Dudasik-Wiggs, Director, 2108 Bate Building

The graduate women's studies minor consists of 9 s.h. of graduate-level course work designed to complement the student's major field by exploring the experience of women in relationship to issues of gender, race/ethnicity, sexual orientation, class, political structures, and social systems. The minor encourages critical thinking, seeks new knowledge, and explores feminist theory across cultural and disciplinary boundaries.

The minor includes the theoretical foundations course, WOST 5000, and at least two courses from the following: SOCI 5400; CDFR 5300; NURS 5327; SOCW 5007; WOST 6100; a maximum of 3 s.h. in WOST 6101, 6102, 6103, or approved courses at the graduate level.

WOST: WOMEN'S STUDIES

5000. Advanced Seminar in Women's Studies (3) P: Consent of instructor. Interdisciplinary. History and development of feminist theories that shape women's studies. Readings reflect international and multi-ethnic perspectives by including materials from variety of countries and cultures.

6100. Special Topics in Women's Studies (3) Selected advanced topics in women's studies. Topics vary depending on student interest and current issues in women's studies.

6101, 6102, 6103. Independent Study (1,2,3) Intensive research in selected area of women's studies.

COLLEGE OF ALLIED HEALTH SCIENCES

Stephen W. Thomas, Dean, 3206H Health Sciences Building

HIMA: HEALTH INFORMATION MANAGEMENT

5060. Health Informatics (3) P: Consent of instructor. Informatics in health care delivery systems with focus on the clinical, public health, and consumer aspects.

HPRO: HEALTH PROFESSIONS

5000. Seminar in Human Sexual Dysfunctions (3) Explores problems in human sexual behavior and functioning. Emphasis on development of assessment and intervention skills in delivery of sexual health care to broad spectrum of clients.

5011, 5012. Gross Anatomy (5,0) P: Enrolled in OCCT or PTHE programs or consent of dept chairs. Structure of human body. Lab dissection.

5030, 5031. Neuroanatomy (3,0) P: Enrolled in OCCT or PTHE programs or consent of dept chairs; HPRO 5011, 5012. Relationship between structure and function of the nervous system and foundations of neurology. Pathophysiology of specific neurologic disorders common to practice of occupational and physical therapy.

DEPARTMENT OF BIOSTATISTICS

Paul Vos, Chairperson, 2435C Health Sciences Building

BIOS: BIOSTATISTICS

5010. Epidemiology for Health Professionals (3) P: BIOS 1500 or consent of instructor. Distribution of disease in human populations and factors that influence this distribution. Emphasis on leading causes of death, evaluating health research, and utilizing epidemiologic methods.

7021. Biostatistics for Health Professionals I (3) Formerly BIOS 6021 P: MATH 1065 or consent of instructor. Applies statistical methods to health sciences. Types, organization, and display of data; elementary probability; parametric and nonparametric techniques when dealing with one or two samples (matched and independent); one way ANOVA; and simple linear regression.

7022. Biostatistics for Health Professionals II (3) Formerly BIOS 6022 P: BIOS 7021 or consent of instructor. Continuation of BIOS 7021. Topics include ANOVA for multi-factor designs and analysis of single degree of freedom contrasts; randomized block and repeated measures designs; nonparametric methods for standard designs; multiple linear and logistic regression; and chi-square analysis of contingency tables.

7501. Experimental Design (3) Formerly BIOS 6501 P: BIOS 7021 or equivalent or consent of instructor. Experimental designs and their analysis. Topics include completely randomized, randomized block, Latin square, and split-unit designs; factorial treatment structures and repeated measures designs; multiple comparison procedures; tests of normality and homogeneity of variance; measures of effect size; and power considerations.

7550. Applied Multivariate Analysis (3) Formerly BIOS 5450 P: BIOS 7021 or equivalent or consent of instructor. Overview of the most commonly used multivariate statistical techniques. Topics include Hotelling's T-square, MANOVA, discriminant analysis, cluster analysis, principal components, factor analysis, canonical correlation, multidimensional scaling, and correspondence analysis.

7560. Nonparametric Statistical Methods (3) Formerly BIOS 5500 P: BIOS 7021 or equivalent; or consent of instructor. Statistical methods requiring less restrictive assumptions (than parametric methods) about the form of the population distribution. General linear rank statistics, tests and estimation of location, dispersion, regression, and association in the nonparametric setting.

7570. Introduction to Survival Analysis (3) Formerly BIOS 5575 P: BIOS 7021 or equivalent; or consent of instructor. Statistical methods for time-to-event data, including censoring, hazard rates, estimation of survival curves, and methods to compare survival curves. Applications to clinical trials.

SECTION 8: CURRICULA

7580. Categorical Data Analysis (3) Formerly BIOS 5600 P: BIOS 7021 or equivalent; or consent of instructor. Introduction to the analysis of categorized data; rates, ratios, and proportions; relative risk and odds ratio; Cochran-Mantel-Haenszel procedure; life table methods; linear models for categorical data. Applications in demography, epidemiology, and medicine.

DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Gregg D. Givens, Chairperson, 3310W Health Sciences Building

Monica Strauss Hough, Director of Graduate Studies, 3310V Health Sciences Building

MS IN SPEECH, LANGUAGE, AND AUDITORY PATHOLOGY

Graduate programs are accredited by the Council for Academic Accreditation of the American Speech-Language-Hearing Association.

Admission

Application for admission to the graduate program in speech, language, and auditory pathology must be initiated through the Graduate School. (See Section 2, Admission and Readmission.) The department requires that the applicant take the Graduate Record Examinations (GRE) and submit three letters of reference.

Completed applications should be received no later than February 1 for enrollment in the fall semester. Applications for full-time study beginning in either the spring or summer semesters will be considered only under special circumstances because of the sequential nature of the program of study.

Major Areas of Study

Candidates for the MS degree in speech, language, and auditory pathology may select from the major emphasis areas of speech-language pathology and communication sciences.

The speech-language pathology emphasis area is a professional program designed to prepare students for immediate placement in public school and other clinical positions. Persons completing this program of study must meet all academic and clinical requirements for certification by the American Speech-Language-Hearing Association, licensure in North Carolina as well as in most other states, and graduate certification by the North Carolina State Department of Public Instruction.

The communication sciences emphasis area is tailored to the special interests of the students. The course of study can include a substantial portion of the courses in the speech-language pathology and audiology emphasis areas. Additionally, students are required to complete a thesis and successfully pass a final oral defense of the thesis.

Degree Requirements

The university confers the degree of master of science in speech, language and auditory pathology when the candidate has earned at least 54 s.h. of graduate credit. An additional 6 s.h. of graduate credit is available for those interested in receiving the Advanced Certificate of Teaching from the Department of Public Instruction.

A background of undergraduate courses in speech and hearing sciences is essential. For those students who do not have an undergraduate degree in the field, specific undergraduate courses must be taken prior to formally beginning the MS degree sequence. The following undergraduate courses or their equivalent must be taken prior to enrolling in graduate courses (a limited number of applicants may be accepted into the graduate program on a provisional basis): CSDI 3010 (phonetics), 3020 (child language development), 3030 (anatomy, physiology, and acoustics), 3050 (acquisition and development of phonology and articulation), 3105 (hearing science), 4100 (introduction to audiology), 4110 (aural rehabilitation). See requirements for the BS degree in the undergraduate catalog for course descriptions.

Candidates are required to take and pass a final comprehensive examination, which may be taken upon completion of enrollment in all didactic courses required for the degree in the major area of study.

Required Courses

Regardless of the major emphasis area chosen, 9 s.h. of specific core courses are required as follows: CSDI 6100, 6103, 6121. The communication science emphasis requires an additional 6 s.h. (CSDI 6101, 6523). The communication sciences emphasis

also requires a thesis. For the speech-language pathology emphasis, only 3 s.h. of thesis credit may count toward the degree. For the communication science emphasis, 6 s.h. of thesis are required for the degree.

In addition to the general core requirements, the emphasis in speech-language pathology requires an additional 33 s.h. of didactic courses. These courses include CSDI 6101, 6104, 6106, 6108, 6109, 6110, 6112, 6113, 6114, 6200, 6320, 6321, 6900, 6901. Clinical course requirements include: CSDI 6226, 6227, 6229, 6990, 6993.

For the candidate whose major area of study is in speech-language pathology a minimum of 250 clinical clock hours in the diagnosis and treatment of communication disorders is required at the graduate level.

If there are no hours accumulated at the undergraduate level, 375 hours will be required at the graduate level to meet certification and licensure requirements as set forth by the American Speech-Language-Hearing Association and the North Carolina State Board of Examiners.

PhD IN COMMUNICATION SCIENCES AND DISORDERS

The PhD program is designed for advanced scholars with interest in communication sciences and disorders. Two areas of study exist within the program, including speech-language pathology and audiology. Students may enroll in either the research concentration in speech-language pathology, or audiology, or the clinical concentration in audiology. Students enrolled in the research concentrations are required to take course work in a science core, which includes computer applications to the fields, physiology, acoustics and language science (speech-language pathology concentration), a support core taken across disciplines, a statistics core, and an area of concentration developed with the major professor. Students enrolled in the clinical concentration are required to take course work in a science core, which includes computer applications to the fields, physiology and acoustic sciences, a statistics core, a clinical audiology core, and a clinical residency. All students are required to complete a dissertation project prior to being awarded the degree, doctor of philosophy.

Admission

The Admissions Committee will make a holistic judgment of applicant qualifications. Admission to study at the doctoral level requires acceptance by the Graduate School and the department. The application for admission to the Graduate School and official transcripts from each college or university attended must be sent to the dean of the Graduate School. In addition, the following must be sent to the chairperson of the Doctoral Admissions Committee, Department of Communication Sciences and Disorders: Graduate Record Examination scores; three letters of recommendation, with at least two from previous faculty of previous colleges or universities attended; a sample of scholarly writing which may be a thesis, a published or unpublished reprint, or term paper; and a statement that summarizes in as much detail as possible the reasons for pursuing doctoral study and doctoral research objectives.

The applicant must have a master's degree or its equivalent to be considered for entry into the research concentration in speech-language pathology, communication sciences, and audiology PhD programs. Acceptable performance on the Graduate Record Examinations and a minimum cumulative GPA of 3.5 on a 4.0 scale in graduate work are required. Post-baccalaureate entry into the clinical audiology program is offered. (See clinical audiology concentration.)

Applicants seeking admission to doctoral study should have completed a well-integrated program of study that includes course work in biological/physical sciences and mathematics, behavioral and/or social sciences, and human communication sciences and disorders.

Research Concentration:

1. Master's degree or its equivalent from an accredited institution, in speech-language pathology, audiology, communication sciences or related area, with a minimum overall grade point average of 3.5 (on a scale of A=4.0) in graduate work.
2. Graduate Record Examination within five years. A minimum score of 1000 (Verbal and Quantitative subtests) will be required for consideration of admission. Graduate Record Examination is waived as an entrance requirement for Merit Scholars at East Carolina University if other criteria are met. Post-baccalaureate admissions will be considered on a case-by-case basis.
3. Three letters of recommendation, at least two from faculty of the college(s) or university(s) previously attended.
4. A sample of scholarly writing which may be a thesis, a published or unpublished reprint, or term paper.

SECTION 8: CURRICULA

5. A statement that summarizes reasons for pursuing doctoral study and doctoral research objectives in as much detail as possible.
6. Face-to-face or telephone interview.

Clinical Audiology Concentration:

1. Baccalaureate or master's degree from an accredited institution.
2. The applicant must have an undergraduate grade point average of 3.2 on a 4.0 scale. The applicant with a master's degree or its equivalent must have a minimum overall grade point average of 3.5 (on a scale of A=4.0) in graduate work.
3. Undergraduate course prerequisites include the following courses: life sciences (6 s.h.), physical sciences (3 s.h.), behavioral sciences (6 s.h.), English (3 s.h.), mathematics (3 s.h.), statistics (3 s.h.), anatomy and physiology (3 s.h.), introduction to audiology (3 s.h.), speech and hearing sciences (3 s.h.), language development (3 s.h.). Other courses in communication sciences and disorders are strongly encouraged.
4. Graduate Record Examination within five years. A minimum score of 1000 (Verbal and Quantitative subtests) is required for consideration of admission. Graduate Record Examination is waived as an entrance requirement for Merit Scholars at East Carolina University if other criteria are met. Merit Scholars at East Carolina University will receive automatic admission to 3 of the 6 class places if application is completed before their senior year of their baccalaureate program.
5. Three (3) letters of recommendation, at least two from faculty of the college(s) or university(s) previously attended.
6. Interview

Degree Requirements

Research Concentration: Communication sciences, and speech-language pathology and audiology

The research concentration requires a minimum 53 s.h. of didactic and research experiences beyond the masters degree or 95 s.h. beyond the bachelors degree, involving the entire doctoral faculty. The student will develop a background in a science core curriculum (12 s.h.), a support core taken across disciplines (9 s.h.), a statistics core (statistics and research design) (minimum 9 s.h.), research ethics (2 s.h.), a research internship (6 s.h.), and dissertation (minimum 3 s.h.). The student and major professor will select and design an area of major concentration, including 12 s.h. of course work or independent studies.

Except for credits accepted by transfer, the Department of Communication Sciences and Disorders requires that all graduate work, including the dissertation, be completed in residence. The course of study ordinarily requires at least three years of full-time study. Students who have not completed a master's thesis are required to complete a research project by the end of the first academic year with the scope of a thesis (thesis equivalence), approved by a majority of the student's program committee.

Clinical Concentration: Audiology

Baccalaureate admission: The post-baccalaureate clinical audiology PhD option consists of a minimum of 95 graduate credit hours to include broad-based knowledge in areas of applied clinical audiology, structure and development of hearing and communication disorders, speech and hearing sciences, statistics, computers and instrumentation, and research design.

The clinical option is designed to provide course work in an area of concentration guided by the major professor, while securing a background for the student in a science core curriculum (12 s.h.), a support core taken across disciplines (9 s.h.), a statistics core (statistics and research design) (9 s.h.), clinical audiology course work (33 s.h.), clinical experience/residency (24 s.h.), and research internship/dissertation (minimum 6 s.h.).

Post-Master's admission: The post-master's entrance to the clinical audiology concentration requires a minimum of 53 s.h. to include a broad-based contemporary knowledge in areas of applied clinical audiology. The student will develop a background in a science core curriculum (12 s.h.), a statistics core (statistics and research design) (9 s.h.), a research internship (6 s.h.), a major clinical core (18 s.h.), clinical residency (3 s.h.), and dissertation (minimum 3 s.h.).

Examination: The clinical program of study includes a "Gateway" examination during the summer session of the first year of study. A second "Gateway" or "comprehensive" examination is administered during the summer session at the end of the second year of study. The student's program will be terminated with the second failure of the "comprehensive" examination.

Clinical Residency: The clinical residency will be the final clinical placement in audiology that may range from half-time to full-time and that allows for the development of comprehensive clinical knowledge, skills and abilities.

Clinical Defense: The Clinical Defense is an examination designed to evaluate the analysis and synthesis of clinical knowledge. This Defense will occur following successful completion of the comprehensive examination and prior to applying for graduation.

Except for credits accepted by transfer, the Department of Communication Sciences and Disorders requires that all graduate work, including the dissertation, be completed in residence. The course of study ordinarily requires five years of full-time study, post-baccalaureate degree.

Transfer Credit

Credit will be accepted for transfer at the discretion of the Department of Communication Sciences and Disorders and the dean of the Graduate School. A maximum of 9 s.h. of doctoral credit (course work taken beyond the master's degree) may be applied toward the support and/or statistics cores. Credit will not be accepted in the science core or area of concentration.

Doctoral Candidacy Requirements

Following completion of most course work and prior to admission to candidacy for the PhD, students must pass a preliminary examination intended to test fundamental knowledge in both the major and support fields. The candidate will undergo written and oral examinations for mastery of the areas of concentration, the support core, statistical applications in the area of basic and applied research, and research design. Critical analysis and synthesis of all related academic, research, and clinical aspects of the field of preparation must be demonstrated. For the clinical PhD, the second gateway examination will constitute this preliminary examination.

The student's program committee is responsible for the administration and evaluation of the preliminary examination. The recommendation of the committee is sent to the chairperson of the department who forwards to the dean of the Graduate School one of the following recommendations:

The responses to the preliminary examination are satisfactory and the student is recommended to candidacy.

Some responses to the preliminary examination are unsatisfactory and the student is to be re-examined at a specific time. Areas of deficiency to be rewritten and the dates of re-examination will be determined by the program committee.

The responses to the examination are unsatisfactory and a full re-examination will be administered during the subsequent semester. Failure of the second examination results in termination of the program.

Doctoral Dissertation

After passing the preliminary examination, the candidate must initiate the development of an appropriate dissertation research project. The dissertation must reflect independent, scholarly research that will contribute significant new knowledge to the candidate's area of concentration.

Prior to initiating the dissertation research, the candidate's program committee (composed of the major professor and at least three members of the graduate faculty) must approve a prospectus of the proposed dissertation containing the following:

A review of the pertinent literature.

A statement of the nature of the problem and the objectives of the proposed investigation.

A complete methodology, based on preliminary pilot investigations, which include a description and number of subjects to be studied, a discussion of the dependent and independent variables that will be manipulated, and a detailed description of the experimental procedures to be employed, including all experimental instrumentation.

A detailed outline and justification of the statistical analysis of the data that will be obtained.

A copy of the approved Institutional Review Board Application.

With the guidance and approval of the major professor, the candidate formally presents the prospectus to the faculty of the Department of Communication Sciences and Disorders at an open meeting. The program committee must agree that the research proposal is satisfactory, with only one dissenting vote allowed.

SECTION 8: CURRICULA

It is the responsibility of the program committee to counsel the candidate in the research program, critique the dissertation, and conduct the final examination. Upon the satisfactory completion of all requirements, the committee and departmental chairperson will recommend to the dean of the Graduate School the award of the doctoral degree.

The basic form of the dissertation manuscript will follow the East Carolina University manual of style. The East Carolina University library will bind the final copies of the document. Six bound copies of the final approved manuscript must be deposited in the Graduate School office. The Graduate School office will microfilm the dissertation and list the title and abstract in *Dissertation Abstracts*. The student will be billed, at cost, for this service.

Enrichment

In addition to course requirements, each student will be assigned various preceptorships, involving mentored classroom and clinical instruction and administration to assist the student in gaining perspective and experience in university teaching, clinical supervision, and management. Students will be encouraged to participate in university-wide seminars.

Research Internship

In addition to the didactic portion of the doctoral program, each student enrolled in the research concentration will be required to complete two predissertation directed research projects to gain perspectives and laboratory experiences in the area of concentration and/or areas outside the concentration. These projects will be publishable, data-based manuscripts, one developed by the end of each of the first two academic years. At least one of the two research internships must be completed with a faculty member whose primary appointment is in the Department of Communication Sciences and Disorders. Successful completion of an internship requires a written report approved by the supervising faculty member(s) with credit awarded for two of the following courses: CSDI 8070, 8071, 8080, 8081, 8090, 8091. Courses marked (*) are required for the research PhD.

Time Limits for Completion of Degree Requirements

A doctoral degree program must be completed before the end of the twelfth semester, excluding summers, following initial enrollment. With endorsement of the student's program committee and the departmental chairperson, a student may request one extension of not more than two semesters, summers included.

CSDI: SPEECH, LANGUAGE, AND HEARING SCIENCES

5010. Procedures in Clinical Management (3) P: Consent of instructor. Procedures used in diagnostic and treatment of communication disorders. Topics include observation styles, task presentation and analysis, reinforcement techniques, group management, and intervention models. Multicultural communication models and supervised observation experiences in various clinical and public school settings.

5510, 5511, 5512. Special Problems in Speech and Hearing (2,2,2) For advanced senior and graduate students. May be repeated for maximum of 6 s.h. May count toward the CSDI major with consent of chair. Independent exploration of specific areas of interest in communication disorders and research.

6100. Language Disorders (3) P: Undergraduate course in language development. Childhood language disorders from infancy to school-age period. Principles of assessment, intervention, and classification of various types of language disorders. Specific language impairment, developmental and acquired language disorders, and autism.

6101. Language and Learning Disabilities (3) P: CSDI 6100. Oral and written language learning disabilities in school-age and adolescent populations. Contemporary theories, assessment practices, and intervention techniques used in management of those with language learning disorders and/or dyslexia.

6103. Research Design in Speech and Hearing (3) P: Undergraduate statistics course. Fundamentals of research and experimental design and basic statistical analysis in communication sciences and disorders.

6104. Seminar in Voice Disorders (3) P: CSDI 6121 or consent of instructor. Anatomy and physiology of vocal mechanism and phonatory process. Consideration of influence of pathology on phonation. In-depth study of special voice problems as well as those more commonly encountered in clinical practice and their treatment.

6106. Stuttering and Other Fluency Disorders (3) P: Consent of instructor. Current and historical concepts of nature and etiology of stuttering and other fluency disorders such as methodologies of assessment and treatment of children and adults, parent counseling, and research design.

6108. Seminar in Articulation/Phonology Disorders (3) P: Undergraduate course in articulation/phonology or consent of instructor. Phonologic/articulatory development and disorders, dynamics of articulatory production, phonetics as clinical tool, and nature and development of normal and defective articulation/phonology. Contemporary scientific methodology, technology, and research in appraisal and treatment of phonological/articulatory disorders.

6109. Motor Speech Disorders (3) P: CSDI 3020, 3030, 6110; or consent of instructor. Neurophysiology of motor speech behavior coupled with detailed clinical analyses and treatment of various forms of dysarthria and apraxia.

6110. Brain, Language, and Aphasia (3) P: CSDI 6100 or consent of instructor. Comprehensive study of correlative nature of brain and language. Emphasis on aphasiology, including neurological, cognitive, and linguistic aspects.

6112. Seminar in Cranio-Facial Anomalies and Alaryngeal Rehabilitation (3) P: Consent of instructor. Anatomy, physiology, assessment, and treatment of persons with cranio-facial anomalies (including cleft lip and palate) and alaryngeal disorders (laryngectomy).

6113. Linguistic/Cognitive Impairments in Brain-Injured Adults (3) P: CSDI 6110 or consent of instructor. Relationships between cognition, communicative abilities, and brain in normal aging dementia, various causes of dementia, head injury, and right hemisphere brain-damage in adults.

6114. Dysphagia and Neuromotor Functions (3) Relationships between brain and neuromotor functions specifically in regard to swallowing function. Identification, characteristics, assessment, and treatment of disordered swallowing.

6121. Speech Science (3) P: CSDI 3030 or equivalent. Acoustic theory of speech production and anatomical and physiological aspects of speech-motor production.

6200. Multicultural Communication Disorders (3) P: Consent of instructor. Speech and language variations in regional dialects, bilingualism, foreign accent, and multicultural populations. Emphasis on assessing disorders and providing therapy to multicultural and multilingual populations.

6225, 6226, 6227. Clinical Practicum in Speech and Language Pathologies (1,2,3) For CSDI graduate students. Each course may be repeated from 1-3 semesters. P: Completion of 24 s.h. of undergraduate and/or graduate academic course work in CSDI; consent of instructor. Utilization of advanced theoretical knowledge with practical application for speech-language and hearing impaired individuals under direct faculty supervision in University Speech and Hearing Clinic.

6229. Distance Education Clinical Internship (1-9) May be repeated. P: Admission to the CSDI Distance Education Program; Completion of 12 s.h. academic CSDI graduate course work and/or consent of Director of Distance Education program and Director of External Clinical Education. Clinical practice in diagnostic and therapeutic procedures at clinical facilities that have affiliation agreements with ECU/CSDI, supervised by ASHA-certified and state-licensed (where applicable) speech-language pathologists.

6320. Clinical Methods in Speech-Language Pathology I (1) Required one hour clinical methods course addressing basic assessment and intervention issues in Speech-Language Pathology.

6321. Clinical Methods in Speech-Language Pathology II (1) P: 6320. Required one credit clinical methods course which is a continuation of CSDI 6320 addressing advanced assessment and intervention issues in Speech-Language Pathology.

6520. Master of Science Paper (2) P: CSDI 6103. Formulation of lab project, a case study, or library research project. Principles and procedures of recognizing and stating problems of scientific, professional, and clinical importance in CSDI.

6521, 6522, 6523. Readings in Speech and Hearing Research (1,2,3) Each course may be repeated from 1-3 semesters. P: Consent of instructor. Independent exploration of areas of interest in contemporary research in communication disorders and speech and hearing science.

SECTION 8: CURRICULA

6527, 6528, 6529. Research in Speech-Language Pathology (1-3) For CSDI graduate students. P: CSDI 6103; consent of chair. Independent studies, lab projects, case studies, and research problems in communication sciences and disorders.

6800. Communication Processes and Disorders in Aging (3) Formerly CSDI 5800 Study of basic communicative processes and disorders of the aging population including anatomic and physiologic changes in the speech, language, and hearing mechanism. Service delivery issues and residential accommodations for the aging also are addressed.

6900. Administration and Supervision in Speech-Language Pathology and Audiology (3) P: Consent of instructor. Methods involved in organization, management, and supervision in a public school or clinical speech-language and hearing therapy program.

6901. Professional Issues in Speech-Language Pathology (1) For CSDI graduate students. P: Consent of instructor. Supervisory processes, certification, licensure, and ethics/legal issues in Speech-Language Pathology.

6990, 6991. Internship in Speech-Language Pathology and Audiology (1,1) May be taken concurrently. Each course may be repeated for maximum of 3 s.h. each. P: Completion of a minimum of 1 semester of full-time graduate study at ECU and 100 patient contact hours; consent of the director of clinical operations and the dept chair. Directed experience with communicatively handicapped in clinical facility outside university.

6992. Internship in Speech-Language Pathology/Audiology (2) May be repeated. P: CSDI 6990 or 6991. Directed clinical experience in university-affiliated clinical facility for a full semester.

6993. Full-time Internship in Speech-Language Pathology/Audiology (2-9) Credit hours designated relative to clinical responsibilities of student at their specific clinical site of practice. P: Completion of minimum of 3 semesters of full-time graduate study at East Carolina University and 150 patient contact hours; consent of director of clinical operations and dept chair. Directed full-time clinical experience in university-affiliated clinical facility for full semester.

7000. Thesis (3) May be repeated. May count maximum of 3 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7004. Research Ethics for a Complex World (2) Same as GRAD 7004 P: Current enrollment in master's or doctoral program. Introductory graduate course. Case studies, readings, policy review, assignments, and discussions with guest faculty examine areas of ethical concern for researchers. Areas include scientific misconduct, conflict of interest, abusive mentoring, improper authorship practices, protection of human participants, animal subjects of research, and others.

7500. Professional Issues in Communication Disorders (3) P: Consent of instructor. Contemporary topics in administration of clinical programs in speech-language pathology and audiology, clinical supervision models, theories of leadership, state licensure and national certification standards, and legal and other current issues.

8000. Methods in Clinical Audiology (3) P: Consent of instructor. In-depth understanding of issues and employment of basic and advanced auditory tests. Emphasis on relationship between these topics and clinical competency required with advanced testing and diagnosis.

8001. Anatomy and Physiology of the Vestibular System (2) P: Consent of instructor. Functional anatomy and neurophysiology of vestibular and balance systems, from level of inner ear to central nervous system. Emphasis on describing anatomical and physiological bases for both normal and pathological vestibular and balance functions.

8002. Assessment and Management of the Vestibular System (3) P: CSDI 8001 and consent of instructor. Theory and clinical application of current electrophysiological procedures for assessing peripheral and central nervous system portions of vestibular and balance systems.

8003. Advanced Pediatric Assessment (3) P: CSDI 6001, 6019. Contemporary developments in assessment and habilitation of hearing loss in infants and children. Includes areas of otacoustic emissions, auditory evoked potentials, acoustic emissions, and behavioral auditory assessment and auditory processing.

- 8004. Embryology, Genetics, and the Auditory System (3)** P: CSDI 6000, 6013; or consent of instructor. Comprehensive study of embryology, genetics, and syndromes as related to auditory system.
- 8005. Methods in Amplification (3)** P: Consent of instructor. Study of the components and functions of amplification systems, hearing aid evaluation and selection, and related regulations and guidelines. Emphasis on current research, software applications, and clinical implications for high performance technology systems.
- 8006. Auditory Processing (3)** P: CSDI 8000 or consent of instructor. Contemporary theories of auditory processing. Methodologies in assessment and management of auditory processing skills and disorders.
- 8007. Methods in Clinical Audiology Lab (I)** P: Consent of instructor; C: CSDI 8000. Hearing evaluation laboratory.
- 8009. Psychoacoustics (3)** P: Consent of instructor. Examines abilities and limitations of human hearing to discover how sounds entering the ear are processed to give listener useful information about the world outside. Specific topics include measurement methods; frequency, intensity and temporal encoding; localization; and speech perception.
- 8010. Computer and Instrumentation Applications to Speech and Hearing Science* (3)** Knowledge and skills in application of basic signal processing technologies in speech and hearing laboratories. Stimulus generation and analysis techniques as well as physiological recording methods. Emphasis on digital instrumentation training. Analog devices included as needed for certain applications.
- 8011. Advanced Acoustics (3)** P: Consent of instructor. An advanced study of sound and acoustic vibration in the context of living organisms and hearing.
- 8012. Physiological Phonetics* (3)** P: CSDI 6121 or equivalent. Physiologic aspects of speech-motor production. Lab experiences include physiological measurements of respiratory, phonatory, articulatory, and resonance mechanisms.
- 8013. Methods in Clinical Audiology II (3)** P: CSDI 8000 or consent of instructor. Analysis and synthesis of results from advanced audiological testing (behavioral, electrophysiological, and neurological) and differential diagnosis of auditory pathologies.
- 8014. Acoustic Phonetics* (3)** P: CSDI 6121 or equivalent. Acoustic theory of speech production and acoustic analysis of speech. Lab experiences include modern analytical techniques in speech analysis.
- 8015. Electronic Instrumentation and Calibration in Speech and Hearing (3)** An advanced study of electronics, circuits, and instruments used in basic and applied research in the hearing and speech sciences.
- 8016. Auditory Physiology (3)** P: CSDI 6009, 6010; or equivalent. Functional anatomy and physiology of auditory nervous system, from level of inner ear to cerebral cortex. Emphasis on describing anatomical and physiological bases for both normal and pathological hearing functions.
- 8017. Advanced Methods in Amplification II (3)** P: CSDI 8005 or consent of instructor. Study of hearing aid selection, verification and outcome measures, fitting of amplification in special populations; includes in-class lab exercises.
- 8018. Neurolinguistics (3)** P: CSDI 6101, 6103, 6110; or equivalent. Relationships between brain and language and between brain and other cognitive abilities that influence communication.
- 8019. Electrophysiological Measures in Audition I (3)** P: CSDI 8000 or consent of instructor. Introduces issues underlying employment of theory and application of clinical use of clinical procedures in electrophysiological measurement of auditory function. Topics restricted to measurement techniques at auditory periphery and early evoked potentials.
- 8020. Advanced Seminar in Communication Sciences (I-9)** May register for maximum of 9 s.h. May count toward concentration area. P: Consent of instructor.
- 8021. Aural Rehabilitation (4)** 3 hours of didactic lecture and one weekly lab for development and implementation of a community-based program. P: CSDI 8013, 8100; or consent of instructor. Study of aural rehabilitation principles, methods, and technologies.

SECTION 8: CURRICULA

8022. Advanced Seminar in Audiology (1-9) May register for a maximum of 9 s.h. May count toward concentration area. P: Consent of instructor.

8023. Advanced Seminar in Speech-Language Pathology (1-9) May register for a maximum of 9 s.h. May count toward concentration area. P: Consent of instructor.

8024. Advanced Electrophysiological Measures (3) P: CSDI 8019 and consent of instructor. Latest developments in auditory neurophysiological measurement techniques. Review of test procedures in clinical use and those under research development. Focus on all levels of auditory system, from inner ear to temporal lobe. Intensive review of basic science and clinical research literature as well as hands-on lab experiences with new procedures.

8026. Electrophysiological Measures in Audition II (3) P: Consent of instructor. Introduces issues underlying theory and application of clinical use of measurement techniques for middle and late evoked potentials.

8027. Cochlear Implants (2) P: Consent of instructor. Applied and theoretical principles involved with cochlear implants, including candidacy, rehabilitation and programming considerations.

8028. Auditory Pathologies (2) P: Consent of instructor. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems and discussion of prognosis and treatment options.

8030. Doctoral Colloquium (1-9) May register for a maximum of 9 s.h. P: Consent of instructor. Current topics in field of communication sciences and disorders, varying from grantsmanship to health care leadership.

8070, 8071, 8072, 8073. Research Internship: Communication Sciences (3,3,3,3) P: Consent of instructor. Directed research with CSDI doctoral faculty member.

8080, 8081, 8082, 8083. Research Internship: Audiology (3,3,3,3) P: Consent of instructor. Directed research with CSDI doctoral faculty member.

8090, 8091, 8092, 8093. Research Internship: Speech-Language-Pathology (3,3,3,3) P: Consent of instructor. Directed research with CSDI doctoral faculty member.

8100. Advanced Audiology Methods Lab (1) P: Consent of instructor. Lab experiences in assessment of auditory systems.

8102. Vestibular Lab (1) P: Consent of instructor. Lab experiences in assessment of vestibular and balance systems.

8103. Electrophysiological Measures in Audition I - Laboratory (1) P: Consent of instructor. Hands-on lab exercises for clinical procedures in electrophysiological measurement of auditory periphery and early evoked potentials.

8104. Electrophysiological Measures in Audition II - Laboratory (1) P: CSDI 8019, 8103; or consent of instructor. Hands-on lab exercises for clinical procedures in electrophysiological measurement of middle and late evoked potentials.

8150. Audiology Licensure, Certification and Related Issues (1) P: Consent of instructor. Current issues related to the laws, regulations, policies, and supervisory processes governing or related to the professions of audiology and speech-language pathologies.

8234. Audiology Clinical Rotation (1-9) May be repeated for credit. P: Consent of instructor. Observations, readings, supervised clinical practicum, and weekly clinic meetings.

8993. Clinical Residency (6-9) P: Consent of instructor. May be repeated for credit. Clinical experience in application of knowledge, abilities, and advanced clinical skills.

8999. Predoctoral Independent Study (1,2,3,4,5,6) May be repeated. Self-study of a range of topics and techniques relevant to preparation for undertaking dissertation research.

9000*. Dissertation (3-12) May be repeated. May count maximum of 6 s.h. toward the degree.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

CSDI Banked Courses**5565. Seminar in Augmentative
Communication (3)****8230, 8231, 8232. Clinical Practicum in
Audiology (1,2,3)****6115. Appraisal of Communication Disorders I (3)****DEPARTMENT OF HEALTH SERVICES AND INFORMATION MANAGEMENT***Elizabeth Layman, Chairperson, (252) 744-6177**Donald E. Ensley, Director of Graduate Certificates for MBA/MPA Programs, (252) 744-6184***MPA/COMMUNITY HEALTH ADMINISTRATION**

In cooperation with the Department of Political Science, graduate students seeking the master of public administration degree (MPA) may take 15 s.h. in COHE, and approved electives for the completion of an emphasis in community health administration. Required courses are the following: COHE 6000, 6100, 6300, 6971. Electives may be taken from the following: ACCT 6241; BIOS 5010; COHE 6502; ENGL 5780; FINA 6144.

Further information on MPA/Community Health requirements is available in the Department of Political Science.

Students completing the concentration in community health meet the educational requirements for certification as Local Health Administrator I in North Carolina in either public health or mental health administration.

MBA WITH HEALTH CARE MANAGEMENT CERTIFICATE

MBA students interested in pursuing the MBA with the health care management certificate must take COHE 6000, 6600, 6610, and 6620 as electives in the MBA program. A certificate of completion will be issued by the College of Allied Health Sciences. Other graduate students interested in taking these electives must confer with the program directors of the respective schools.

HEALTH CARE ADMINISTRATION CERTIFICATE

The Health Care Administration Certificate is available to all students holding a baccalaureate degree. A certificate of completion will be issued by the College of Allied Health Sciences upon successful completion of 15 s.h. from the following COHE courses: COHE 6000 or HIMA 5060 and COHE 6300, 6600, 6610, and 6620. Students who have not previously passed a graduate health care systems course must first complete COHE 6000 before taking any other course. Students who have already taken the equivalent of COHE 6000, are advised to take HIMA 5060. Certificate students may transfer credits to other graduate programs but acceptance into the certificate program does not guarantee acceptance into other programs and non-degree students can only apply 9 s.h. toward a graduate degree.

HEALTH INFORMATICS CERTIFICATE

The Health Informatics Certificate is available to all students holding a baccalaureate degree. A certificate of completion will be issued by the College of Allied Health Sciences upon successful completion of 15 s.h. from the following COHE courses: COHE 6000, HIMA 5060, COHE 6410, COHE 6420, COHE 6430, COHE 6440, COHE 6450. Students who have not previously passed a graduate health care systems course must first complete COHE 6000 before taking any other course. HIMA 5060 is a co-requisite and should be taken before COHE 6410, 6420, 6430, 6440, or 6450. Certificate students may transfer credits to other graduate programs but acceptance into the certificate program does not guarantee acceptance into other programs and non-degree students can only apply 9 s.h. toward a graduate degree.

SECTION 8: CURRICULA

COHE: COMMUNITY HEALTH

6000. Health Care Systems and Problems (3) P: Consent of instructor. Advanced study of contemporary health care problems. Evolution, philosophy, and present and future trends of our health care system. Emphasis on health policy and practices of community health service institutions and agencies.

6100. Community Health Administration (3) P: COHE 6000 or consent of instructor. Role and application of basic administrative theory and practice in health service institutions and agencies. Emphasis on public aspects of health service.

6300. Health Law (3) P: Consent of instructor. Process and substance of law related to organization and delivery of health services in the US. Recognition of legal issues arising in the practice of health administration, understanding of how legal system thinks, and effective communicate with lawyers practicing in health care field.

6410. Electronic Health Records (3) P/C: HIMA 5060 or consent of instructor. Principles and approaches to EHR technology.

6420. Evaluation Methods in Health Informatics (3) P/C: HIMA 5060 or consent of instructor. Design, data collection, analysis and reporting of health informatics applications.

6430. Database Systems in Health Care (3) P/C: HIMA 5060 or consent of instructor. Relational database theory and applications in health care.

6440. E-Health Care Information System (3) P/C: HIMA 5060 or consent of instructor. Systematic analysis of electronic technologies in health care.

6450. Decision Support in Health Care (3) P/C: HIMA 5060 or consent of instructor. Theories and applications of decision science in health care.

6500, 6502. Independent Study (2,3) P: Approval of outline of study by student's committee or advisor. Tutorial study or supervised research in contemporary health problems, programs, and educational methods.

6600. Management of Health Care Operations (3) P: COHE 6000. Focus on day-to-day operational aspects of managing health care organizations. Operational needs of various health care providers. Emphasis on legal, marketing, service, quality, and personnel issues.

6610. Financial Management of Health Care Organizations (3) P: COHE 6000; FINA 6144. Focus on acquisition, allocation, and management of financial resources within health care organizations. Emphasis on application of financial tools to unique problems of these organizations.

6620. Health Care Strategic Planning and Management (3) P: COHE 6600, 6610. Focus on methods for strategic planning and management health services organizations. Emphasis on techniques for determining strategies for unique services. Integrates strategy, structure, and administrative systems.

6971. Health Policy (3) Overview of health policy and legal issues related to delivery of health care. Emphasis on action, theory, and roles; strategies of power politics; legal foundations; and trends in policy formation with implications for health care administrators.

6990. Internship in Community Health (3) P: COHE 6000 or consent by the student's advisor and the Department of Community Health. Professional learning experience in work study program in community health setting. Supervised by experienced health professional approved by Department of Community Health and student's faculty advisor.

COHE Banked Courses

5460, 5461. Patient Education for Inter-disciplinary Health Care Providers (3,0)

6200. Community Health Education I: Concepts and Theories (3)

6201. Community Health Education II: Methods and Techniques (3)

6400. Trends and Issues in Health Care (3)

6501. Independent Study (2)

6991. Internship in Community Health (3)

6992. Internship Project (1)

6993. Major Paper (4)

6999. Thesis (4-6)

DEPARTMENT OF OCCUPATIONAL THERAPY

Leonard Trujillo, Chairperson, 3305E Health Sciences Building

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

There are two degree paths in occupational therapy. The professional (entry-level) master's degree offers preparation for certification for individuals with baccalaureate degrees in fields other than occupational therapy. The second degree path is a post-professional master's degree, which offers course work for individuals who have an undergraduate degree in occupational therapy and who are certified occupational therapists (OTR). Students who complete a professional (entry-level) master's degree at ECU cannot apply for the post-professional master's degree in occupational therapy.

Admission

Application for admission to the graduate program in occupational therapy must be initiated through the Graduate School. (See Section 2, Admission and Readmission.) The department requires that the applicant meet the following minimum admission requirements: a minimum cumulative GPA of 3.0 on a 4.0 scale, satisfactory Graduate Record Examinations, and acceptable TOEFL or TSL score for non-English foreign students. At the time of application, the applicant must submit two letters of reference, a resume, and a completed statement as specified in the Graduate School application.

For the professional (entry-level) master's degree path, the applicant must present evidence that the required prerequisite course work will be completed and an undergraduate degree (other than occupational therapy) conferred before the start of the program in the fall. Required undergraduate prerequisite courses include anatomy, physiology, statistics, developmental psychology or other course with emphasis on human development across the lifespan, abnormal psychology, introduction to anthropology or sociology, an introduction to occupational therapy course, and a reasoning course such as logic, ethics, or research inquiry in social sciences. Students must demonstrate a proficiency in medical terminology or take a course in medical terminology.

For the post-professional master's degree path, applicants must present evidence of an undergraduate degree from an accredited baccalaureate occupational therapy program.

Degree Requirements

Minimum degree requirement is 73 s.h. for the professional (entry-level) path and 30-33 s.h. for the post-professional path as follows:

Core courses.....	10 s.h.
OCCT 6080, 6455, 6500, 6550, 6600	
Research options (Choose one.).....	5-9 s.h.
Master's project:.....	5 s.h.
OCCT 6650, 6660	
Thesis:	6-9 s.h.
BIOS 7022 or Qualitative analysis.....	3 s.h.
OCCT 7000	3-6 s.h.
Choose one path:	
Professional (entry-level) path.....	57 s.h.
OCCT 6000, 6001, 6002, 6003, 6004, 6005, 6006, 6007, 6008, 6009, 6100, 6150, 6200, 6250, 6300, 6350, 6400 6450, 6500, 6701	
Post-professional path.....	12 s.h.
OCCT 6020	3 s.h.
Concentration Area	3 s.h.
OCCT 6060 or 6070	
Electives.	6 s.h.

Successful completion of OCCT 6455 with a grade of B or better serves as a comprehensive examination.

SECTION 8: CURRICULA

Standard grading policies will follow Graduate School guidelines. Verification by the department chair of the completion of the professional (entry-level) master's degree requirements is necessary to meet occupational therapy practice licensure statutes of the North Carolina Board of Occupational Therapy. Verification by the registrar for completion of the professional (entry-level) master's program is required to take the national certification examination.

ACCREDITATION

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301-652-2682. Graduates of this program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT) located at 800 S. Frederick Ave., Suite 2000, Gaithersburg, MD 20877, 301-990-7979. After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. However, a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

ACCELERATED PROGRAM IN THE PROFESSIONAL MASTER'S DEGREE PATH IN OCCUPATIONAL THERAPY

The accelerated program provides a means by which highly qualified undergraduate students at East Carolina University enroll in the undergraduate program of Health Services Management with the intention of preparing for a professional master's (entry-level) degree path in Occupational Therapy. The student in this program does not obtain an undergraduate degree, but completes a master's degree in five years by completing a total of 162 credit hours including all foundations curriculum courses and core requirements of the undergraduate degree and graduate degree programs.

Admission

Students must maintain an accumulated grade point average (GPA) of 3.2/4.0 at East Carolina University in the undergraduate program. Students should apply to the graduate school in their junior year or after completing at least seventy-five (75) credit hours, including credits earned from advanced placement. Completion of the course requirements does not guarantee an admission to the Graduate School. Students who do not complete the occupational therapy program, must complete all required courses to obtain an undergraduate degree in Health Services Management.

Degree Requirements

Required courses include: foundations curriculum courses, BIOL 2140, 2141, 2150, 2151; BIOS 1500; CHEM 1120; ECON 2113; HIMA 3000, 3120, 4030; HSMA 3020, 3025, 3030, 3035, 4010, 4050, 4055; OCCT 3000, 6000, 6001, 6002, 6003, 6004, 6005, 6006, 6007, 6008, 6009, 6080, 6100, 6150, 6200, 6250, 6500, 6600, 6300, 6350, 6400, 6450, 6455, 6550, 6650; 6701; 6660 or BIOS 7022; OCCT 7000; PHIL 1110, 1175, 1180, 1500, or 2275; PSYC 1000, 3206, 4375; SOCI 2110.

INTEGRATED UNDERGRADUATE/GRADUATE DEGREE PROGRAM IN PSYCHOLOGY AND OCCUPATIONAL THERAPY

The integrated Undergraduate/Graduate Degree Program in Psychology and Occupational Therapy provides a means by which highly qualified undergraduate students at East Carolina University may pursue an undergraduate degree in psychology with the intention of completing the professional masters degree in occupational therapy in five years. Fifteen semester credits of graduate courses count towards both the undergraduate and graduate degree. Total for both undergraduate and graduate programs are 181 credits.

Admission

Students must apply to the graduate school as an integrated undergraduate/graduate after 75 credits of undergraduate work is completed. Incoming students must meet requirements for the honors program and must maintain a cumulative grade point average (GPA) of 3.5/4.0 at East Carolina University. Students who complete the program will receive an undergraduate degree in psychology upon completing all required courses, typically at the end of the first year of the graduate occupational therapy program. Permission to pursue the integrated program does not guarantee an admission to the Graduate School.

Degree Requirements

Required courses include: foundations curriculum courses; foreign language (12 credits); ANTH 1000 or 2200; BIOL 1050, 1051, 2140, 2141, 2150, 2151; CHEM 1120; HIMA 3000; PHIL 1110, 1175, 1180, 1500, or 2275; PSYC 1000, 2210, 3206, 3226, 3311, 4000, 4375; SOCI 2110; electives (12 credits): OCCT 3000, 6000, 6001, 6002, 6003, 6004, 6005, 6006, 6007, 6008, 6009, 6080, 6100, 6150, 6200, 6250, 6500, 6600, 6300, 6350, 6400, 6450, 6455, 6550, 6701, and 6660 or BIOS 7022; OCCT 7000.

CERTIFICATE IN ASSISTIVE TECHNOLOGY

The certificate in assistive technology will equip students with specific skills and knowledge in assistive technology. The overall objective of the program is to prepare educational and/or health care professionals in the knowledge and skills needed to utilize assistive technology for the enhancement of a student and/or client's functional performance. Specifically, candidates who successfully complete the certification will have a broad-based knowledge of assistive technology, the ability to assess assistive technology needs with clients/students and plan implementation based upon that assessment, the ability to work with a collaborative team to implement assistive technology, and the knowledge and skills to effectively manage resources for procurement of assistive technology.

Applicants seeking admission must be graduate students or education or health care professionals working in their respective fields. Professionals can enroll as non-degree seeking students. Admission is based on completion of the certificate application and approval by the program coordinator.

The certificate program requires 12 s.h. of graduate-level course work in assistive technology, emphasizing practical application and collaborative team work. Required courses include SPED/OCCT 6701, 6702, 6703, and an elective.

OCCT: OCCUPATIONAL THERAPY

6000. Foundations of Occupational Therapy (4) P: OCCT 3000 or introductory OCCT course approved by dept chair. Foundations and models of practice of OT. Dimensions and characteristics of human occupation and their relationship to models of practice. Analysis of occupation, including real and symbolic aspects meaningful for individuals and populations.

6001, 6002. Occupation and Movement (3,1) 2 classroom and 3 lab hours per week. P: ANAT and PHLY courses approved by dept chair. P/C: OCCT 6000. Musculoskeletal system as related to human occupation. Mobility, stability, posture, biomechanics, development of movement, relationship between kinesiological components, and gradation of activities.

6003, 6004. Dyadic and Group Skills in Occupational Therapy (3,1) 3 classroom and 3 lab hours per week. P: OCCT 3000, P/C: OCCT 6000. Applies systems theory, communication, and techniques to dyadic and group processes relevant to OT. Relationships and roles of OT practice with individuals across life span.

6005, 6006. Health Impairments and Occupational Therapy I (3,1) 3 classroom and 3 lab hours per week. P: OCCT 3000. P/C: OCCT 6000, 6001, 6002. Etiology of impairments and models of ablement/disablement. Identification of consequences of diseases, injuries or disorders and impact of these on human occupation. Applies appropriate OT frames of reference and remedial techniques.

6007, 6008. Health Impairments and Occupational Therapy II (3,1) 3 classroom and 3 lab hours per week. P: OCCT 6001, 6002, 6005, 6006. Continuation of OCCT 6005, 6006.

6009. Neurological Foundations of Occupational Therapy (3) P: OCCT 6000; ANAT and PHLY courses approved by dept chair. Occupational performance as affected by human nervous system. Structures and functions of human nervous system and relationship of occupation to brain function.

6020. Theoretical Models of Practice in Occupational Therapy (3) P: Enrollment in OCCT or consent of chair. Advanced examination and conceptualization of OT theories within models of practice, including consultation. Analysis and comparison of theories applied to areas of specialty in service delivery systems.

6060. Directed Independent Study (3) Requires approval by occupational therapy advisor and/or graduate committee. May be repeated more than once with change of topic. Individualized, advanced, or in-depth study of topic not offered in OT curriculum.

SECTION 8: CURRICULA

- 6070. Special Topics (3)** May be repeated more than once with change of topic. Topics of current importance not covered thoroughly in other courses.
- 6080. Environmental Contexts and Systems of Occupational Therapy (3)** P: OCCT 6000, 6003, 6004; or consent of dept chair. Systems analysis of societal, cultural, physical, and temporal environments. Evaluates use of environment and technology to enhance occupational function.
- 6100, 6150. Therapeutic Use of Human Occupation I (4,I)** 4 classroom and 3 lab hours per week. P: OCCT 6000, 6001, 6002, 6003, 6004, 6009; P/C: OCCT 6005, 6006, 6007, 6080. First in three course sequence. Reflects a variety of system-practice contexts such as medical, educational, and natural environments. Occupational therapy roles, responsibilities, and interventions in the different settings will be examined.
- 6200, 6250. Therapeutic Use of Human Occupation II (4,I)** 4 classroom and 4 lab hours per week. P: OCCT 6100, 6150; P/C 6008. Extension of OCCT 6100, 6150. P/C: 6008. Case studies reflect complex health care systems, reimbursement issues, and professional support environments.
- 6300, 6350. Therapeutic Use of Human Occupation III (4,I)** 3 classroom and 3 lab hours per week. P: OCCT 6200, 6250; C: OCCT 6400. Extension of OCCT 6200, 6250. Case studies reflect community-based practice, require coordination of systems, and development of innovative OT services.
- 6400. Fieldwork I (I)** 2-week clinical experience. P: OCCT 6200, 6250; C: OCCT 6300, 6350. Role of occupational therapist in variety of nontraditional or emerging practice settings and service delivery systems. Continued development of OT theory, evaluation, and treatment planning skills. Exploration and development of creative applications of therapeutic occupation.
- 6450. Fieldwork II (6)** May be repeated. May count for a maximum of 12 credits. 12-week, full-time clinical practice. P: OCCT 6080, 6300, 6350, 6400, 6500. Practice and master skills necessary to function as competent, entry-level occupational therapist.
- 6455. Application of Theory to Practice (3)** P: 6300, 6350; P/C: OCCT 6450. Integrates fieldwork and classroom experiences. Cases used to explore issues about management and supervision, OT intervention, research, and education. Analyzes current use of theory in OT practice sites.
- 6500, 6550. Managing Occupational Therapy Services (3,I)** P: OCCT 6080. Leadership theory and roles in OT. Focus on supervision issues, planning, and management of service delivery programs. Emphasis on theories of change and student developments as change agents. Systems theory used as basis for understanding organizational structures and development.
- 6600. Concepts and Practice of Research in Occupational Therapy (3)** P: A statistics course approved by dept chair. Principles and processes involved in scientific research. Qualitative and quantitative approaches. Application of knowledge culminates in development of research proposal.
- 6650. Conducting Research in Occupational Therapy (3)** P: OCCT 6600, 6200, 6250. P/C: 6300, 6350. Design and implementation of research project that contributes to knowledge base of OT. Approved research proposal and collection of research data.
- 6660. Master's Project (3)** P: OCCT 6650. Completion of research project which contributes to knowledge base of OT and manuscript appropriate for submission to refereed journal.
- 6701. Assistive Technology Devices and Services (3) Same as SPED 6701** Admission to certification program or consent of instructor. Broad overview of assistive technology, including legal, educational, and discipline specific information. Provides basic information that prepares students for other certificate courses.
- 6702. Assessment, Planning, and Implementation of Assistive Technology (3) Same as SPED 6702** P: SPED 6701 or OCCT 6701. Explores assistive technology assessments and planning and implementation of assistive technology within student/client's environment. Students attain skills in variety of technology using cross-disciplinary team approach.

6703. Collaborative Resource Management of Assistive Technology (3) Same as SPED 6703 P: OCCT 6701 or SPED 6701. Human, product, electronic, and funding resources to meet technology needs for individuals with disabilities examined within state and national networks. Practical collaborative skills practiced in cross-disciplinary team assignments.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7100. Qualitative Research: Analysis and Interpretation (3) Same as HLTH 7100, NURS 7100 P: Consent of instructor. Application and evaluation of qualitative research design and methods including data collection, management, and analysis approaches, and the art and science of interpretation.

OCCT Banked Courses

6010. Service Delivery System Management (3) **6050. Research Design and Methodology in**
6030. Planning, Implementation, and Evaluation **Occupational Therapy (3)**
of Occupational Therapy Models of Practice (3) **6460. Fieldwork II (6)**
6040. Clinical Reasoning in Occupational Therapy (3)

DEPARTMENT OF PHYSICAL THERAPY

Denis Brunt, Chairperson, 2410D Health Sciences Building

Blaise Williams, Director of Graduate Studies, 1425A Health Sciences Building

DOCTOR IN PHYSICAL THERAPY

Degree Requirements

The doctor of physical therapy (DPT) provides the scope, depth, breadth, and rigor of scholarly activity to prepare an entry-level physical therapy practitioner for current and future practice trends. The program comprises **106 s.h.**, including 78 s.h. of didactic course work, 10 s.h. of clinical specialty and research experience, and 32 weeks of clinical education. Students begin the program in the first term of the summer and continue for nine continuous semesters. At the end of the final semester, the student will take a written comprehensive examination and provide both an oral defense and written documentation related to clinical specialty and research concentration. The departmental chairperson's verification of the completion of all degree requirements is necessary to meet physical therapy practice licensure statutes of the North Carolina Board of Physical Therapy Examiners. Admission guidelines to the Department of Physical Therapy are available at www.ecu.edu/pt/.

Required courses: PTHE 8007, 8008, 8100, 8101, 8102, 8103, 8104, 8105, 8200, 8201, 8202, 8203, 8300, 8301, 8302, 8401, 8402, 8403, 8500, 8501, 8502, 8603, 8700, 8701, 8702, 8703, 8801, 8803, 8906, 8907.

4 s.h. from PTHE 8900, 8901, 8902, 8904, 8905, 8908, 8909.

Only 1 course of PTHE 8203, PTHE 8403, PTHE 8603 or PTHE 8803 may be repeated once.

Integrated Physical Therapy/Exercise Physiology (DPT/BS) Degree

The integrated program provides a means by which undergraduate students at East Carolina University enroll in the program of exercise physiology with the intention of preparing for a professional doctoral degree path in physical therapy (DPT). The student in this program will count 15 s.h. of graduate physical therapy course work towards the BS in exercise physiology. The student will complete the DPT in six years for a total of 217 s.h. Course work includes all foundations curriculum courses, core requirements for the undergraduate degree, and prerequisites and core requirements for the DPT. A student may be granted provisional acceptance to the DPT program after their second year of study at ECU based on competitive academic qualifications.

SECTION 8: CURRICULA

PTHE: PHYSICAL THERAPY

8007. Functional Anatomy (3) P: Consent of instructor. Principles of kinesiology, joint anatomy, and tissue function. Emphasis on human movement at joint and system level.

8008. Gross Anatomy (5,0) P: Enrolled in PTHE program. Structure of human body. Lab dissection.

8100. Musculoskeletal Physical Therapy I (4) P: PTHE 8008. Acquisition of knowledge and skills related to care of patients with musculoskeletal problems. Focus on examination.

8101. Neuroscience (5) P: Consent of instructor. Neuroanatomy, neurophysiology, and neurology of nervous system. Introduces normal and dysfunctional motor control mechanisms.

8102. Physical Therapy Modalities and Instrumentation (2) P: PTHE 8007. Physiological basis, indications, contraindications, and utilization of instrumentation for thermal treatment procedures and physics of sound. Emphasis on evidence-based practice regarding selection of modalities for specific medical conditions.

8103. Introduction to Patient Care I (1) P: PTHE 8007. Roles and responsibilities of the physical therapist including medical, legal, ethical and cultural dimensions, therapist-patient interaction, medical terminology, diagnostic interviewing strategies and professional issues.

8104. Pharmacological Agents and Pathological Processes (3) P: PTHE 8007. Overview of general pathology and pharmacology. Emphasis on etiology, symptoms, and pharmacological management of selected disease processes and implications.

8105. Introduction to Patient Care II (2) P: PTHE 8103. Roles and responsibilities of the physical therapist and basic patient care skills.

8200. Clinical Biomechanics (3) P: PTHE 8100 or consent of instructor. Evidence-based integration of mechanical principles into physical therapy practice utilizing quantitative and qualitative approaches.

8201. Electrotherapeutic Diagnosis and Treatment (3) P: PTHE 8007. Physics of electricity and physiological basis, indications, contraindications, and utilization of instrumentation for electrophysiological treatment procedures.

8202. Evaluation and Treatment of the Spine (3) P: PTHE 8007. Principles of evaluation and treatment of orthopedic dysfunction of the spine using evidence-based research.

8203. Clinical Education I (3) Formerly PTHE 7203 May be repeated. 40 hours per week for 6 weeks. P: PTHE 8100, 8101, 8102, 8103, 8104. Introduces clinical practice through observation and supervised activity in acute care, orthopedic clinics or similar settings.

8300. Musculoskeletal Physical Therapy II (3) P: PTHE 8100. Acquires knowledge and skills related to care of patients with musculoskeletal problems. Focus on treatment.

8301. Motor Control and Movement Disorders (3) P: PTHE 8101 or consent of instructor. Neuroscience principles and mechanisms of normal and impaired movement, learning, emphasizing research and practice.

8302. Adult Therapeutic Intervention I (3) P: PTHE 8101. Applies examination and therapeutic intervention methods effective in identifying and treating motor control dysfunctions in adult neurological client.

8401. Pediatric Therapeutic Intervention (3) P: PTHE 8302. Evaluation and treatment of children, emphasizing development of functional movement, clinical decision making, management of impairments, and practice in various settings.

8402. Adult Therapeutic Intervention II (4) PTHE 8302. Applies advanced examination and therapeutic intervention methods effective in identifying and treating motor control dysfunctions in the neurological client, including CNS disorders, neuromuscular diseases, and vestibular disorders.

8403. Clinical Education II (4) May be repeated. 40 hours per week for 8 weeks. P: PTHE 8203. Supervised clinical training and experience in medical training facility. Emphasis on special program functions in inpatient or outpatient facility.

- 8500. Musculoskeletal Physical Therapy III (3)** P: PTHE 8300. Acquires knowledge and skills related to care of patients with musculoskeletal problems. Focus on advanced examination and intervention for complicated patients.
- 8501. Prosthetics (2)** P: PTHE 8200. Patient assessment, prescription criteria, rehabilitation goals, and treatment techniques. Functional assessment of patients' prosthetic devices.
- 8502. Muscle Physiology (3)** P: PTHE 8104 or consent of instructor. Physiology of muscle in health, disease, and aging.
- 8603. Clinical Education III (4)** May be repeated. 40 hours per week for 8 weeks. P: PTHE 8403. Supervised clinical experiences concentrating on specialized areas of physical therapy practice.
- 8700. Cardiovascular and Pulmonary Rehabilitation (3)** P: PTHE 8502. Assessment and treatment used for cardiac, peripheral vascular, and pulmonary impairments. Analysis of physiological responses to physical rehabilitation treatment, benefits of preventative management, and value of interdisciplinary team management.
- 8701. Administration of Physical Therapy Services (3)** P: PTHE 8503. Impact of health care industry trends and issues on development and operations of PT services. Application of planning, organizing, marketing, managing and financing principles for clinical practice establishment and maintenance. Medico-legal, ethical, and quality control aspects of services.
- 8702. Research Design (3)** P: PTHE 8603 or consent of instructor. Scientific method, research design, basic statistics, and procedures for communicating results to physical therapy professionals and integrating into evidence-based practice.
- 8703. Geriatric Physical Therapy (3)** P: PTHE 8503. Advanced knowledge of the aging process and the treatment and management of the elderly client.
- 8704. Health Promotion for Physical Therapists (2)** P: PTHE 8104 or consent of instructor. Impact of exercise and nutrition on promoting health and wellness as it relates to the practice of physical therapy.
- 8801. Seminar in Physical Therapy (1)** May count a maximum of 2 s.h. towards DPT. P: PTHE 8403. Integrates basic science and clinical experiences in professional practice.
- 8803. Clinical Education IV (5)** May be repeated. 40 hours per week for 10 weeks. P: PTHE 8503. Supervised clinical experiences in long-term care facilities and specialized clinics.
- 8900. Advanced Concepts in Sports Physical Therapy (2)** P: PTHE 8300. Advanced knowledge and skill in outpatient sports settings. Emphasis on evidence-based research.
- 8901. Advances in Muscle Research (2)** P: PTHE 8104 or consent of instructor. Foundation in pathophysiology and/or rehabilitation of muscle. Emphasis on evidence-based research.
- 8902. Advances in Lower Extremity Evaluation (2)** P: PTHE 8300. Advanced techniques for evaluation of patients with lower extremity pathology, including biomechanics and instrumented gait analysis.
- 8904. Advances in Prosthetics and Orthotics (2)** P: PTHE 8200. Current amputee, prosthetic, and orthotic therapeutic interventions. Emphasis on evidence-based research.
- 8905. Advanced Seminar in Evidenced Based Practice (2)** May be repeated. May count maximum of 4 s.h. P: Consent of instructor. Critical analysis of advances in research in specialized areas of physical therapy practice.
- 8906. Clinical Specialty Concentration (2)** May be repeated. May count maximum of 6 s.h. P: PTHE 8203, PTHE 8403, PTHE 8603. Supervised experience in specialty clinical practice.
- 8907. Research Concentration (2)** May be repeated. May count maximum of 10 s.h. P: Consent of instructor. Directed research with graduate-level faculty.
- 8908. Advanced Topics in Pediatric Physical Therapy (2)** P: PTHE 8401. Advanced techniques for examination, evaluation and intervention for infants, children, and adolescents with/at risk for movement dysfunction in the pediatric population. Use of scientific evidence to aid in clinical decision-making.

SECTION 8: CURRICULA

8909. Geriatric Balance and Gait Disorders (2) P: PTHE 8402. Advanced knowledge and skill in the evaluation and treatment of geriatric patients with balance and gait disorders. Emphasis on selected populations at high risk for falls.

8910. Muscle Plasticity (2) P: Consent of instructor. Changes in muscle composition and mass with a focus on disease processes and therapeutic interventions.

PTHE Banked Courses

6214. Clinical Problem Solving I (1)

6414. Clinical Problem Solving II (2)

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

Larry Dennis, Chairperson, Health Sciences Building

MS IN PHYSICIAN ASSISTANT

Physician assistant majors must pass all physician assistant core courses with a minimum numerical grade of 70 percent and an overall GPA of 3.0 for the semester. A student earning less than a grade of 70 percent or an overall GPA of 3.0 for the semester must petition the Department of Physician Assistant Studies for probationary continuation. A student must have completed a baccalaureate degree from a regionally accredited college or university, must have completed the prerequisite requirements as listed below and must have a minimum prerequisite GPA of 3.0 to be eligible to apply for admission into the professional phase of the physician assistant curriculum. Any exceptions must be approved by the department chair. All requirements for continuation in the graduate school must be met. The minimum requirement for the degree is 99 s.h. as follows:

Prerequisite Requirements: Courses to be completed prior to entering the program with at least a 3.0 GPA.

Chemistry: One full academic year

Genetics: One semester

Human Anatomy and Physiology: One full academic year

Medical Terminology: One semester

Microbiology: One semester

Psychology: One semester

Statistics: One semester

Core Courses: PADP 6000, 6010, 6020, 6030, 6040, 6050, 6150, 6200, 6210, 6220, 6250, 6500, 6650, 6680, 6800, 6810, 6850, 6980. To continue to the clinical portion of the curriculum, the student must successfully pass all didactic courses listed above with an overall 3.0 GPA and no more than 6 s.h. of Cs.

Clinical Courses: PADP 6310, 6320, 6330, 6340, 6350, 6360, 6370, 6380.

PADP: PHYSICIAN ASSISTANT STUDIES

6000. The Role of the Physician Assistant and the History, Philosophy, and Ethics of Medical Practice (1) History of medicine. Introduces medical ethics, nonclinical aspects of dependent practice, and roles of other health care providers involved in medical team approach to medical care and disease prevention. Explores different cultures and their perception of medicine, legal issues, quality assurance, and risk management. Facilitates development of realistic role identity for the physician assistant.

6010. Diagnostic Methods I (3) Laboratory procedures used to identify pathophysiological processes and the rationale for ordering them. Interpretation of laboratory results and treatment options.

6020. Diagnostic Methods II (3) Continuation of PADP 6010. Emphasis on ordering and interpreting lab tests in organ system based pathological case studies. Interpretation and ordering of electrocardiography, radiography and MRI, CT and PET scans.

6030. Clinical Gross Anatomy (5,0) Structure of human body with virtual anatomy lab and clinical case studies.

6050. Introduction to Clinical Medicine (3) Emphasis on medical problem-solving using patient management format and case studies.

6150. Clinical Medicine I (5) Clinically-oriented didactic and lab skills as preparation for clinical rotations and future clinical practice. Etiology, pathophysiology, clinical manifestations, and appropriate management of selected disease entities. Clinical training in lab sciences, standardized patients, and obtaining and writing history and physical exams. Enhances acquisition of skills necessary to formulate a diagnosis and treatment plan. Presents musculoskeletal, infectious disease, dermatology, and cardiology systems.

6200. History and Physical Exam I (2) Emphasis on patient interviewing, communication skills, and counseling skills. Proper use of instruments and techniques used in performing a thorough physical examination.

6210. History and Physical Examination II (3) Continuation of PADP 6200. Emphasis on adult physical examination.

6220. History and Physical Examination III (3) Continuation of PADP 6200 and 6210. Emphasis on examination of the pediatric patient and the geriatric patient.

6250. Clinical Medicine II (4) Continuation of PADP 6150. Presents pulmonary, nephrology, neurology, endocrine, and hematology/oncology systems. Includes geriatrics and pediatrics.

6310. Behavioral Medicine Clinical Practicum (5) Advanced rotation focuses on community settings in area of student's medical vocational interest. Facilitates acquisition of communication and behavioral modification skills useful in primary care setting.

6320. Internal Medicine Clinical Practicum (5) Applies medical knowledge to basic and complicated problems and situations encountered in internal medicine practice. Collect database, formulate complete problem list, and participate in daily rounds and management of patient problems. Develops awareness of complexity of disease processes and differential diagnosis.

6330. Family Medicine Clinical Practicum (5) In-depth emphasis on outpatient evaluation, treatment of conditions common at family medicine/primary care level, and appropriate health maintenance measures for all age groups.

6340. General Surgery Clinical Practicum (5) Routine health care of variety of surgical inpatients and outpatients. Assignment to surgical team with emphasis on pre-operative evaluation and preparatory procedures, assisting at operating table, and management of patients through post-operative period to discharge.

6350. Emergency Medicine Clinical Practicum (5) Evaluation and management of emergency and surgical problems seen in emergency department. Initial evaluation of potential surgical conditions and performance of problem-specific exams, emergency procedures, and minor surgical skills.

6360. Pediatrics Clinical Practicum (5) Assignment to institutional setting or community-based pediatric site. Emphasis on communication skills and relating sensitively to children and parents. Familiarization with normal growth and development, pediatric preventive medicine, and evaluation and management of common childhood illnesses.

6370. Women's Health and Prenatal Care (5) P: Enrolled in PADP program or consent of chair. Clinical experiences in prenatal care and women's health.

6380. Geriatrics Clinical Practicum (5) Clinical experience with the aging population focusing on unique medical, psychosocial, environmental and cultural aspects of aging.

6500. Pharmacology and Pharmacotherapeutics (4) Pharmacological knowledge basic to assessment and management skills for advanced clinical practice. Pharmacological management of patients throughout life span with common acute and chronic health problems. Overviews of selected drug classes. Emphasis on data collection and diagnostic reasoning in relation to major drug classifications, monitoring, and evaluation of pharmacological interventions. Application of cost-benefit, risk-benefit, efficacy, side-effects, and adverse responses through case studies to develop knowledge and skills that adhere to legal standards of practice.

6650. Surgery and Emergency Medicine Skills (4) Clinically-oriented didactic and lab skills related to knowledge and skills needed in emergency department and surgical arena. In-depth focus on acute and surgical conditions encountered in primary care and surgical settings. Pre-operative and post-operative care as well as surgical preparation to be properly demonstrated.

SECTION 8: CURRICULA

6680. Introduction to Clerkship (4) Emphasis on preparing the student for clinical rotation experiences and medical procedures.

6800. Behavioral Medicine and Psychosocial Issues in Health Care (2) General survey of fundamental principles underlying human behavior. Includes physiological development, learning, memory, motivation, and social and abnormal behavior. Emphasis on improving communication skills and integrating knowledge of psychosocial principles and diagnoses with clinical situations. Development of counseling skills, ability to handle patients with stress, and death and dying issues. Covers additional content in psychiatric case studies, problem-solving methodologies, and evidence-based medicine.

6810. Medical Ethics and Jurisprudence (2,0) Develop critical skills necessary to identify, analyze, and resolve ethical, legal, and professional issues.

6850. Health Promotion/Disease Prevention (2) Basic concepts include distribution, prevalence, causation, mode of transmission and dissemination, control, and prevention strategies used to counter significant infectious disease and occupational injuries. Investigates reportable diseases and conditions; role of state health departments in the process; and role of CDC&P in collecting and evaluating data reported by state, identifying emerging pathogens, and informing treatment community in a timely manner through such venues as the MMWR.

6980. Research Project (4) Admission to candidacy, successful completion of didactic and clinical phases of the program, and successful performance on comprehensive exam as designated by dept.

PADP Banked Courses

6300. Physical Diagnosis (4)

6400. Communication Skills (1)

6600. Advanced Clinical Practicum (3)

6700. Advanced Clinical Practicum (3)

6950. Epidemiology/Methods I (2)

6951. Epidemiology/Methods II (1)

DEPARTMENT OF REHABILITATION STUDIES

Paul Alston Chairperson, 4425 Health Sciences Building

The department offers three master of science (MS) degree programs and a doctor of philosophy (PhD). Students in rehabilitation counseling and vocational evaluation MS degree programs complete a minimum of 50 s.h. of credit. Students in the substance abuse and clinical counseling degree program must complete 62 s.h. of credit. Students with an undergraduate degree in rehabilitation services are required to complete a minimum of 48 s.h. of credit for any of the three MS degree programs. Required courses passed with a grade of B or higher at the undergraduate level will be waived. The application deadline for MS degree applications is March 1st.

MS IN REHABILITATION COUNSELING

Required courses: REHB 5100, 6000, 6010, 6250, 6300, 6310, 6350, 6351, 6360, 6361, 6370, 6401, 6550, 6991, 6992, 6993, 6994, and 3 s.h. of research electives.

MS IN SUBSTANCE ABUSE AND CLINICAL COUNSELING

Required courses: REHB 5100, 5793, 6010, 6250, 6300, 6310, 6320, 6330, 6350, 6351, 6360, 6361, 6370, 6401, 6550, 6703, 6991, 6992, 6993, 6994; 3 s.h. of research and 3 s.h. of electives.

MS IN VOCATIONAL EVALUATION

Required courses: REHB 5100, 5400, 6000, 6010, 6250, 6310, 6401, 6403, 6404, 6405, 6550, 6991, 6992, 6993, 6994; 3 s.h. of research electives.

Certificate in Employee Assistance Program Counseling

The Employee Assistance Program (EAP) Counseling certificate will provide counselors with the specific background information and skills needed in this specialized area of counseling. This certificate is open to students enrolled in graduate counseling programs and counselors who wish to work in this area. The program is designed to equip counselors with knowledge of mental health, substance abuse and family issues related to the work environment. Program design and counseling techniques/approaches specific to this specialized area of the profession are presented.

The certificate requires the completion of 12 s.h. of graduate level courses. Required courses include REHB 7610 and 9 s.h. from REHB 5793, REHB 6320, PSYC 6343 or an approved elective. The director of the EAP certificate program will have a list of approved electives.

Certificate in Rehabilitation Counseling

The Certificate in Rehabilitation Counseling provides basic knowledge and information needed to work as a professional in this specialized area. The certificate program includes specialized training in Rehabilitation Counseling and may prepare counselors to meet the basic academic requirements to be eligible to take the Certified Rehabilitation Counselor Exam. Participants are required to be currently enrolled in a graduate counseling program or may enroll non degree if they possess a graduate degree in counseling.

The certificate program requires a minimum of 12 s.h. in the following courses: REHB 5000, 5100, 6000. Selected electives should be chosen in consultation with the certificate coordinator. The list of appropriate electives is available from the certificate coordinator and may be selected after consultation with the requirements of the Commission on Rehabilitation Counselor Certification.

Certificate in Substance Abuse Counseling

The Certificate in Substance Abuse Counseling provides students with the practical skills and basic techniques needed to provide services to individuals with addictions. This specialized area of counseling requires specific knowledge of theory and applied techniques in addition to general counseling knowledge and skills. The certificate is open to students enrolled in graduate programs as well as applicants holding a masters or baccalaureate degree. These courses meet the academic requirement for the North Carolina Certification as a Substance Abuse Counselor (CSAC) or Licensed Clinical Addictions Specialist (LCAS).

The program requires the completion of 12 s.h. of coursework as follows: REHB 5793, 5795, 5796, 6703. Any substitutions must be approved by the certificate coordinator.

Certificate in Vocational Evaluation

The Certificate in Vocational Evaluation will provide students with the basic knowledge and professional skills needed to work as an evaluator in applied settings. The certificate is open to graduate students as well as nondegree students with a baccalaureate degree. The courses included in the certificate program may allow students with a related degree to sit for the Certified Vocational Evaluator (CVE) Exam.

The program requires completion of 12 s.h. of coursework as follows: REHB 5400, 6401 or equivalent, 6405, plus 3 s.h. of electives chosen in consultation with the certificate coordinator. A list of appropriate electives is available from the certificate coordinator. The certificate in vocational evaluation should not be confused with any state or national certifications or licenses.

PHD IN REHABILITATION COUNSELING AND ADMINISTRATION

The PhD in Rehabilitation Counseling and Administration is designed to prepare higher education faculty in rehabilitation counseling and related fields, and/or administrators in rehabilitation, substance abuse, mental health and related health care programs. The program prepares advanced clinical professionals for rehabilitation, mental health and substance abuse counseling in clinical settings as well. Students select a concentration in rehabilitation counseling or rehabilitation studies. All students are required to fulfill a one year residency requirement and complete a dissertation under supervision of a faculty advisor.

Admission

The following documents are required before final admission is approved: completed application form for admission to Graduate School; official transcripts from colleges and universities attended, official or certified copy of score reports of GRE (or MAT) and TOEFL (if applicable), a resume, three letters of reference and a written statement of the applicant's goals and research interests.

SECTION 8: CURRICULA

While applicants will typically have completed a masters degree in counseling or a related area, individuals with outstanding academic and/or clinical backgrounds with a bachelor's degree may be considered on a highly selective basis. For selection criteria visit the website at www.ecu.edu/rehb or contact the Director of Doctoral Studies. Students are admitted for the fall semester only. The application deadline is February 1st.

Curriculum

The concentration in rehabilitation counseling requires a minimum of 98 s.h. of graduate course work including acceptable graduate course work in a counseling or closely related graduate program. Required course credit which may be completed as part of a prior graduate program include the following courses (or the equivalent): REHB 5000, 5100, 6000, 6250, 6300, 6310, 6320, 6350, 6351, 6360, 6370, 6401, 6550, 6991, 6992, 6993, 6994. This concentration requires a minimum of 49 s.h. beyond the masters degree, including BIOS 7021, 7022, 7550; REHB 7340, 8350, 8360, 8370, 8380, 8420, 8550, 8810, 8991, 8992, 8993, 8994, and 9000. Electives may be chosen from the optional focus areas and/or courses areas listed below:

- A. Substance Abuse and Clinical Counseling includes 12 s.h. selected from REHB 6330, 6703, 8710, and an approved elective.
- B. Vocational Evaluation includes 12 s.h. selected from REHB 6405/6406, 7403, 7404, 8410, and 8420.
- C. Rehabilitation Research includes 12 s.h. selected from BIOS 5010, 7501, 7560; NURS 7250, EDUC 7001, and NURS 7235 or EDUC 7430.
- D. Area of focus chosen by the candidate and approved by the program director.

The concentration in rehabilitation studies requires a minimum of 98 s.h. of graduate course work including acceptable graduate course work in a counseling or rehabilitation related graduate program. Required course credit which may be completed as part of a prior graduate program include a masters' degree in a related rehabilitation or health care field and the following courses (or the equivalent): REHB 5000, 5100, 6000, 6300, 6401.

This concentration requires a minimum of 45 s.h. beyond the masters degree, including BIOS 7021, 7022, and 6 s.h. selected from BIOS 7550, 7560, NURS 7235, 7250, EDUC 7001, 7430; REHB 7601, 7650, 8420, 8550, 8630, 8810, and 9000. This concentration also requires the completion of a 9 s.h. area of focus selected by the candidate and approved by the program director.

REHB: REHABILITATION STUDIES

5000. Introduction to Rehabilitation (3) Entire field of rehabilitation. Emphasis on rehabilitation counseling.

5100, 5101. Occupational Analysis and Career Counseling (3,0) 3 classroom hours per week with additional vocational field experiences. P for nonmajors: Consent of instructor. Current occupational, vocational, career counseling, and career development theories and practices related to persons with mental and physical disabilities. Emphasis on occupational analysis, career exploration, and person-centered job seeking and job placement activities.

5400. Introduction to Vocational Evaluation (3) P: Graduate or senior standing; consent of instructor or dept chair. History, theory, philosophy, and definitions of vocational evaluation and assessment of individuals who are disabled or disadvantaged. Review of service delivery and self-determination models in public and private sectors. Vocational evaluation and its relationship to career development, work, and labor market. Assessment processes, instruments, and techniques in rehabilitation, education, and social service settings.

5793. Treatment of Alcohol and Drug Addiction (3) P/C: REHB 2003 or consent of instructor. Sociocultural, psychological, and physiological contributions to alcohol and major drug addictions. Etiological theories of addiction. Philosophies and modalities of treatment including family, individual, and group counseling. Vocational rehabilitation. Detoxification processes, etc. Self-help treatment philosophies. Intervention concepts and strategies; dynamics of motivation; assessment techniques; models for contemporary treatment of addiction within health care system. Roles of various professionals in treating addiction. Barriers to effective application of treatment processes.

5795. Prevention of Alcohol and Drug Abuse (3) P/C: REHB 2003 or consent of instructor. Various issues related to prevention of alcohol and drug abuse as a community health problem. Critical evaluation of various models and philosophies of prevention. Early intervention and secondary prevention models, including employee assistance programs. Exposure to ongoing prevention efforts and strategies. Barriers to prevention programs.

5796. Contemporary Alcohol/Drug Abuse Issues (3) P/C: REHB 5793 or consent of instructor. Current significant and/or controversial issues.

6000, 6001. Medical and Psychosocial Aspects of Disability (3,0) Functional capacities of individuals with disabilities, impact of disability on individual, and personal and social adjustment to life.

6010. Introduction to Counseling and Rehabilitation (3) History and philosophy of the counseling profession, including credentialing, ethical standards and counselor role and function in clinical, substance abuse, and rehabilitation settings.

6200. Psychosocial Aspects of Disability (3) Social and psychological issues related to physical and mental disability. Identification of adjustment problems and design of appropriate rehabilitation responses.

6250. Psychiatric Rehabilitation (3) Basic diagnostic and treatment practices for counseling and rehabilitation of individuals with mental disorders.

6300. Rehabilitation Counseling and Human Development Theories (3) Theories and perspectives of counseling, human growth and development.

6310. Prepracticum in Rehabilitation and Substance Abuse Counseling (3) Counseling skills and techniques, assessment practices, treatment/rehabilitation plans, discharge summaries/termination reports, case management, professional issues, standards, and ethics.

6320. Family Treatment in Substance Abuse Rehabilitation (3) Same as CDFR 6320 P: REHB 5793 or consent of instructor. Rehabilitation and treatment strategies. Family intervention strategies, family counseling, and treatment of adult children of addicted parents. Emphasis on relationships of family, substance abuse, and major physical and mental disabilities.

6330. Substance Abuse Counseling (3) P: REHB 2003 or consent of instructor. Theory and practice for counseling substance abusers. Specialized counseling issues related to family issues, multiple diagnosis, special populations, stress management, criminal justice system, and relapse prevention.

6350. Group Counseling for Addictive Behavior (3) P: REHB 6300, 6310; or consent of instructor. Group counseling processes with chemically-addicted persons. Didactic information on group counseling theory for addicts coupled with experiential group counseling process.

6351. Small Group (1) P: Admission to graduate program. Direct student experience in small group activity.

6360, 6361. Rehabilitation and Substance Abuse Counseling Practicum (3,1) P: REHB 6300, 6310; or consent of instructor. Counseling of clients with problems of personal/social adjustment, substance abuse, adjustment to disability, educational and/or career planning in an applied setting.

6370. Multicultural Counseling in Rehabilitation (3) Culturally-based studies, experiences and activities for students to acquire the awareness, knowledge, and skills to work with persons from culturally diverse backgrounds.

6401. Rehabilitation Evaluation (3) Tests and measurement theory. Principles and hands-on exposure to standardized psychological, vocational, and educational tests and inventories. Ethical, legal, and practical considerations in testing adolescents and adults that are disabled or disadvantaged. Interpreting tests and using test results in report writing, rehabilitation counseling, planning, and self-determination.

6405, 6406. Vocational Evaluation Practicum and Lab (3,0) Classroom instruction and field experience. P: REHB 5400 or consent of instructor or dept chair. Administering, modifying, scoring, and interpreting various vocational evaluation instruments. Behavioral observation and recording techniques. Community-based assessment strategies. Group discussion of case studies and problems.

SECTION 8: CURRICULA

- 6501. Problems and Research in Rehabilitation (1)** May be repeated for 1-6 s.h. Advanced independent study and research for MS research project. Close supervision of faculty member.
- 6521, 6522, 6523. Directed Readings in Rehabilitation (1,1,1)** No class meetings; hours for instructor conferences arranged. Intensive reading on particular rehabilitation problem based on student's special interests and needs.
- 6550. Rehabilitation Research (3)** Research design and techniques. Develop proposal for MS research project or thesis.
- 6561. Master of Science Research Project (3)** P: REHB 6550 or consent of instructor. Formulation of lab project, case study, experimental study, or library research project that demonstrates principles and procedures of recognizing and formulating problems of scientific, professional, and clinical importance in rehabilitation.
- 6620. Private Sector Rehabilitation (3)** Private rehabilitation counseling. Insurance rehabilitation, worker's compensation consulting, vocational expert testimony, and ethical issues.
- 6703. Introduction to Substance Abuse (3)** Addresses psychoactive drugs of abuse; the impact of drug abuse on society; psychopharmacology; substance abuse prevention; substance abuse treatment; and drug regulation.
- 6799. Independent Study in Alcohol/Drug Abuse Addiction (3)** P: REHB 5793, 5795; or consent of instructor. Etiology, epidemiology, treatment, rehabilitation, intervention, or prevention.
- 6800. Seminar in Rehabilitation (1)** May be repeated for maximum of 3 s.h. May count toward electives for graduate students in the Department of Rehabilitation Studies. Contemporary issues affecting field of rehabilitation counseling.
- 6991, 6992, 6993, 6994. Internship in Substance Abuse and Rehabilitation Counseling (3 each)** Consent of graduate director. Normally taken in last semester of student's program. Placement in program involved in substance abuse and/or rehabilitation counseling.
- 7000. Thesis (3)** May be repeated. May count maximum of 6 s.h.
- 7001. Thesis: Summer Research (1)** May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.
- 7340. Advanced Clinical Counseling Theories and Techniques (3)** P: REHB 6300, 6310 or equivalent; or consent of instructor. Counseling theories utilized with people with disabilities, such as cognitive-behavioral counseling, transactional analysis, and gestalt therapy. Counseling techniques and strategies such as stress management skill training, anger management, self-esteem building, conflict management, dream work, and alternative and complementary therapies.
- 7403. Advanced Vocational Evaluation Methods (3) Formerly REHB 6403** P: REHB 5400 or consent of instructor or dept chair. Current vocational evaluation research. Various assessment samples and systems. Work sample development, standardization, and modification. Synthesis and interpretation of vocational evaluation results and report writing.
- 7404. Seminar in Vocational Evaluation Administration (3) Formerly REHB 6404** P: REHB 5400 or consent of instructor or dept chair. Developing and administering public and private vocational evaluation units. Development of service grants and contracts. Professional, ethical, and legal issues and concerns in vocational evaluation. Consultation, certification, accreditation, and program evaluation methods.
- 7601. Rehabilitation Administration and Leadership (3) Formerly REHB 6601** Provides overview of management and leadership theory for rehabilitation service delivery organizations.
- 7610. Employee Assistance Programs (3) Formerly REHB 6610** P: Consent of instructor. Theory and practice of employee assistance programs. Organization, structure, and professional helping role.
- 7650. International Policy: Global Challenges of Disability (3)** P: Admission to PhD program or consent of the instructor. Explores a broad range national and international perspectives on disability and its role in U.S. and international politics and policy.

8350. Advanced Group Counseling in Rehabilitation (3) P: REHB 6350 or equivalent or consent of instructor. Advanced group counseling techniques and skills with people in rehabilitation settings. Includes experiential component.

8360. Advanced Practicum (3) P: REHB 6360; or consent of instructor. Experience in clinical counseling, counselor education, or administration with individual and/or triadic supervision.

8370. Advanced Multicultural Ethics and Leadership in Counseling (3) P: REHB 6370; or consent of instructor. Multicultural theories, experiences, and activities to develop advanced cultural awareness, ethics, knowledge, and skills to work as professionals and leaders with individuals, groups, and organizations from diverse backgrounds.

8380. Rehabilitation Counseling Supervision (3) Current knowledge in theoretical foundations and applied models of counselor/clinical supervision within a rehabilitation counseling context. Doctoral students develop skills in roles of supervisor-teacher, supervisor-counselor, and supervisor-consultant. Simulated counselor-supervision experiences and engagement in experiential training by supervising several master's-level practicum and/or internship supervisees.

8410. Seminar in Vocational Evaluation Systems Design (3) P: REHB 5400 or equivalent. Examines vocational assessment and vocational systems, including construction, standardization, and administration. Reviews service delivery systems that utilize vocational evaluation/assessment instruments. Analysis of effective service and system matches.

8420. Advanced Assessment and Evaluation (3) P: REHB 6401, 6550 or consent of instructor. Advanced study of evaluation procedures and methods necessary to analyze and assess individuals and/or programs.

8531, 8532, 8533. Independent Study (1,1,1) Intensive reading on a particular area of rehabilitation or administration. Hours for instructor conferences arranged individually with student.

8550. Advanced Research in Rehabilitation (3) Prepares professionals to study and evaluate professional practice.

8630. Theory and Design of Rehabilitation Programs (3) P: REHB 7601 or equivalent or consent of instructor. Theory, philosophy, and administrative processes behind design and operation of different rehabilitation service delivery programs. Approaches to evaluating and improving program effectiveness.

8710. Substance Abuse Seminar (3) P: REHB 5796, 5793, 6330; or consent of instructor. Covers contemporary and controversial issues in substance abuse field. Explores opposing viewpoints from leading health care professionals, social scientists, and social commentators. Develops critical thinking skills, including debates, literature review, and class discussion. Examines several major issues facing the substance abuse field.

8810. Doctoral Seminar in Rehabilitation Counseling (1-4) Forum to review, discuss, write, and develop research on a variety of current topics in rehabilitation counseling and/or administration.

8991, 8992, 8993, 8994. Advanced Internship (3 each) P: Consent of graduate director. Includes a minimum of 600 hours of supervised experiences in clinical practice, supervision, research, and/or teaching.

9000. Dissertation (3-12) May be repeated. May count maximum of 18 s.h. toward degree.

9001. Dissertation Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for the course during summer.

REHB Banked Courses

6502, 6503, 6504, 6505, 6506. Problems and Research in Rehabilitation (1 each)

6602. Technical and Legal Aspects in Rehabilitation Administration (3)

COLLEGE OF BUSINESS

Frederick D. Niswander, Dean, 3119 Bate Building

Len Rhodes, Assistant Dean for Graduate Programs, 3203 Bate Building

MISSION

The College of Business provides an environment where students, faculty, and business professionals can pursue the acquisition of applied and theoretical knowledge relevant to the operation of profit and nonprofit organizations. The college, which consists of five departments, offers the BSBA degree with ten concentrations, the five-year BSA/MSA and a stand-alone MSA program in professional accounting, and the MBA degree. The college also offers a tax option in the professional accounting program as well as health care, management information systems, and other options in the MBA program. We expect our graduates to be prepared to be managers and analysts in large and small organizations which operate on both a profit and nonprofit basis. In addition, the faculty is engaged in the expansion of knowledge through research. The college supports the business practitioner through the Division of Professional Programs, Bureau of Business Research, Small Business Institute, and applied research projects in both graduate and undergraduate classes. The college supports primary and secondary education in the state through its Center for Economic Education.

ACCREDITATION

The undergraduate and master's business programs are accredited by AACSB International. Since the primary objective of accreditation and the College of Business is to foster high quality in education for business administration and management, most of the school's resources are dedicated to its degree programs. Consequently, nonbusiness majors will not be permitted to enroll in more than 15 s.h. of graduate course credit offered by the College of Business.

MASTER'S PROGRAMS IN BUSINESS

The master of business administration (MBA) degree program offers professional training to qualified applicants who aspire to careers as efficient and responsible managers. The program is structured for students with baccalaureate degrees in nonbusiness as well as business fields and emphasizes the development of basic analytical skills in problem solving and decision making.

The master of science in accounting (MSA) degree program includes advanced study in business administration and provides for greater depth and breadth in professional courses in accounting than is possible in current undergraduate degree programs or master's in business administration programs. A business core, accounting core, and graduate accounting electives comprise the graduate program, which requires 30 s.h. of graduate work beyond the baccalaureate in accounting. Students entering the program must satisfy the common body of knowledge and the concentration in accounting as required for the baccalaureate degree.

Admission: The MBA and MSA degree programs are open to students with baccalaureate degrees from institutions accredited by the Council for Higher Education Accreditation (CHEA) - recognized institutional accrediting agency who present evidence of their ability to pursue graduate study. The decision is based on a combination of factors including a total of at least 950 points for the MBA or 1000 points for the MSA based on the formula: 200 times the cumulative GPA (4.0 system) plus the GMAT score; or at least 1000 points for the MBA or 1050 for the MSA based on the formula: 200 times upper division GPA (4.0 system) plus the GMAT score.

There is an additional application for the international management and security studies options.

A maximum of 12 s.h. of the breadth requirements of the MBA or of the accounting electives in the MSA program may be transferred from another AACSB accredited MBA or MSA program or an equivalent international graduate business program with the approval of the assistant dean for graduate programs and the dean of the Graduate School.

MBA

The MBA degree program has two major components, business core, and breadth, requiring 60 s.h. The courses required to fulfill the business core requirement are ACCT 6241; ENGL 5780; FINA 6144, 6204, 6214; MGMT 6102; MIS 6143; MKTG 6162; OMGT 6123, 6213. Some or all of the business core courses may be waived if equivalent recent work of sufficient depth has been completed at a high performance level which may reduce the program to 30-57 s.h. The breadth requirement is satisfied by completing the following courses: ACCT 6521; FINA 6604; MGMT 6722, 6802; MKTG 6822; OMGT 6613, 6683; and sufficient electives, approved by the assistant dean for graduate programs, to complete the 30-60 s.h. requirement. Electives are divided into analytical and behavioral subgroups and each student is usually required to take at least one elective from

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each subgroup, although a student judged weak in one of the subgroups may be required to take all three electives from that subgroup. The analytical subgroup includes all accounting, finance, management information systems, and operations electives, and MKTG 6642. The behavioral subgroup includes all management electives and MKTG 6652, 6832, 6842. At least 30 s.h. must be in business courses numbered 6300 or above. Upon approval by the Assistant Dean for Graduate Programs, certain 5000-level courses may be substituted for business electives, reducing the total required business courses numbered 6300 or above to 21. Students may choose to use their electives to complete one of the certificate programs described below.

MD/MBA

The Brody School of Medicine and the College of Business cooperatively offer a joint doctor of medicine (MD) and master of business administration (MBA) dual degree program. Students in the Brody School of Medicine may use the school's cooperative educational experience option to enroll in the MBA program in the College of Business, usually between the second and third years of medical school. The MD/MBA dual degree program is also open to medical students who are accepted for, or enrolled in, other accredited medical schools, physicians who are currently in medical residence training programs, and practicing physicians. There is a separate application for the MBA in the MD/MBA dual degree program. The GMAT is waived for applicants with MD degrees or students from accredited medical schools.

Medical students and residents who must complete the MBA program in one year must enter in the second session of summer school and complete 42 s.h. of courses in the first session of summer school twelve months later. Practicing physicians and residents who attend part time may enter in any term. The required courses are ACCT 6241, 6521; FINA 6144, 6204, 6604; MGMT 6102, 6722, 6802; MIS 6143; MKTG 6162, 6822; OMGT 6123 or 6683; 6213, 6613.

MSA

Applications for direct admission into the MSA program are invited from students with undergraduate degrees in accounting, business, and areas other than business. The MSA degree program has three major components, business core, accounting evaluation, and required accounting courses, requiring 60 s.h (possibly less). The courses required to fulfill the business core requirement are ENGL 5780, FINA 6144, 6204, 6214, MGMT 6102, 6722, MIS 6143, MKTG 6162, OMGT 6123, 6213. Some or all of the business core courses may be waived if equivalent recent work of sufficient depth has been completed at a high performance level which may reduce the program to 30-57 s.h. The courses required to fulfill the accounting evaluation requirement are ACCT 6241, 3551, 3561, 3621, 3731, 3851, 4641. Accounting evaluation classes must be completed either at the undergraduate or graduate level. For undergraduate accounting majors, the required accounting courses are satisfied by completing the following courses: ACCT 6611, 6701, 6801, 6891, 6901, 6951, 6981, FINA 6604, MGMT 6832, and one accounting elective numbered 6300 or greater. For undergraduate non-accounting majors, the required accounting courses are satisfied by completing the following courses: ACCT 6611, 6701, 6891, 6901, 6951, 6981. Waived courses must be replaced with one or more of the following courses: ACCT 6801 or 6911, FINA 6604, MGMT 6832 or MIS 6143 as appropriate. Required courses and other program requirements for each applicant must be individually determined by the assistant dean for graduate programs.

BSA/MSA (Five-Year, Combined Degree Program in Accounting)

ECU undergraduate accounting majors may submit application in their junior or senior year to the BSA/MSA five-year combined degree program in accounting. All graduate school admission criteria must be satisfied.

Minimum degree requirement for the five-year combined program is 150 s.h. of credit as follows:

- 1. Foundations curriculum requirements (See Section 4 of undergraduate catalog), including ECON 2113, 2133; MATH 1066; PHIL 2275; PSYC 1000; SPCH 2520; SOCI 2110.....42 s.h.
 - 2. Cognates: ENGL 2730 or 3870; 3880; MATH 2283.....9 s.h.
 - 3. Business core: ACCT 2401, 2521, 6701; FINA 2244, 3724, 6604; MGMT 3202, 4842, 6832; MIS 2223, 3063; MKTG 3832; OMGT 3123, 3223, 4293; one of the following: ACCT 4451; FINA 4454; MGMT 3352; MKTG 3852, 4992.....48 s.h.
 - 4. Area of concentration: ACCT 3551, 3561, 3621, 3731, 4641, 4651, 6611, 6801, 6891, 6901, 6951, 6981; 6811 or 6911 or any other accounting course above 6600.....39 s.h.
 - 5. Electives.....12 s.h.
- Electives must be undergraduate and a maximum of 9 s.h. may be in business courses not listed above.

A minimum grade of C and a 2.8 GPA in accounting courses is required to satisfy any upper-level undergraduate accounting prerequisites.

The Department of Accounting will not accept for credit upper-level courses (those numbered 3000 or above at ECU) taken at a junior college or community college. The departmental chairperson will determine on an individual basis the extent to which upper-level courses taken at senior colleges may be used to meet degree requirements at East Carolina University. All other East Carolina University Graduate School and College of Business requirements must be followed. **Students not completing the entire curriculum will be required to meet the BSBA requirements in order to receive a bachelor's degree. The BSA degree may not be awarded separately from the MSA.**

CERTIFICATE PROGRAMS

The certificate programs are open to students enrolled in the MBA and MSA programs, applicants with graduate business degrees from AACSB accredited schools of business, and applicants with graduate business degrees from schools of business without AACSB accreditation with the approval of the assistant dean for graduate programs. Requirements for the various certificates require from 9-15 s.h. as follows:

Development and environmental planning (12 s.h.): PLAN 6301, 6305; choose two from: PLAN 6000, 6009, 6010, 6019, 6020, 6029.

Electronic commerce (12 s.h.): MIS 6863, 6883; MKTG 6662, 6762.

Finance (12 s.h.): Choose four from the following: FINA 6624, 6654, 6814, 6824, 6854, 6874, 6876.

Health care management (12 s.h.): COHE 6000, 6600, 6610, 6620.

Hospitality management (12 s.h.): HMGH 6310, 6400, 6410, 6420.

International management (12 s.h.): INTL 6005, 6105, 6500; choose one from: FINA 6876; MGMT 6322; MKTG 6992; complete the foreign language requirement for the master of arts in international studies; and have a minimum of a semester-long international field experience in the area in which the selected foreign language is used, as approved by the assistant dean for graduate programs.

Management information systems (12 s.h.): MIS 6843, 6863, 6873, 6883.

Professional investment management and operations (12 s.h.): FINA 6624, 6824, 6904, 6914.

School business management (12 s.h.): LEED 6804, 6807, 7408, 7470.

Security Studies (15 s.h.): Through the Division of Academic Affairs, the university offers the interdisciplinary graduate certificate in security studies. See Thomas Harriot College of Arts and Sciences, Department of Political Science, for certificate requirements.

Sport Management (12 s.h.): EXSS 6106, 6132; choose two from: EXSS 6001, 6102, 6131, 6133, RCLS 6005.

Supply Chain Management (12 s.h.): OMGT 6383, 6743, 6763; choose one from: MKTG 6762, OMGT 6493.

Tax (9 s.h.): ACCT 6911, 6921, 6931.

BUSI: BUSINESS

6001, 6002, 6003. Internship in Business (1,2,3) P: Consent of assistant dean for graduate programs. Part-time experience under the supervision of a business owner, manager, or business professional.

DEPARTMENT OF ACCOUNTING

Dan L. Schisler, Chairperson, 3208 Bate Building

ACCT: ACCOUNTING

624I. Financial and Managerial Accounting (3) May not count toward the BSA or MSA. Generation and flow of financial information through accounting system and its uses by management in decision-making process.

630I. Fraud Examination (3) May count toward the BSA or MSA. P: ACCT 624I. Basic understanding of fraud prevention, detection concepts, and examination techniques.

652I. Accounting for Decision Making (3) May not count toward the BSA or MSA. P: ACCT 624I. Managerial accounting, cost theories, and applications and their effect on decision making.

661I. Auditing (3) P: ACCT 385I. Auditing standards and procedures and their relation to principles and systems of internal control of business operations.

670I. Regulation (3) P: ACCT 689I, 691I; P/C: ACCT 690I. Regulatory issues confronting accountants and AICPA standards for professional responsibility.

680I. Accounting Theory (3) P: ACCT 252I or 624I. Accounting principles, practices, and procedures of complex business enterprises.

681I. Cost Accounting Theory (3) P: ACCT 362I. Basic concepts underlying cost accounting and use of knowledge in studying contemporary business environment.

689I. Federal Income Taxation (3) P: ACCT 356I. General income tax theory and applications to problems encountered by individuals and businesses. Compliance, planning, and research.

690I. Advanced Federal Taxation (3) P: ACCT 373I, 689I. Income tax issues encountered by corporations, partnerships, and families. Includes gift and estate taxation, research and compliance procedures, and planning for maximization of after-tax benefits for multiple entities.

691I. Research in Taxation (3) P: ACCT 689I. Federal taxation at research level. Research for individuals and corporations. Introduction to estates and trusts.

692I. Advanced Taxation of Partnerships (3) P: ACCT 689I. Federal taxation of partnerships, S-corporations, and limited liability companies.

693I. Advanced Taxation of Estates (3) P: ACCT 689I. Federal taxation of estates, trusts, and gifts.

695I. Auditing Seminar (3) P: ACCT 661I, 689I; P/C: ACCT 690I. Conceptual framework of independent auditing. Emphasis on development of theory, methodology, standards, and practice.

698I. The Professional Accounting Environment (3) P: ACCT 661I, 689I; P/C: ACCT 690I. Advanced accounting topics, the audit, and contemporary issues and problems. Emphasis on cost accounting, international accounting, business combinations, taxation, and practical application.

699I. Advanced Topics in Accounting (3) P: ACCT 690I. Investigation of specific problems in accounting.

ACCT Banked Courses

640I. Accounting for Public Sector (3)

665I. Accounting and Public Interest (3)

683I. Taxation and Business Decisions (3)

685I. Corporate Mergers (3)

DEPARTMENT OF FINANCE

Scott D. Below, Chairperson, 3420 Bate Building

FINA: FINANCE

6144. Financial Management I (3) P: ACCT 6241; OMGT 6123. Financial manager's role in financial planning, acquisition of funds, and social, ethical, and governmental aspects of national and international financial decision making.

6204. Analysis of the Business Economic Environment (3) P: OMGT 6123. Concepts, theories, and analytical tools of micro and macroeconomic theory and their application in understanding the economic, social, and legal environment in which businesses operate.

6214. Government Regulation of Business (3) Legal process and government's role played in public regulation of business enterprise. Covers judicial system, contract and sales law, business associations, antitrust, securities regulation, employment law, and trade regulation.

6604. Financial Management II (3) P: FINA 6144. Financial management decision techniques as applicable to complex domestic and international business.

6624. Investment Management (3) P: FINA 6144. Conceptual and analytical framework for formulating investment policies, analyzing investment alternatives, and constructing portfolio strategies for individuals and institutions.

6654. Commercial Bank Financial Management (3) P: FINA 6144. Conceptual and analytical framework for management of commercial banks.

6814. Management of Financial Risk (3) P: FINA 6144. Analysis of risk environment of corporations through advanced analytical tools and models.

6824. Portfolio Theory, Construction and Management (3) For students considering careers in portfolio management. P: FINA 6144. Portfolio optimization, asset allocation, performance evaluation, and market efficiency issues from perspective of professional portfolio manager. Extensive use of spreadsheet software.

6854. Real Estate Analysis (3) P: FINA 6144. Relationships among real estate, financial, and investor communities. Includes markets, location, financial and investments analysis, and taxation.

6874. Topics in Finance (3) P: FINA 6144. Selected topics.

6876. International Financial Management (3) P: FINA 6144. Financing of international trade and investments. Topics include international monetary system and banking, exchange rates and money markets, and international long-term investment and financial management.

6904. Mutual Fund Management and Operations (3) P: FINA 6624 or FINA 6824. Structure and regulatory environment of investment companies and investment company securities (i.e. mutual funds).

6914. Portfolio Management and Operations Practicum (3) P: FINA 6824; P/C FINA 6904. Hands-on professional investment management. Students will be responsible for the day-to-day management and operations of actual and hypothetical investment portfolios.

SECTION 8: CURRICULA

DEPARTMENT OF MANAGEMENT

Joseph M. Tomkiewicz, Chairperson, 3106 Bate Building

MGMT: MANAGEMENT

6102. Comparative Management (3) Management concepts and manager's responsibilities to stakeholders. Emphasis on impact of international competition.

6322. International Management (3) P: MGMT 6102. Intensive examination of management of organizations in global economy.

6500, 6510, 6520. Independent Study (3,3,3) P: MGMT 6102. Intensive study of selected subject in greater depth than achieved in other courses offered by school.

6722. Strategic Management (3) P: ACCT 6521, FINA 6604, MGMT 6802, MKTG 6822, OMGT 6613, OMGT 6883. Concept of policy making and viewpoint of management. Integration of business organization in decision making and formulation of plans to achieve objectives.

6802. Organizational Behavior (3) P: MGMT 6102. Managing and understanding individuals and groups in organizational environment. Motivation, communication, leadership, group process, and diversity in work place.

6812. Entrepreneurship (3) P: FINA 6144; MGMT 6102; MKTG 6162. Conceptualization, initiation, and management of new enterprises with consideration of opportunities and associated risks.

6822. Business and Society (3) P: MGMT 6102. Implications of management decisions in broader scope of antitrust legislation, regulation by government, value systems, and ethics.

6832. Human Resources (3) P: MGMT 6102. Skills and techniques used in building and maintaining an effective work force.

DEPARTMENT OF MANAGEMENT INFORMATION SYSTEMS

Richard Hauser, Chairperson, 3410 Bate Building

MIS: MANAGEMENT INFORMATION SYSTEMS

6143. Management Information Systems I (3) Formerly DSCI 6143 Emphasis on computer application.

6843. Systems Analysis and Design (3) Formerly DSCI 6843 P: MIS 6143. Information systems analysis and design from information system/requirements analysis and application system design perspectives.

6853. Seminar in Information Systems (3) Formerly DSCI 6853 P: MIS 6143. Current and emerging concepts, tools, and methodologies in information systems.

6863. Enterprise Infrastructure (3) Formerly DSCI 6863 P: MIS 6143. Data and telecommunications fundamentals for design, implementation, and management of digital networks.

6873. Data Management (3) Formerly DSCI 6873 P: MIS 6143. Fundamental concepts and issues in database design, management, and application of data management technologies to support managerial decision making.

6883. Web Technologies for Business (3) Formerly DSCI 6883 P: MIS 6143. Exploration of issues, strategies, and evolving techniques that enable modern web applications for organizations.

6923. Topics in Management Information Systems (3) Formerly DSCI 6923 P: MIS 6143.

DEPARTMENT OF MARKETING AND SUPPLY CHAIN MANAGEMENT

Kenneth Anselmi, Chairperson, 3414 Bate Building

MKTG: MARKETING

6162. Marketing Management (3) Definitions, concepts, practices, and analytical tools used to market goods and services. Environmental variables, e.g., legal, social, ethical, cultural, ecological, and technological issues and marketing's role within profit and nonprofit organizations.

6642. Marketing Research (3) P: MKTG 6162; OMGT 6123. Methods, techniques, and procedures of marketing research. Emphasis on various methods of acquiring information for marketing management decision making. Major group project or case is required.

6652. Seminar in Marketing (3) P: MKTG 6162. Selected topics.

6662. Electronic Markets (3) P: MKTG 6162; MIS 6143. Examines processes necessary to integrate a website into an organization's strategic plan and the basics of the Internet. Focuses on strategic application of website to enhance corporate profit, serve customers, and market organization. Considers how various types of hardware, software, and telecommunications enable and support integrated, e-business processes in an organization. Covers improvement, enhancement, and promotion of the site, including registering with search engines and directories.

6762. Business-to-Business Marketing (3) P: MKTG 6162. Marketing mix design for business customers, emphasizing purchasing decisions, inter-firm relationships, the roles of supply chain and value-added activities in profitability, and value communication.

6822. Marketing Strategy (3) P: ACCT 6521; MKTG 6162. Market analysis and strategy formulation. Emphasis on application of marketing concepts to variety of organizations.

6842. Consumer Behavior (3) P: MKTG 6162. Current theory and research in consumer behavior used to develop marketing strategy for profit and nonprofit businesses. Applications of consumer behavior to social marketing.

6992. Global Marketing (3) P: MKTG 6162. Marketing decision-making, strategy development, and operational performance of firms involved in international business.

MKTG Banked Courses

6832. Public Relations (3)

OMGT: OPERATIONS MANAGEMENT

6123. Quantitative Methods (3) Formerly DSCI 6123 Basic quantitative concepts and their applications to decision models.

6213. Operations and Supply Chain Management (3) Formerly DSCI 6213 P: OMGT 6123, MIS 6143. Design, operations and improvement of systems that produce a firm's products and services; management of supply chains; application of conceptual and quantitative techniques.

6333. Project Management (3) P: OMGT 6123. Concepts and technology of project management as applicable to wide range of business and technical situations. Focus on behavioral and organizational aspects as well as quantitative methods and computer systems in project management.

6383. Supply Chain Systems (3) P: OMGT 6213. Application of technology to three key aspects of a supply chain's competitive advantage: product design, product demand estimation, and supply chain systems analysis.

6493. Quality Management (3) P: OMGT 6213. Quality management principles and application in business enterprises and global supply chains.

SECTION 8: CURRICULA

6613. Management Science (3) Formerly DSCI 6613 P: OMGT 6213. Methods and models used in application of management science to managerial and organizational decision-making. Emphasis on deterministic models. Topics include decision theory, mathematical programming, network models, and deterministic simulation.

6683. Statistical Methods (3) Formerly DSCI 6683 P: OMGT 6123. Multiple correlation and regression, forecasting, analysis of variance, and selected nonparametric statistical techniques. Application project.

6743. Logistics and Materials Management (3) P: OMGT 6213. Management and movement of goods and services to support supply chain management.

6763. Supply Chain Management (3) P: OMGT 6213. Concepts in supply chain management and its role in global markets. Analyzes supply chains, creating supplier networks, and evaluating the performance of a supply chain.

6943. Topics in Operations Management (3) P: Consent of assistant dean for graduate program and dept chair.

OMGT Banked Courses

**6803. Stabilization Policy (3) Formerly
DSCI 6803**
**6823. Applied Management Science (3)
Formerly DSCI 6823**

**6833. Advanced Production Management (3)
Formerly DSCI 6683**

COLLEGE OF EDUCATION

Linda Patriarca, Dean, 154 Speight Building

The mission of the College of Education is the preparation of professional educators and allied practitioners, including professionals in adult/continuing education, business information systems, counseling, instructional technology, and librarianship. Significant to this mission is a strong commitment to three important, related areas: the encouragement and nurturing of professional growth for educators and allied practitioners at all levels and in all areas of the educational endeavor; a continuing emphasis on and support for scholarship and research/creative activity, and service in all areas of professional education.

The College of Education offers graduate degree programs through the Departments of Business and Information Technologies Education; Counselor and Adult Education; Curriculum and Instruction; Educational Leadership; Library Science and Instructional Technology; and Mathematics and Science Education.

Accreditation

Graduate teacher education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Public Schools of North Carolina, Department of Public Instruction.

Distance Education

Selected College of Education programs have been approved for distance education delivery. All programs may be available on campus. For a complete listing of programs available partially or entirely through distance education, please refer to Section 7, Degrees and Teacher Licensure, or contact individual department offices.

MASTER'S TEACHING DEGREES

The master of arts in education (MAEd) is offered with teaching areas in business education; elementary education; English education; health education; history education (with concentrations in American history and European history); instructional technology; marketing education; mathematics; middle grades education (with concentrations in English, mathematics, science, and social studies); physical education (with concentrations in adapted physical education and physical education pedagogy); reading education; science education; special education (with concentrations in behavioral/emotional disabilities, learning disabilities, low incidence disabilities, and mental retardation). MAEd programs in art, birth-kindergarten, family and consumer sciences education, and music (master of music) are administratively located in the respective departments. These programs may choose to satisfy MAEd competency requirements through the use of the MAEd core or they may utilize their own courses to meet the competencies. The College of Education also offers the master of arts in teaching (MAT) with teaching field concentrations. Please refer to the Department of Curriculum and Instruction for requirements of the MAT.

NOTE: The College of Education also offers an MAEd in adult education, which is not a teaching degree.

MASTER OF ARTS IN EDUCATION (MAEd)

Master of arts in education (MAEd) degree programs range from a minimum of 36-39 semester hours, depending on the teaching field. All MAEd degree programs require completion of course work in the following competency areas: research, trends, and issues in education; the diverse learner; and, effective communication and leadership. The program is designed so that students and advisors have options in completing these competencies. Additional courses may be added to the following list of core courses as they are approved.

All MAEd teaching degree programs require completion of a final product. Depending on the teaching area selected, the final product may be in the form of a comprehensive examination (written or oral), a thesis, a research project, or a portfolio. See the description of teaching area specific courses (below) for information about how the final product requirement is satisfied in each teaching area.

A student may seek acceptance into the College of Education and one of several teaching areas offered in the MAEd. Minimum requirements for admission to the College of Education's MAEd program include the following:

1. All MAEd applicants (except those applying to the adult education MAEd program) must currently hold or be eligible for an initial teaching license. Entrance into an MAEd teaching area other than that of the initial licensure area may require prerequisite courses and a passing score on the area specialty PRAXIS exam for licensure.
2. Overall GPA of 2.5 on a 4.0 scale on all undergraduate work from an institution accredited by a regional association.

SECTION 8: CURRICULA

- 3. Satisfactory entrance examination scores on either the Graduate Record Examination or the Miller Analogy Test. This must be completed prior to admission or completion of 9 s.h. of graduate credit.
- 4. A completed Graduate School application packet, including the written statement of purpose, a copy of the initial teaching license, and three letters of recommendation from persons who can attest to the applicant's academic competence or ability to do graduate work.

Upon acceptance into a teaching area, the student is assigned an advisor.

Required core courses..... 12 s.h.
Research, Trends, and Issues Competency Area: EDUC 6480, 6482 or SCIE 65003 s.h.
Diverse Learner Competency Area: EDUC 6001; SPED 6002.....6 s.h.
Effective Communication and Leadership Competency Area: LEED 6000 or ADED 6550 or ELEM 65503 s.h.

Teaching area specific courses (Choose from one of the following areas.)24-27 s.h.

Business education.....27 s.h.
BITE 6410, 6426, 6450, 6492, 6750
Choose 12 s.h. from the following:
BITE 5200, 5205, 5503, 6103, 6104, 6400, 6420, 6422, 6423, 6424, 6428, 6430, 6435, 6700, 7000 (May count 6 s.h. of BITE 7000 toward the degree.)
Final product requirement: Either the development of a professional portfolio with an oral defense (BITE 6450) or a thesis with an oral defense (BITE 7000).

Elementary education24 s.h.
ELEM 6000, 6001, 6200, 6300, 6400, 6500
Choose 9 s.h. in an elementary content strand as follows:
Academically Gifted: SPED 6104, 6401, 6402 (SPED 6403 is a requirement for add-on licensure in gifted education)
Content Pedagogy: ELEM 6406; 6412 or 6488; MATE 6320; SCIE 6019; READ 5316 or 6421
Teacher Leadership in the Elementary School: ELEM 6408, 6805, 6408, 6410, 6412
Early Childhood: ELEM 6412, 6408, and 6410
Thesis: ELEM 7000 (May be repeated. May count 6 s.h. toward the degree. Can be substituted for 3 s.h. in one of the content strands.)
Final product requirement: A research project with an oral presentation (ELEM 6000 and 6001) or a thesis with an oral thesis defense (ELEM 7000).

English27 s.h.
ENED 6510, 6511 (IRB research approval procedures are required for all students in this research series)
18 s.h. of English or English Education courses, 6 s.h. of which must be at the 6000 or 7000-level.
Choose 3 s.h. from COAD 6358; READ 5317; SPED 6000
Final product requirement: A research project initiated in ENED 6510 and completed with an oral presentation in ENED 6511.

Health education24 s.h.
HLTH 5310, 6100, 6200, 6300, 6355, 6400
Internship: HLTH 6990, 6991
Final product requirement: A professional portfolio (HLTH 6990 and 6991) is required for completion of the final product requirement.

History education.....27 s.h.
HIED 6510; HIST 6900, 6993
Concentration: Choose American History or European History
Choose 21 s.h. in the area, including 9 s.h. from the historiography course, the seminar in issues and topics, and a directed research project.
6 s.h. in a related field outside the concentration.
At least 3 s.h. of coursework must be in the area of culturally diverse or multicultural populations.
Final product requirement: A research project with an oral defense and comprehensive oral examination.

Instructional Technology	24-27 s.h.
EDTC 6010, 6020, 6025; 6035 or 6037; 6139; 6140 or 6230; 6149, 6992, one elective	
Final product requirement: Either the development of a professional portfolio and an internship (EDTC 6992) or a thesis with an oral defense (EDTC 6995) and an internship (EDTC 6992).	
Marketing education	27 s.h.
BITE 5200, 5201	
BITE 6400 or 6700; 6426, 6450, 6750	
MKTG 6162, 6822, 6842	
Choose a technology elective from BITE or EDTC	
Final product requirement: The development of a professional portfolio with an oral defense or a thesis with an oral defense (BITE 7000).	
Middle grades education	24 s.h.
MIDG 6000, 6100, 6200, 6300, 6401	
Concentration Area: Choose 12 s.h. from one concentration area or a minimum of 9 s.h. from one area and 3 s.h. from another.	
English: ENED 6510; ENED 6630 or ENGL 6625; ENGL 6340 or 6360 or 6460; ELEM 6488, 6515; 3 s.h. ENGL or ENED elective	
Mathematics: MATE 5263, 5264, 6321; MATH 6264; 3 s.h. MATE or MATH elective	
Science: SCIE 6003, 6004, 6020, 6200, 6310, 6506	
Social studies: ELEM 5306 or 6406; GEOG 5283, 6393; HIED 6510; HIST 5122, 5130, 5135, 5340, 5765	
Thesis: MIDG 7000	
Final product requirement: A research project with a presentation and written documentation (MIDG 6001 and 6401) or a thesis with an oral thesis defense (MIDG 7000).	
Physical education	24 s.h.
Choose one concentration area:	
Adapted Physical Education: EXSS 5303, 5305, 5903, 6201, 6300, 6301, 6990, 6991, 6994; 3 s.h. elective	
Physical Education Pedagogy: EXSS 6101, 6104, 6108, 6109, 6110, 6202, 6300, 6301, 6990, 6991	
Final product requirement: In addition to successfully passing a written comprehensive exam, a research project (EXSS 6994) or a professional portfolio (EXSS 6990, 6991) is required.	
Reading education	27 s.h.
COAD 6358; READ 6406, 6407, 6418, 6430; 6421, 6422; or 6431, 6432	
Choose 6 s.h. from one option as follows:	
Option I. Courses for Related Study: Approved electives from reading and classroom teaching, reading specialist, adult literacy, English as a second language, or a combination of related study courses	
Option II. Non-Thesis: Choose from approved list of electives	
Option III. Thesis (2 required courses): READ 7000 (May count 6 s.h. toward degree.)	
Final product requirement: A professional electronic portfolio (READ 6406, 6407, 6418, 6421, 6422, 6430) and presentation.	
Science education	24 s.h.
SCIE 6020; 6200 or 5010; 6310, 6600, and 9 s.h. coursework from fields of biological, physical, and earth science (BIOL, CHEM, GEOL, PHYS, and SCIE)	
Final product requirement: Choose 3 s.h. of thesis (SCIE 7000) or research problem option, which requires completion of SCIE 6505 or 6506 or 6507.	
Special education	27 s.h.
SPED 6010, 6011, 6012, 6302	
Choose 15 s.h. from one concentration area as follows:	
Learning disabilities: SPED 6022, 6025, 6999, 7000 or 7002; approved electives	
Behavioral/Emotional disabilities: SPED 6023, 6027, 6999, 7000 or 7002; approved electives	
Low Incidence disabilities: SPED 6030, 6031, 6999, 7000 or 7002; approved electives	
Electronic portfolio requirement: Demonstration of field-based master teaching, research, collaboration, and leadership skills developed throughout the SPED MAEd program.	
Final product requirement: Completion of a thesis (SPED 7000) or a field-based project (SPED 7002); both require a presentation to faculty and students.	

SECTION 8: CURRICULA

- Special education, mental retardation.....27 s.h.
SPED 6010, 6011, 6012, 6020, 6021, 6302, 6999; 7000 or 7002; approved electives
Electronic portfolio requirement: Demonstration of field-based master teaching, research, collaboration, and leadership skills developed throughout the SPED MAEd program.
Final product requirement: Completion of a thesis (SPED 7000) or a field-based project (SPED 7002); both require a presentation to faculty and students.

ADMISSION TO CANDIDACY

Admission to candidacy for the MAEd will be met when the following have been completed.

1. Unconditionally admitted to graduate standing.
2. Accepted to a program area and assigned an advisor.
3. Completion of 12 s.h. of graduate credit over and above any entrance deficiencies or conditions.

TRANSFER CREDIT

Transfer of credit regulations which have been established by the Graduate School apply to this degree program. Transfer of credit is only accepted when it is fulfilling a deficiency or content area of knowledge.

RESIDENCE REQUIREMENTS

The residence requirement for a nondoctoral degree program is met when a student has earned at least eighty percent of the required graduate degree credit for his or her program through enrollment in courses offered by East Carolina University.

CONTINUOUS ENROLLMENT (OR REGISTRATION)

Graduate students who have previously registered for all credits in a graduate degree program but who have not completed all requirements (e.g., thesis, professional paper, internship, etc.) must continue to register each semester (except summer terms) until all degree requirements are completed and filed with the registrar. Under special circumstance, exception to continuous registration may be approved by the dean of the Graduate School. Students must be registered for the semester of graduation (except summer if registered for preceding spring semester).

OTHER REQUIREMENTS FOR THE MAEd

General requirements for the completion of the master's degrees are as follows:

1. 36-39 s.h. of course work, depending upon the teaching area.
2. A cumulative grade point average of 3.0 in all graduate coursework.
3. Meeting specific teaching area requirements.
4. Completion of a culminating project.

Students who do not have at least a 3.0 GPA upon completion of the MAEd program may be allowed to submit up to 6 s.h. additional graduate credit hours in residence on the East Carolina University campus or at an approved graduate center in order to accumulate a 3.0 average. These credits will be in the area(s) evaluated as being weak.

Graduate courses with a final grade of C may be credited toward completion of any part of a nondoctoral degree program, but any student who receives a final grade of C on courses totaling in excess of 6 s.h. will have his or her program terminated. A "B" average is required for graduation based on semester hours of A-graded work equal to or exceeding semester hours of C-graded work. A student who receives two Fs or two Cs and an additional C or F as final grade is subject to termination.

DEPARTMENT OF BUSINESS AND INFORMATION TECHNOLOGIES EDUCATION

Ivan G. Wallace, Chairperson, 2318-A Bate Building

MAEd AND MAT IN BUSINESS EDUCATION AND MARKETING EDUCATION

For requirements of the master of arts in education (MAEd), please see above. For requirements of the master of arts in teaching (MAT), please see Department of Curriculum and Instruction, below. Both degree programs lead to advanced licensure. See College of Human Ecology for requirements of the MAEd in family and consumer sciences.

MS IN VOCATIONAL EDUCATION

Study toward the MS in vocational education presupposes the completion of an undergraduate degree with a strong information technologies/computer technology background. This program does not offer teacher licensure. Thirty semester hours of course work are required for the degree as well as a thesis or portfolio. The degree has two components: a 9 s.h. BITE core and 21 s.h. of information technologies courses.

BITE core (9 s.h.): BITE 6426, 6450; 6750 or ICTN 6800.

Information technologies (21 s.h.): BITE 5200 or 5503; BITE 6103; MIS 6143 or 3 s.h. major area elective;

BITE 6430; choose 9 s.h. from BITE 5500, 6422, 6423, 6424; ICTN 6810, 6820.

BITE: BUSINESS AND INFORMATION TECHNOLOGIES EDUCATION

5200. Microcomputer Business Graphics Applications (3) P: BITE 4200 or consent of instructor. Advanced course in specialized graphics-oriented microcomputer applications software used to produce business documents, reports, brochures, newsletters, pamphlets, and other screen or page-composition publications.

5205. Teaching Special Populations in Business and Information Technologies Education (3) P: SPED 2000 or equivalent. Emphasis on modification and development of materials, curricula, and programs for special populations in career and technical education.

5388, 5389, 5390. Seminar in Business and Information Technologies Education (3,3,3) May be repeated for credit with change of topic. Problem areas of major concern in information technologies, business education, or marketing education.

5500. Independent Study in Business and Information Technologies Education (3) P: Senior or graduate standing. May be repeated for credit with change of topic. Independent study, research, and investigation in business and information technologies education.

5503. Integrating Information Processing Technology into Business and Information Technologies Education (3) Integrates information processing technology into business and information technologies education curricula.

6103. Facilities Planning and Management in Business and Information Technologies Education (3) Planning building facilities for business and information technologies education.

6400. Foundations and Management of Retailing for Marketing Education (3) Emphasis on retailing and wholesaling institutions, their development, roles in distribution structure, strategies, and practical technical problems. Basic functions of buying, selling, physical distribution, and risk.

6410. Social, Legal, and Ethical Environments in Business and Information Technologies Education (3) Major ideas and institutions that comprise important part of environment within which business and educational transactions occur.

6420. Problems in Business and Information Technologies Education (3) Selected issues in information technologies and development of technology-based solutions.

SECTION 8: CURRICULA

6422, 6423, 6424. Problems in Business and Information Technologies Education (1,2,3) May be repeated for credit with change of topic. Special topics in selected areas of career and technical education.

6426. Supervision in Business and Information Technologies Education (3) Theory, principles, and procedures in supervision as they relate to improvement of instruction and pupil and teacher growth.

6428. Instructional Strategies for Business and Information Technologies Education (3) May require additional lab time. Planning and implementation of effective instructional procedures for information technology courses or career and technical education. Hands-on experience in use of information technology equipment.

6430. Computer Concepts and Applications for Business, Information, and Technologies Education (3) Business-related computer concepts and applications. Hands-on experience using various hardware and software.

6435. Instructional Strategies for Technical Training (3) P: Admission to graduate program or consent of instructor. Development strategies, concepts, and materials for enhancing instruction through computer technology.

6450. Evaluation in Business and Information Technologies Education (3) P: Graduate standing in business education, marketing education, or a related area. Methods and techniques of evaluating career and technical education students, teachers, programs, and facilities.

6492. Business and Information Technologies Education Curriculum Design (3) Program development with special emphasis on job analysis as a base for program planning and curriculum construction.

6700. Website Design and Maintenance (3) P: Admission to the program or consent of instructor. Use of specialized software and microcomputer applications for the production and maintenance of websites in Business and Information Technology Education.

6750. Contemporary Business and Information Technologies Education Research (3) Contemporary research and evaluation techniques for business and information technologies education.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

BITE Banked Courses

5301. Middle Grades Career Exploration in Marketing and Business Education (3)

DEPARTMENT OF COUNSELOR AND ADULT EDUCATION

Vivian W. Mott, Chairperson, 213 Ragsdale Hall

MAEd IN ADULT EDUCATION

The College of Education offers a master's degree program in adult education, which is designed to assist teachers, instructional designers, administrators, trainers, and other persons working with adult learners to develop those skills necessary to initiate, design, administer, and implement effective educational programs. The mission of the degree program is to prepare adult educators who are knowledgeable and reflective in their practice and critical in their thinking. Admission to this program does not require an initial teaching license. The program requires a minimum of 36 s.h. with 24 s.h. in adult education and 3 s.h. in educational research and a culminating reflective portfolio. A maximum of 9 s.h. may be taken as electives in related areas. An interview and writing sample may be required for admission.

Required courses: ADED 6445, 6453, 6481, 6484, 6487; educational research course approved by dept.

MS IN COUNSELOR EDUCATION

Students majoring in counselor education must complete a minimum of 48 s.h., including 30 s.h. of core courses, 3 s.h. in the research area, and 15 s.h. of education, psychology, sociology, human environmental sciences, or health according to the student's needs as approved by the advisor. Individualized programs of course work will be designed to promote the competencies required of counselors. Students seeking licensure as school counselors must be eligible for Class A license or must complete an extended school internship. A departmental interview will be required for admission.

Required courses: COAD 5370, 6401, 6402, 6404, 6405, 6407, 6409, 6482, 6991; choose one from: COAD 6406, 6411, 6415; educational research course approved by dept.

EdS IN COUNSELOR EDUCATION

Applicants for admission to this sixth-year program must have completed a master's degree in counselor education or allied field of study with a minimum GPA of 3.25; have a minimum of one year of experience as a practicing counselor or its equivalent; make a satisfactory score on an appropriate entrance examination; and be interviewed by members of the counselor education faculty.

The student must satisfactorily complete five of the 7000-level courses taught in the department, including COAD 7480, 7482, for a total of 15 s.h., and 15 s.h. of elective graduate courses chosen in consultation with the departmental advisor. The EdS program totals 30 s.h.

The purpose of the program is to develop breadth and depth in the same areas as the master's program in accordance with professional guidelines.

CERTIFICATE IN COMMUNITY COLLEGE INSTRUCTION

The certificate in community college instruction requires 15 s.h. of graduate level course work (including core courses ADED 6240, 6450, and 6453, and electives chosen to meet the career goals and instructional focus of students in the certificate program) and a culminating professional instructional portfolio. See the Adult Education webpage [<http://www.ecu.edu/cs-educ/coad/index.cfm>] for more information and course schedules.

ADED: ADULT EDUCATION

6001, 6002, 6003. Special Topics Seminar (1,2,3) May be repeated for maximum of 6 s.h. P: Consent of instructor. Focused study in selected topics in adult education.

6240. Effective College Teaching (3) Basic principles and practice of effective teaching at college level. Conceptual understanding and experiential skills in planning, implementing, and evaluating college instruction.

6307. Proposal Writing for Grants and Contracts (3) Sources of support of sponsored programs. Design of proposals for research, training/education, public service, development, and other types of grants and contracts. Emphasis on practical application of knowledge and techniques for proposal preparation.

6379. Issues and Strategies in Adult Literacy (3) Educational, psychological, social, cultural, and political problems that may be present for adults with low levels of literacy. Strategies and practical applications developed for understanding, motivating, and teaching under-educated adult.

6445. Introduction to Adult and Community Education (3) P: Baccalaureate degree. Overview of adult education to aid student in conceptualizing social, historical, and philosophical nature of the field.

6446. Community Education and Community Development (3) P: ADED 6445. Relationship between community education and community development and agencies and institutions in community. Techniques for assessing, coordinating, and delivering services through persons trained as community education specialists.

6450. Community, Junior, and Technical Colleges (3) Philosophy, roles, organization, and historical foundations of community, junior, and technical colleges as specific institutions designed to meet educational needs of a rapidly changing society.

SECTION 8: CURRICULA

6453. The Adult Learner (3) Uniqueness of adult as learner. Development and changes in adulthood that affect learning process.

6454. Educational Gerontology (3) Developmental process of aging through sociological, physiological, and psychological aspects. Emphasis on overall educational implications, particularly resources and program planning related to all areas of older adult population.

6461. Introduction to Training and Development (3) Current writings and research, models of training and development, and relationship between training and development and other human resource specialty areas.

6462. Seminar in Training and Development (3) P: ADED 6461. Advanced understanding of current problems, issues, and trends in training and development in business, industry, health care, and governmental agencies.

6481. Development of Adult Education Programs (3) Concepts, theories, processes, and practices essential to developing programs for adult learners.

6484. Organization and Administration of Adult Education (3) Organizational practices, principles, and theories as applicable to adult education organizations. Emphasis on specific administrative policies and functions.

6487. Instructional Strategies in Adult Education (3) Methods and techniques for effective instruction of adults in a variety of settings. Emphasis on concepts, theories, and principles relevant to the selection, use, and evaluation of instructional strategies.

6490. Issues and Trends in Adult Education (3) May be repeated for a maximum of 6 s.h. P: Consent of instructor. Current issues, trends, and controversies that affect adult and continuing education practice, including emerging technological, sociocultural, economic, demographic, and ethical issues.

6491. Research Problems in Adult Education (3) Advanced study on use, understanding, and critique of existing educational research, including methodologies, ethics of research, thesis, and manuscript preparation.

6492, 6493. Directed Readings in Adult and Community Education (1,2) P: 12 s.h. ADED. Advanced exploration of literature in adult and community education under direction of adult education faculty.

6550. Leadership and Communication Skills in Education (3) Same as ELEM 6550 Teacher leadership, communication, and reflective practice in schools. Skill development enhances communication and collaboration with families, students, and educational professionals. Addresses organizational challenges and facilitates positive change.

6600. Introduction to International Higher Education Administration (3) Administrative aspects of international education on university campuses in the United States and abroad.

6690. Current Topics in International Higher Education Administration (3) P: ADED 6600. Applied case study to addressing contemporary issues in international education.

6989, 6990. Internship in Adult Education (3,3) Full-time or part-time experience under the supervision of an expert adult education practitioner.

7000. Thesis (3) May be repeated for a maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7580. Introduction to Medical Education (3) Review of the historical roots and continuum of medical education, instructional methods, accreditation requirements, and research of medical education.

COAD: COUNSELOR EDUCATION

5370. Introduction to Counseling and Human Services (3) Issues and processes of counseling services and programs. Attention given to history, philosophy, functions, and professional issues.

- 6001, 6002, 6003. Special Topics (1,2,3)** May be repeated for maximum of 6 s.h. Focused study in selected significant and/or contemporary topics in adult education and/or counseling. Title varies with topic.
- 6004. Interpersonal Communication Skills (3)** For noncounselor education majors. Overview of communication skills useful in professional settings when assisting people with decisions about relationships and life choices.
- 6358. Classroom Assessment and Measurement (3)** Application of measurement techniques to classroom instruction. Preparation of classroom assessment instruments, application of statistical techniques, and use of standardized tests and assessment data to improve instruction and lead curriculum development.
- 6370. Counseling Children and Adolescents (3)** Developmental counseling approaches and techniques used with children and adolescents, including individual, group, and family procedures for prevention, development, and treatment as well as consultation processes.
- 6401. Analysis of the Individual (3)** P: COAD 5370 or consent of chair. Techniques of test and nontest nature for studying individuals. Use of anecdotal records, rating scales, autobiographies, personal data blanks, sociometric devices, and case study. Taking, scoring, and interpreting of mental ability, aptitude, interest, and personality tests useful in counseling work.
- 6402. Career Development and Counseling (3)** P: COAD 5370 or consent of chair. World of work, types of occupational and educational information, sources of information, methods of disseminating the information, and career development theory.
- 6404. Counseling Theory and Techniques (3)** P: COAD 5370. Approaches to counseling, interviewing methods, psychological factors underlying various methods, tools of counseling, and evaluation of counseling.
- 6405. Group Procedures (3)** P: COAD 6404. Application of group methods in counseling. Group dynamics, group therapy, group techniques, and applications of these factors to counseling programs.
- 6406. Counseling in Schools (3)** P: COAD 6401, 6402, 6404; or consent of chair. Development and coordination of comprehensive school counseling program. Planning and management skills, roles of other school personnel, consultation skills, and ethical and professional issues in school counseling.
- 6407. Social and Cultural Issues in Counseling (3)** P: COAD 6401, 6402, 6404. Seminar. Contemporary issues and trends in counseling related to cultural aspects of clients and society. Presents ideas about counseling relationships to encourage an expanded view of professional helping.
- 6408. Counseling the Exceptional Student (3)** P: COAD 6401, 6404; SPED 5101; or consent of instructor. Counseling theories and techniques relevant with exceptional students and their parents. Reviews characteristics and legislation regarding exceptional students. Emphasis on counseling process in dealing with problems of exceptional students.
- 6409. The Helping Relationship (3)** P: COAD 6401, 6404. Fundamental skills development for subsequent professional studies of counseling. Emphasis on development of specific skills in counseling, testing, human relations, design of counseling strategies, and treatment plans.
- 6411. Student Development and Counseling in Higher Education (3)** P: COAD 6401, 6402, 6404; or consent of instructor. Sociological, psychological, and historical basis of student services in higher education. Identifies how professional counselors can meet the needs of students in higher education. Procedures for developing, implementing, and managing student services programs.
- 6412. Developmental Counseling and Learning: A Life-Span Approach (3)** P: COAD 6409; PSYC 6406 or equivalent. Application of human development theories to selection of appropriate counseling strategies and interventions with clients throughout the life span.
- 6415. Agency and Community Counseling (3)** P: COAD 6401, 6402, 6404. Issues, functions, and organization of human service agencies. Focus on helping strategies that promote mental health wellness, personal growth, and development through preventive models of intervention.
- 6416. Concepts of Self (3)** P: COAD 6404 or equivalent. Personal frame of reference for students to examine how self-concept relates to human growth, achievement, and developmental change in counseling.

SECTION 8: CURRICULA

6482. Supervised Practice Counseling (3) Students apply for placement in settings compatible with their career interests. Weekly seminar complements the field experience. P: All other courses in counselor education sequence. Individual counseling, interviewing, and group work with clients about issues of vocational choice, educational planning, and social-personal adjustment.

6483. Counseling Concerns and Counseling Strategies (2) P: COAD 6409 or consent of instructor. Seminar. Timely concerns of clients and effective strategies for intervention. Examines strategies used to help clients with topical issues.

6991, 6992. Counseling Internship (3,3) For advanced counseling student or one who needs the experience in lieu of initial licensure. Each internship may be repeated once. Practical experience in counseling in professional setting under direct supervision. Counselor education faculty evaluate progress.

7000. Thesis (3) May be repeated for a maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7402. Seminar–Career Development (Theory and Program) (3) P: COAD 6402 or equivalent or consent of instructor. Explores aspects of effective career development, successful career preparation, and life-long career planning. Practical application of career theory concepts to rapidly changing world of work and futuristic trends.

7404. Advanced Counseling and Consulting Strategies (3) P: COAD 6404 or equivalent or consent of instructor. In-depth examination of various counseling strategies and approaches for practicing counselors. Study of selected consulting models and approaches.

7405. Practicum in Group Counseling (3) P: COAD 6405 or equivalent or consent of instructor. Supervised practicum in group counseling. Emphasis on development of counseling skills through analyzing and leading small groups. Didactic content related to experiences in group work.

7408. Professional, Legal, and Ethical Issues in Counseling (3) P: COAD 6409 or equivalent or consent of instructor. For advanced students in counseling.

7411. Administration and Management of Student Affairs in Higher Education (3) P: COAD 6411 or consent of instructor. Managing and understanding student affairs agencies, workers in those agencies, and student needs that create those agencies. Considers planning, funding, budgeting, and direction of such agencies.

7480. Research Methods and Design in Counseling (3) P: EDUC 6480 or master's in counseling or equivalent or consent of instructor. Review of methodological problems in counseling research. Development and critique of research designs. Emphasis on application of research to work of counselor.

7482. Counseling Supervision (3) P: Enrolled in EdS in counselor education; COAD 7404, 7405; or consent of instructor. Practicum experience in supervision of counselor trainees. Establishment of supervisory relationship, critiquing of tapes, and application of supervision principles.

7580. Introduction to Medical Education (3) Review of the historical roots and continuum of medical education, instructional methods, accreditation requirements, and research of medical education.

COAD Banked Courses

5380. The Adult Education Learning Center (3) **6521. Directed Readings (2)**

6447. Seminar in Community Education (3) **6987, 6988. Internship in Human**

6500. Special Fields of Study in Counseling (2) **Resource Education and Training (3,3)**

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Patricia J. Anderson, Interim Chairperson, 120 Speight Building

MASTER OF ARTS IN TEACHING (MAT)

The master of arts in teaching (MAT) includes teaching field concentrations as follows: art education, business education, elementary education, English education, family and consumer sciences education, health education, Hispanic studies, marketing education, middle grades education, music education, physical education, and science education. The Schools of Art and Design and Music, the Colleges of Health and Human Performance and Human Ecology, and the departments in the Thomas Harriot College of Arts and Sciences offer subject matter courses and content specific methods courses as well as supervise interns in specific teaching areas. The full-time program is designed to be completed in twelve months, beginning in the summer and finishing the following summer. Successful completion of the MAT leads to advanced teaching licensure.

Minimum requirements for admission to the College of Education's MAT program include the following:

- I. MAT applicants must hold a bachelor's degree in an appropriate discipline as designated for the MAT teaching areas as follows:
 - Art education: BFA or BA in studio art.
 - Business and marketing education: business administration, management, accounting, decision sciences, marketing, or information processing or an MBA.
 - Elementary education: baccalaureate degree from a regionally accredited institution.
 - English education: English
 - Family and consumer sciences education: family and consumer sciences, family and community services, nutrition, hospitality management, human development, child development, interior design, housing, textiles, apparel design, or consumer economics.
 - Health education: public education, community health, exercise science, exercise physiology, physical education, nursing, biology, home economics, nutrition, psychology, sociology, or anthropology.
 - Hispanic Studies: undergraduate major in Spanish, Hispanic Studies, or Romance Languages with concentration in Spanish and proficiency level in Spanish: Advanced on the ACTFL scale in reading, listening, and speaking, Advanced-Plus in writing.
 - Middle grades education: English, mathematics, history, economics, geography, biology, geology, physics, chemistry, environmental science, life science, or earth science.
 - Music education: music performance, music business, church music, music theory/composition, or music therapy.
 - Physical education: exercise and sport science, kinesiology, physical education, or recreation.
 - Science education: biology, chemistry, physics, geology, life science, natural science, physical science, or earth science.
2. Overall GPA of 2.50 on a 4.0 scale on all undergraduate work from an institution accredited by a regional association.
3. Satisfactory entrance examination scores on either the Graduate Record Examination or the Miller Analogy Test.
4. A completed Graduate School application packet, including the written statement of purpose and three letters of recommendation from persons who can attest to the applicant's academic competence or ability to do graduate work.
5. MAT applicants are required to complete an interview successfully with the MAT coordinator, program area faculty, and teachers.

Upon acceptance into a teaching area, the student is assigned an advisor.

The master of arts degree in teaching requires 39 s.h. of credit as follows:

Required core courses: TCHR 6010, 6011, 6020, 6024, 6030; SPED 6000 24 s.h.
 Teaching area specific courses: (Choose from one of the following areas.) 15 s.h.
 Art education: ART 5323, 5670, 5851, 5860; additional 6 s.h. in teaching area
 Business or marketing education: BITE 6410 or 6492 or 6750; BITE 5200, 6424, 6428; BITE 6430; 6492
 Elementary education: ELEM 6010, 6406; MATE 6320 or 6321; READ 5316; SCIE 6019
 English education: ENGL 6520 or 6529; ENED 6600, 6630, 6967; 3 s.h. literature
 Family and consumer sciences education: FACS 6423 and 12 s.h. from the following: CHE 5007; FACS 6003, 6004, 6180; CDFR 6401, 6402, 6407, 7400 or BCTE 6750

SECTION 8: CURRICULA

Health education: HLTH 5310, 6000, 6100, 6355, 6500

Hispanic studies: SPAN 6600; 12 s.h. from the following (9 s.h. must be at the 6000 level): SPAN 5340, 5440, 5445, 5550, 5700, 5940, 6000, 6001, 6100, 6101, 6200, 6202, 6400, 6521, 6522, 6523

Middle grades education: MIDG 6100, 6200; teaching area MIDG methods; 6 s.h. in specialty area

Music education: MUSC 5257 or 2 s.h. MUSC electives; MUSC 5977, 6048; 6217 or 6237; 6287 or 6405; 6323, 6333

Physical education: EXSS 6101, 6104, 6108, 6110, 6323

Science education: SCIE 5000, 6020, 6310, 6500, 6506

ADMISSION TO CANDIDACY

Admission to candidacy for the MAT will be met when the following have been completed.

1. Unconditionally admitted to graduate standing.
2. Accepted to a program area and assigned an advisor.
3. Completion of 12 s.h. of graduate credit over and above any entrance deficiencies or conditions.

TRANSFER CREDIT

Transfer of credit regulations which have been established by the Graduate School apply to this degree program. Transfer of credit is only accepted when it is fulfilling a deficiency or content area of knowledge.

RESIDENCE REQUIREMENTS

The residence requirement for a nondoctoral degree program is met when a student has earned at least one-half of the graduate degree credit for his or her program while in residence, which is defined as taking courses on the campus of East Carolina University or at designated off-campus residence centers.

CONTINUOUS ENROLLMENT (OR REGISTRATION)

Graduate students who have previously registered for all credits in a graduate degree program but who have not completed all requirements (e.g., thesis, professional paper, internship, etc.) must continue to register each semester (except summer terms) until all degree requirements are completed and filed with the registrar. Under special circumstance, exception to continuous registration may be approved by the dean of the Graduate School. Students must be registered for the semester of graduation (except summer if registered for preceding spring semester).

OTHER REQUIREMENTS FOR THE MAT

General requirements for the completion of the master's degree are as follows:

1. 39 s.h. of course work.
2. A cumulative grade point average of 3.0.
3. Meeting specific teaching area requirements.
4. Completion of a culminating project.

Students who do not have at least a 3.0 GPA upon completion of the MAT program may be allowed to submit up to 6 s.h. additional graduate credit hours in residence on the East Carolina University campus or at an approved graduate center in order to accumulate a 3.0 average. These credits will be in the area(s) evaluated as being weak.

Graduate courses with a final grade of C may be credited toward completion of any part of a nondoctoral degree program, but any student who receives a final grade of C on courses totaling in excess of 6 s.h. will have his or her program terminated. A B average is required for graduation based on semester hours of A-graded work equal to or exceeding semester hours of C-graded work. A student who receives two Fs or two Cs and an additional C or F as final grades is subject to termination.

CERTIFICATE IN ASSISTIVE TECHNOLOGY

The certificate in assistive technology will equip students with specific skills and knowledge in assistive technology. The overall objective of the program is to prepare educational and/or health care professionals in the knowledge and skills needed to utilize assistive technology for the enhancement of a student and/or client's functional performance. Specifically, candidates who successfully complete the certification will have a broad-based knowledge of assistive technology, the ability to assess

assistive technology needs with clients/students and plan implementation based upon that assessment, the ability to work with a collaborative team to implement assistive technology, and the knowledge and skills to effectively manage resources for procurement of assistive technology.

Applicants seeking admission must be graduate students or education or health care professionals working in their respective fields. Professionals can enroll as non-degree seeking students. Admission is based on completion of the certificate application and approval by the program coordinator.

The certificate program requires 12 s.h. of graduate-level course work in assistive technology, emphasizing practical application and collaborative team work. Required courses include SPED/OCCT 6701, 6702, 6703, and an elective.

CERTIFICATE IN AUTISM

The certificate in autism will provide teachers and other school personnel with knowledge and skills necessary to work with students with autism and autism spectrum disorder. The overall objective of the program is to prepare classroom general and special educators and/or other school personnel to provide best practice, research based instructional and related services to this growing school population. Specifically, candidates who successfully complete the certificate will have a broad-based knowledge of the characteristics of students with autism and autism spectrum disorder, strategies for classroom instruction, skills in developing and implementing communication systems, and strategies for collaborating with and supporting families.

Applicants seeking admission must be graduate students or education professionals working in their respective fields. Professionals can enroll as non-degree seeking students. Admission is based on completion of the ECU certificate application and approval by the program coordinator.

The certificate program requires 12 s.h. of graduate-level course work with completion of the following courses: SPED 6800, 6801, 6802, and 6803.

CERTIFICATE IN DEAF-BLINDNESS

The certificate in deaf-blindness will provide teachers and other school personnel with knowledge and skills necessary to work with students with deaf-blindness and additional impairments. The overall objective of the program is to prepare classroom special educators and/or other school personnel to provide best practice, research based instructional and related services. Specifically, candidates who successfully complete the certificate will have a broad-based knowledge of the characteristics of students with deaf-blindness, strategies for classroom instruction, skills in developing and implementing communication systems, and strategies for collaborating with and supporting families.

Applicants seeking admission must be graduate students or education professionals working in their respective fields. Professionals can enroll as non-degree seeking students. Admission is based on completion of the ECU certificate application and approval by the program coordinator.

The certificate program requires 15 s.h. of graduate-level course work with completion of the following courses: SPED 6810, 6811, 6812, 6813, and 6814.

ACADEMICALLY GIFTED LICENSURE

Licensure in academically gifted is available as an add-on to an existing licensure. The program requires 12 s.h. of graduate study in the academically gifted subject area.

Required courses: SPED 6104, 6401, 6402, 6403. This add-on licensure can be a portion of requirements for one MAEd elementary education strand.

EDUC: EDUCATION

5001. Education in a Global Perspective (3) Comparative study of selected national educational systems, curricula, teacher preparatory programs, evaluation systems, and current issues within context of global realities, demands, and needs.

5002. Foundations of Multicultural Education (3) Aspects of teaching that view cultural differences as educational assets.

SECTION 8: CURRICULA

6001. Introduction to Differences in Human Learning in Schools (3) Examines race, ethnicity, socioeconomic class, gender, sexual preference, and exceptionality relative to historical, philosophical, social, cultural, political, and legal issues in schools.

6415. Techniques of Teaching in the High School (3) Effective teaching techniques used to direct learning in American secondary school.

6423. History and Philosophy of Education (3) Institutional development of public education in US with interpretation of political, philosophical, and social forces influencing this development.

6424. Action Research and Curriculum Development (3) Introduces curriculum design, theory, and action research to assist with knowledge, skills, and dispositions in support of reflective practitioners. Foundations, history, and research methods of action research applied to educational settings, including action inquiry as curriculum development tool. Overview of models of curriculum theory and concrete applications of curriculum development and action inquiry.

6430. Statistics in Education (3) Frequency distribution, central tendency, measurements of variability, sampling and reliability, correlation, regression, prediction, and methods of applying statistics in measurement and evaluation of instructional programs.

6454. Foundations of American Education (3) For students entering education graduate work. Educational history, philosophy, sociology, government, and economics. Introduction of pertinent materials.

6480. Introduction to Research (3) Development and use of research, research methods, applied research, basic research, methods of reasoning, fallacies in reasoning, statistical methods, thesis writing, survey research, and evaluation of research.

6482. Trends and Issues in Educational Research for Practitioners (3) Recent developments in educational research and implications for educational practitioners as research consumers. Emphasis on identification, analysis, application, and evaluation of developments in literature through field-based research.

6551, 6552, 6553. Problems and Issues in Education (1,2,3) May be taken for 1, 2, or 3 s.h., depending upon depth of topics. Class meetings may or may not be required. Hours for courses and requirements for completion arranged with instructor. Courses may be repeated for maximum of 9 s.h. P: Consent of chair. Individualized or specialized study of problems or issues in pertinent areas of education. Variable titles and content.

6950. Global Considerations in Educational Theory and Policy: Economics and Democracy (3) May not substitute for required EDUC foundations course. Global economic forces responsible for recent educational reforms. Evaluation of impact of those forces on domestic and foreign populations. Considers future of public school role in advancing democratic citizenship and social justice.

7001. Advanced Research and Evaluation (3) P: EDUC 6480 or equivalent or consent of instructor. Scientific approach to problems in education. Utilizes advanced methodological and statistical techniques leading to design and evaluation of actual projects.

7410, 7411, 7412. Special Topics (1, 2, 3) May be repeated for credit. Focus on special topics in education.

7420. Advanced Educational Statistics (3) P: EDUC 7001 or consent of instructor. Major types of quantitative models and their practical application to data analysis in educational research. Emphasis on appropriateness of types of models for different research problems, use of models as a basis for data interpretation, and management of data analysis projects.

7430. Qualitative Research in Education (3) Field project required. Major types of research methods and techniques and their applicability to clarification and understanding of educational problems. Field project develops basic and advanced skills for conducting qualitative research in educational settings.

7440. Applied Educational Research (3) P: EDUC 6480 or consent of instructor. Instructional systems-based strategies and methodology for identifying and using research findings in school practice. Emphasis on critical evaluation of current educational trends. Use of research information considered an advanced form of behavioral technology.

EDUC Banked Courses

6422. History and Philosophy of Education (3) **7426. Contemporary Philosophies of Education (3)**
6900. Supervision of the Novice Teacher (3)

ELEM: ELEMENTARY EDUCATION

5306. Social Studies in the Elementary School (3) Social studies objectives implemented by study of programs, strategies, and materials.

5309. Foundation and Curriculum in Early Childhood Education (3) In-depth study of historical, psychological, and sociological bases of early childhood education; general trends; and current programs and program content.

5310. Teaching and Evaluation in Early Childhood Education (3) P: ELEM 6410. Extensive study and practice in translating early childhood curriculum into appropriate learning experiences.

6000. Professional Development, Issues, and Trends in Elementary Education (2) Current issues and trends in elementary education. Self-evaluation of professional development within teaching field. Submission of professional development plan for MAEd program.

6001. Elementary Product Documentation (1) Documentation of individual goals accomplished during MAEd program.

6010. Teaching the Integrated Language Arts in the Elementary School (3) P: TCHR 6010, 6011; or consent of instructor. Nature and role of language arts and how they are integrated throughout the elementary curriculum. Explores ways to engage elementary students in frequent reading, writing, listening, and speaking throughout all areas of the integrated curriculum.

6200. Leading Curriculum Revision and Implementation (3) P: MAEd core courses; ELEM 6000. Structure of elementary school curriculum. Emphasis on philosophy, policy, promotion, design, implementation, and assessment of school curriculum.

6300. Instructional Response to Diversity in the Elementary School (3) P: MAEd core courses; ELEM 6000. Characteristics of diverse learners in elementary classrooms. Teaching, assessment, and differentiated instruction for diverse students.

6400. Advanced Assessment and Teaching in the Elementary Grades (3) P: MAEd core courses; ELEM 6000. Applies societal, cultural, and educational factors to problems of assessment and teaching. Design, application, and evaluation of teaching models and assessment.

6406. The Teaching of Social Studies in the Elementary Grades (3) Examines current research, standards, curricula and strategies relevant to elementary social studies instruction.

6408. Collaborating, Teaming, and Leading in the Elementary School (3) Leadership, team functioning, development, and teaming practices, and collaboration in elementary schools. Role of teacher as member and leader of planning and evaluation teams to improve learning in schools.

6410. Concepts and Principles of Early Childhood Education (3) Concepts, principles, trends, and current programs in early childhood content.

6412. Emerging Literacy (3) Examines literacy as an emerging process. Emphasis on critically reviewing sociocultural factors influencing literacy and designing appropriate strategies to enhance young children's literacy education.

6415. Techniques of Teaching in the Elementary School (3) Effective teaching techniques used to direct learning in elementary schools. Innovative forms of organization and instruction.

6416. Problems in the Lower Elementary Grades (3) Analysis and discussion of significant problems found in lower elementary grades by participants in relationship to their position, interest, and experience.

SECTION 8: CURRICULA

6417. Problems in the Upper Elementary Grades (3) Analysis and discussion of significant problems of upper elementary grades by participants in relationship to their position, interest, and experience.

6425. Elementary School Curriculum (3) Close examination of scope and sequence of elementary school curriculum. Emphasis on promoting total growth and development of elementary school child.

6488. Advanced Language Arts in the Elementary School (3) Advanced language arts course and systematic presentation of basic ideas and techniques in teaching reading. Emphasis on oral language, major approaches to teaching of reading, skills of comprehension, and interrelatedness of communication arts.

6500. Management and Problem-Solving in the Elementary School (3) P: MAEd core courses; ELEM 6000. Recognition of elementary school management problems and formulation of plans to address them. Continuation of individual professional development plan.

6550. Leadership and Communication Skills in Education (3) Same as ADED 6550 Teacher leadership, communication, and reflective practice in schools. Skill development enhances communication and collaboration with families, students, and educational professionals. Addresses organizational challenges and facilitates positive change.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

ELEM Banked Courses

5335. Aerospace Education (3)

ENED: ENGLISH EDUCATION

6165. Special Topics Seminar in Secondary Literature Study (3) May be repeated for credit. Focus on topics in literature study in the high school.

6400. Teaching Multilingual Students in Secondary English and Middle Grades Language Arts Classrooms (3) Design and implementation of effective instructional strategies, units, and program components for teaching English literacy skills to second language learners.

6500. Literature Study in the Middle Grades (3) Formerly ENGL 6500 Examines role and scope of literature study in middle grades.

6510. Recent Trends in English Education (3) Formerly ENGL 6510 For in-service teachers. Current developments, issues, and research in teaching English in the secondary schools.

6511. Directed Research Project (3) Formerly ENGL 6511 May be repeated. May count a maximum of 3 s.h. P: Approval of program director. Directed readings and research program for MAEd candidates in English education.

6600. Teaching English Studies in the High School (3) Formerly ENGL 6600 Examines role and scope of English studies in secondary classroom.

6630. Studies in the Process of Composition (3) Formerly ENGL 6630 P: Teaching certification or consent of instructor. Theories and methods for teaching composition in grades 6-12.

6967. Literature Study in the Secondary School (3) Formerly ENGL 6967 Role and scope of literature study in the secondary school.

HIED: HISTORY EDUCATION

6510. Issues and Topics in Social Studies Education (3) Designed for in-service teachers. Includes research.

MIDG: MIDDLE GRADES EDUCATION

5991, 5992, 5993. Readings in Middle Grades Education (1,2,3) (WI*) Each may be repeated once for a maximum of 6 s.h. P: Upper-level undergraduate or graduate status; consent of advisor. Directed readings on selected topics.

6000. Professional Development, Issues, and Trends in Middle Grades Education (2) Current issues and trends. Self-evaluation of professional development within teaching field. Structuring of individual professional development plan for MAEd program.

6100. Young Adolescents, Schools, and Community (3) P: MAEd core courses; MIDG 6000. Adolescence as historical and cultural concept. Analysis of research on middle school practices and students' perspectives of schooling. Investigation of adolescents' experiences in school and community.

6200. Middle Grades Curriculum Development in Public Schools (3) P: MAEd core courses; MIDG 6000. Theories and practice in middle school curriculum planning. Emphasis on leadership skills in developing, analyzing, and evaluating effective curriculum.

6240. Advanced Curriculum and Instruction in the Middle Grades (3) Historical perspective of middle grades education. Organizational structures and patterns. Components of middle grades curriculum development process and their application to instructional programs.

6245. Education in the Middle and Junior High School: Problems and Issues (3) For MAEd candidates with experience in middle and junior high school education and for in-service teachers and administrators in middle school programs. P: Experience at middle school or junior high level or consent of instructor. In-depth study of problems and issues in middle school education.

6300. Advanced Strategies and Assessment for Middle Grades Learners (3) P: MAEd core courses; MIDG 6000. Strategies and assessment practices to promote success for all students. Emphasis on diverse learners.

6401. Middle Grades Product Documentation (1) P: All MAEd course work. Individual documentation of goals established in MIDG 6000 and accomplished during MAEd program.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

MIDG Banked Courses

6990. The Middle Grades Internship (1,2, or 3)

READ: READING

5312. Improvement of Reading Instruction (3) May not be taken by students who have had READ 3204. Beginning reading process. Understanding of essential skills. Early detection and remediation of possible reading problems.

5313. Reading Remediation and Practicum (3) May not be taken by students who have completed READ 3205. P: READ 3204 or 5312. Guidance in designing reading programs on basis of individual and group presentations. Practicum experience in guiding individual and group student activities in reading instructional program.

5316. Applied Phonics (3) Skill in phonics as one kind of help in identifying written words. Essentials of phonics and linguistically sound approach in methodology.

5317. Reading in the Junior and Senior High School (3) Lecture and lab. May receive credit for only one of READ 3990, 5317. Knowledge and skills enable prospective junior high and secondary teachers to assess reading levels of students and use methods and materials in keeping with individual interests and needs. Reading capability enhanced through teaching-learning process in each content area.

6403. Selected Topics in Reading Education (3) May be repeated. May count maximum of 6 s.h. P: Consent of instructor. In-depth study of issues and topics.

SECTION 8: CURRICULA

- 6405. Investigations in the Teaching of Reading (3)** Analytical study of research related to reading processes. Emphasis on critical evaluation of research studies. Special reference to psychological principles and educational implications.
- 6406. Preliminary Investigations in Literacy Education (3)** P: EDUC 6480 or 6482 or other approved research course. Identification of current issues and trends in literacy education and development of an action research proposal.
- 6407. Investigations in Literacy Education (3)** P: EDUC 6480 or 6482 or other approved research course; READ 6406. Continuation of investigations in literacy research including action research in instructional settings.
- 6415, 6416, 6417. Problems in Reading Methodology (1,2,3)** No class meeting; conference hours with instructor arranged. May be taken concurrently or in any combination for maximum of 3 s.h. P: Consent of instructor and dept chair. Independent study on problem of special interest and value to student.
- 6418. Reading: The Learning Bases (3)** P: Admission to graduate school; BS in early childhood education, elementary education, or related areas; consent of chair; competencies in foundations of reading. Current body of educational and psychological data concerning nature of reading-learning process as applied to teaching of reading. Problems that arise in learning to read.
- 6419. Foundations of Reading (3)** P: Admission to graduate school; BS in early childhood education, elementary education, or related areas; consent of chair. Basic information about reading process - what it is, how the child learns to read, instructional strategies and materials available for teaching reading, and diagnosis and prescription for individual children.
- 6421. Clinical Procedures in the Identification and Evaluation of Reading Disabilities (3)** Includes lab. P: Admission to graduate school; BS in early childhood education, elementary education, or related areas; consent of chair; EDUC 6480 or 6482; COAD 5358; or consent of instructor. Nature and causes of reading disability and development of clinical skills related to diagnosis and evaluation of reading difficulties.
- 6422. Remediation of Reading Disabilities (3)** P: READ 6421. Correction and remediation of reading disabilities. Practicum involves clinical procedures for diagnosis and remediation of reading disabilities.
- 6430. Organization and Management of Reading Programs (3)** P: COAD 5358; EDUC 6480 or 6482; READ 6422. Educational leadership necessary to implement developmental reading program K-12. Involves total school district.
- 6431. The Teaching of Basic Reading Skills to Adults (3)** P: READ 5312 or 6419. Adult-learner characteristics and basic reading skills instruction for adults unskilled in reading. Methods, resources, programs, and diagnostic and evaluative procedures for teaching reading skills to adults.
- 6432. Internship in the Teaching of Reading to Adults (3)** Supervised experience in teaching of reading to adults in adult education settings. P: READ 6431. Knowledge and understanding of teaching of reading to adults beyond teaching of basic reading skills.
- 6462. Diagnostic and Remedial Techniques in Reading (3)** Information and workable procedures for classroom teachers to survey, evaluate, group, and remediate needs of children who are poor readers or nonreaders.
- 7000. Thesis (3)** May be repeated. May count maximum of 6 s.h.
- 7001. Thesis: Summer Research (1)** May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.
- 7423. Reading Materials: Selection, Development, and Use (3)** P: READ 6419 or other foundations course or consent of instructor. Commercially prepared and teacher-made materials designed to teach reading. Critical evaluation of material construction, design, and appropriate implementation.
- 7445. Reading Comprehension, Theory, and Practice (3)** P: Graduate standing in reading education or consent of instructor. Reading comprehension relating theory and research to practices and procedures employed in teaching of reading comprehension.

SPED: SPECIAL EDUCATION

5101. Introduction to Individuals with Disabilities (3) Incidence, nature, causes, rehabilitation, and education of individuals with disabilities.

5501, 5502. Minor Problems in Special Education (3,3) (WI) Each may be repeated for maximum of 6 s.h. P: Consent of instructor. Conference, library, or lab work in area of special education.

6000. Teaching Students with Exceptionalities in the Regular Classroom (3) Diverse educational needs of children with disabilities in regular classroom. Identification and placement procedures, academic and behavioral strategies, and curriculum and evaluation modifications.

6002. Addressing Differences in Human Learning in Schools (3) Strategies for assessment, curriculum, and instruction of diverse student populations. Extends and applies information from EDUC 6001.

6010. Issues, Trends, and Law in Special Education (3) Analysis of laws, current issues, and trends in special education with attention to legislation, definitions, identification, eligibility, inclusion, and placement. Students acquire knowledge of key issues and develop skills for accessing professional journals.

6011. Integrating Technology into Special Education (3) P: 3 s.h. technology course. Strategies for integration of technology into instruction, record keeping, management, productivity, communication, and professional development of special educators.

6012. Assessment in Special Education (3) P: SPED 6010. Selection, administration, interpretation, and application to program planning of assessment instruments and strategies in special education. Examines research, legislative mandates, and APA standards.

6020. Curriculum Development and Program Planning in Special Education for Students with Mild Mental Retardation (3) P: SPED 6011, 6012, 6302. Planning, delivering, monitoring, and modifying instructional programs for students with mild mental retardation.

6021. Instructing Students with Mental Retardation (3) P: SPED 6011, 6020. Planning, delivering, monitoring, and modifying instructional programs. Emphasis on applying research literature to acquire and refine best practices in instruction of students who have mental retardation.

6022. Instructing Students with Learning Disabilities (3) P: SPED 6011, 6025. Planning, delivering, monitoring, and modifying instructional programs. Emphasis on applying research literature to acquire and refine best practices in instruction of students with learning disabilities.

6023. Instructing Students with Behavioral/Emotional Disorders (3) P: SPED 6011, 6027. Evaluation and modification of instructional and management programs for students and youth with behavioral/emotional disorders. Examines research and demonstration of best practices through classroom teaching.

6025. Curriculum Development and Program Planning for Students with Learning Disabilities (3) P: SPED 6011, 6012, 6302. Planning, delivering, monitoring and modifying instructional programs for students with learning disabilities.

6027. Curriculum Development and Program Planning for Students with Behavior Disabilities (3) P: SPED 6011, 6012, 6302. Planning, delivering, monitoring and modifying instructional programs for students with behavior disabilities.

6030. Curriculum Development and Program Planning in Special Education for Students with Low-Incidence Disabilities (3) P: SPED 6012. Planning, delivering, monitoring, and modifying instructional programs for students with low-incidence disabilities.

6031. Instructing Students with Low-Incidence Disabilities (3) P: SPED 6011, 6030. Planning, delivering, monitoring, and modifying instructional programs.

SECTION 8: CURRICULA

- 6104. Introduction to Gifted Education (3)** Definitions, characteristics, theories of intelligence, and theories of teaching used with gifted students.
- 6301. Seminar in Multiple Disabilities (3)** Orthopedic and other muscle, skeletal, and special health impairments of children. Medical, psychological, and social issues associated with such disabilities described and special education adaptations indicated.
- 6302. Research in Special Education (3)** P: EDUC 6480 or 6482 or SCIE 6500; admission to SPED MAEd program or consent of chair. Emphasis on research skills, research design, statistics, data collection, and interpretation.
- 6401. Methods and Materials in Gifted Education (3)** P: SPED 6104 or consent of instructor. Materials, programs, and theories of educating gifted students.
- 6402. Differentiated Curriculum for the Gifted (3)** P: SPED 6104 or consent of instructor. Student and program assessment and development of differentiated curricula for gifted students.
- 6403. Practicum in Gifted Education (3)** P: SPED 6104, 6401, 6402; or consent of instructor. Classroom experience with gifted students. Planning and implementation of instructional programs.
- 6701. Assistive Technology Devices and Services (3) Same as OCCT 6701** Broad overview of assistive technology, including legal, educational, and discipline specific information. Provides basic information that prepares students for other certificate courses.
- 6702. Assessment, Planning, and Implementation of Assistive Technology (3) Same as OCCT 6702** P: SPED 6701 or OCCT 6701. Explores assistive technology assessments and planning and implementation of assistive technology within student/client's environment. Students attain skills in variety of technology using cross-disciplinary team approach.
- 6703. Collaborative Resource Management of Assistive Technology (3) Same as OCCT 6703** P: SPED 6701 or OCCT 6701. Human, product, electronic, and funding resources to meet technology needs for individuals with disabilities examined within state and national networks. Practical collaborative skills practiced in cross-disciplinary team assignments.
- 6800. Introduction to Students with Autism (3)** Definitions, research, characteristics, and intervention alternatives related to students with autism spectrum disorders.
- 6801. Methods and Materials for Teaching Students with Autism (3)** P: SPED 6800. Educational strategies in working with children with autism spectrum disorders in the classroom.
- 6802. Families and Students with Autism (3)** P: SPED 6800. Needs of the family as a unit, family interventions, family services, advocacy strategies, and future planning alternatives for families of students with autism spectrum disorders.
- 6803. Language and Communication for Students with Autism (3)** P: SPED 6800. Alternative communication strategies for students with autism spectrum disorders.
- 6810. Characteristics, Issues, and Trends in Education for Students with Deaf-Blindness (3)** Impact on development and learning and history, issues, relevant resources, and approaches.
- 6811. Essentials of Communication Development for Students with Deaf-Blindness (3)** P/C: SPED 6810. Communication acquisition from pre-symbolic/pre-linguistic levels through formal language and literacy.
- 6812. Assessment and Educational Program Design for Students with Deaf-Blindness (3)** P: SPED 6810. Assessment approaches to design effective instruction and supports.
- 6813. Effective Teaching and Learning for Students with Deaf-Blindness (3)** P: SPED 6812. Strategies for providing quality instruction.
- 6814. Internship with Students with Deaf-Blindness (3)** P: SPED 6813. Supervised teaching and leadership experiences to integrate valid effective practices in assessment, teaching and learning.
- 6999. Project Planning in Special Education (3)** May be repeated. May count 3 s.h. toward degree. P: 6021 or 6022 or 6023 or 6031.

7000. Thesis in Special Education (3) May be repeated. May count 3 s.h. toward degree. P: SPED 6999.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7002. Action Research Project in Special Education (3) May be repeated. May count 3 s.h. toward degree. P: SPED 6999.

SPED Banked Courses

5102. Perspectives in Mental Retardation (3)

5301. Tests and Measurements in Special Education (3)

6013. Communication and Collaboration in Special Education (3)

6040. Internship in Special Education (3)

6101. Introduction to Learning Disabilities (3)

6201. Methods and Materials for Teaching Learning-Disabled Children I (3)

6202. Methods and Materials for Teaching Learning-Disabled Children II (3)

6203. Advanced Methods and Materials for Mental Retardation I (3)

6204. Advanced Methods and Materials for Mental Retardation II (3)

6303. Administration and Supervision in Special Education (3)

6601. Introduction to Low Incidence Populations (3)

6602. Methods in Elementary Programming for Low Incidence Disabilities (3)

6603. Methods for Secondary Programming for Low Incidence Disabilities (3)

6990, 6991. Practicum in Learning Disabilities (3,3)

6992, 6993. Internship in Mental Retardation (3,3)

6997. Internship: Low Incidence Disabilities (3)

6998. Internship: Low Incidence Disabilities (3)

TCHR: TEACHER EDUCATION

6010. The Learner and the Learning Environment (3) Learning theory, motivational theory, and assessment within school environment. Focus on cognitive, affective, and social development of students.

6011. The Teacher and the Teaching Experience (3) Teaching within school environment. Teaching cycle, teaching as a profession, culture of teaching, and general strategies for instruction.

6020. MAT Classroom Management (3) Concurrent internship experience required. P: TCHR 6010, 6011. Roles and responsibilities of teacher in organizing and managing classroom setting. Approaches to handling discipline problems.

6024. MAT Internship (9) P: TCHR 6010, 6011. Supervised teaching in appropriate subject and level classroom. Emphasis on reflective decision-making.

6030. Literacy Development in the Content Area Classroom (3) May receive credit for one of READ 5317; TCHR 6030. Development of literacy abilities in content area classrooms. Identification of literacy requisites, evaluation of content area materials, and assessment of student competencies. Development of strategies and teaching materials to enhance learning.

6430. Computer Concepts and Applications for Career and Technical Educators (3) May require additional lab time. Business-related computer concepts and applications. Hands-on experience using various microcomputers.

TESL: TEACHING ENGLISH AS A SECOND LANGUAGE

6100. Planning, Implementing and Managing ESL Instruction (3) Contemporary methods and strategies appropriate for providing comprehensible instruction for second language learners in K-12 classrooms with a foundation for understanding multiple perspectives on ESL approaches to education.

DEPARTMENT OF EDUCATIONAL LEADERSHIP

William A. Rouse, Jr., Interim Chair, 208 Ragsdale Building

The Department of Educational Leadership offers three degree programs to prepare individuals for positions as educational leaders. Additional information regarding the application process and program requirements is available on line.

MASTER OF SCHOOL ADMINISTRATION (MSA)

The master of school administration degree (MSA) is designed to prepare individuals to become school leaders. Program studies include strategic planning, problem solving, instructional leadership, managerial leadership, political analysis, organizational theory and development, and leadership skill application. The program consists of 42-semester hours (including a two semester internship experience) and is designed to allow full-time or part-time study. With successful completion of the appropriate licensure exam, the MSA may lead to license in the areas of administration North Carolina principal license (012, class P) and supervision North Carolina curriculum instructional specialist level I license (113, class S).

Candidates for the MSA program should have entry-level school license and a minimum of three years teaching/public school experience. For additional information concerning admission, contact the Department of Educational Leadership or view the departmental web site.

EDUCATIONAL SPECIALIST IN EDUCATIONAL ADMINISTRATION AND SUPERVISION (EdS)

The educational specialist in administration and supervision degree (EdS) is a sixth-year post master's degree which requires a minimum of 38 semester hours and is designed to prepare individuals for senior leadership positions in education. Program studies are adapted for the challenges of unique school district roles such as personnel administrator, curriculum supervisor, and directors of special program areas. Upon completion of the program, individuals are eligible to upgrade previously held licenses. Individuals holding administration license (012, class P) are eligible for administrator II license (012, class AP) and superintendent license (011, class AS). Individuals holding supervision license (113, class S) are eligible for curriculum-instructional specialist II license (113, class AS).

Candidates for the EdS program should have a master's degree and Level I licensure in administration or supervision. Three years of successful leadership experience is desirable for candidates applying to the EdS program. For additional information concerning admission, contact the Department of Educational Leadership or view the departmental web site.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (EdD)

The (EdD) in educational leadership is designed to develop skills and abilities for individuals to resolve educational issues and problems. Program studies include leadership theory, human resource development, organizational theory, policy analysis, planning studies, curriculum and instructional leadership, and political systems analysis. The degree prepares senior level administrators for leadership positions in public schools or in higher education. A minimum of 60-semester hours beyond a master's degree is required. Requirements include a research-based dissertation completed under the direction of an appropriate faculty member, as well as a supervised internship experience.

Candidates seeking the EdD with a focus on public school administration must hold Level I licensure in administration or supervision. Upon completion of the program, individuals are eligible to upgrade previously held licenses. Individuals holding administration license (012, class M or class AP) and/or (011, class AS) are eligible for (012, class DP) and superintendent license (011, class DS). Individuals holding supervision license (113, class S) are eligible for curriculum-instructional specialist (113, class D). Candidates seeking the EdD with a concentration in higher education administration are not required to hold a previous license and are not eligible for North Carolina license in administration or supervision upon completion of the program.

In addition, it is desirable for all candidates for the EdD program to have three years of successful leadership experience.

The degree requires 60 s.h. of credit as follows:

- Core: LEED 8010, 8015, 8035, 8050; 8055 or 8056 15 s.h.
(LEED 8056 is required for higher education administration concentration)
- Research: LEED 8410, 8420, 8430, 8440 12 s.h.

Concentration areas (Choose one.)	21 s.h.
<i>PreK-12 administration:</i>	
LEED 8025; 6 s.h. chosen from LEED 8000 courses; 12 s.h. chosen in consultation with advisor.	
<i>Higher education administration:</i>	
LEED 8020, 8027, 8030, 8040, 8045, 8060; choose 3 s.h. in consultation with advisor.	
Internship: LEED 8991, 8992.....	6 s.h.
Dissertation: LEED 9000.....	6 s.h.

LEED: EDUCATIONAL LEADERSHIP

6000. Leadership and Communication (3) For teachers providing educational leadership. Importance of effective communication. Skills and knowledge needed to speak, write, and listen effectively.

6334. Home, School, and Community: The Communication Process (3) P: Admission to MSA program. Principles, practices, and problems of home, school, and community relations.

6800. Theory and Application of Technology for Administrators (3) P: Admission to MSA program. Introduces technology that provides greater efficiency and productivity. Theoretical basis and instruction and practice in administrative and managerial software in K-12 educational facilities.

6801. Strategic Problem Solving (3) P: Admission to MSA program. Educational problems solved using strategic problem-solving processes. Emphasis on retrieving, evaluating, and synthesizing research as applied to educational programs.

6802. Reflecting and Communicating About Educational Issues (3) P: Admission to MSA program. Current educational issues from variety of perspectives. Effective communication of those issues in oral, written, and multi-media modes.

6803. Ethical and Legal Decision-Making for Teachers (3) Not open to educational leadership students. Study fundamentals in school law and ethical and moral decision making for school teachers.

6804. The Law, Policy, and Politics of Education (3) P: Admission to MSA program. Influence of laws, educational policies, and power structures of communities on goals and operations of schools.

6805. Ethical and Societal Aspects of Educational Leadership (3) P: Admission to MSA program. Personal values, understanding of core values of society, and sensitivity to societal dimensions of educational decision making.

6806. Managing Organizational Change (3) P: Admission to MSA program. Process of changing and improving complex educational organizations. Application of variety of planning and organizational development processes.

6807. School-Based Management (3) P: Admission to MSA program. Essential elements of school quality that impact program operations. Relationships of schools to other agencies. Leadership in securing support for schools.

6808, 6809. Administration and Supervision Internship: Level I (4,4) 2-semester internship. P for 6808; admission to MSA; LEED 6810; C for 6809: LEED 6812. Joint supervision of public leaders and university supervisor.

6810. Introduction to School Leadership (2) To be taken during first semester of enrollment in MSA program. P: Admission to MSA program. Introduces state and national standards for school leaders and skills required to meet them.

6812. School Leadership Skills Development (2) P: Admission to MSA program; C: LEED 6809. Educational problems, cases, and simulations used to evaluate student's leadership skills and plan for skill development during administration and supervision internship.

6820. Advanced Technology for School Administrators (3) P: Admission to MSA program; LEED 6800 or equivalent or consent of instructor. Research, theories, and practical use of advanced technology for curriculum, student, and fiscal management. Decision making and other administrative applications.

SECTION 8: CURRICULA

6823, 6824. Learning Centered Leadership (3,3) P: Admission to MSA program. Essential elements of quality learning and school-based visionary leadership. Improvement of curriculum and instruction through application of appropriate leadership styles and models.

6830. Teacher Leadership (3) Essential elements of teacher leadership and shared decision making. Application of knowledge to organize teams and solve school problems.

6993, 6994. Curriculum Instructional Specialist Internship: Level I (3) Full-time or on-the-job experience. Supervised by instructional leader of recognized capability.

7000. Thesis (3) May be repeated. May count maximum of 3 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7408. Public School Administration (3) P: Admission to EdS program. Advanced course based on administrative principles and techniques encountered by superintendents in NC schools.

7410. Staff Personnel Problems (2) P: Admission to EdS program. Underlying philosophy of personnel administration case studies and problems. Relations to local and state administrative authority. Teacher participation in administration, selection of teachers, and orientation of new teacher. Programs for professional growth in service, teacher's relation to community, merit schedules, salary schedules, and relations within schools.

7411. Problems in Educational Administration (2) P: Admission to EdS program. For advanced school administration students with administrative experience. Research school administration problem and presentation of results for critical analysis and discussion.

7415. Introduction to Internal Evaluation in Education (3) P: Admission to EdS program. Concepts of evaluation research. Emphases on theory and techniques of internal monitoring evaluations.

7420. Theories of Educational Administration (3) P: Admission to EdS program. Theoretical dimensions.

7429. Problems in Educational Supervision (3) P: Admission to EdS program. For practicing administrators and supervisors. Advanced research of selected problem in supervision and presentation of results for critical analysis and discussion.

7460. School and Community Cultures (3) P: Admission to EdS program. Cultures and effective communication.

7470. School Business Management (3) P: Admission to EdS program. For principals and superintendents. Background necessary for efficient school system operation. Based on philosophy that administration must facilitate instruction.

7472. Issues, Problems, Research in Education (2) P: Admission to EdS program. International, national, and state levels. Emphasis on contemporary educational problems. Review of educational research for possible solutions.

7483. Advanced School Law (2) P: Admission to EdS program. In-depth study of current educational problems. Emphasis on legal background.

7520. Special Topics Seminar in Educational Leadership (3) May be repeated with a change of topic with a maximum of 9 s.h. counting toward the degree. Advanced topics in educational leadership based on student interest and current educational priorities.

7521, 7522, 7523. Directed Readings in Educational Leadership (2,2,2) P: Consent of instructor. Selected topics.

7991. Educational Leadership: Level I (4) P: Completion of 50 percent of courses in educational specialist degree; completion of two years' experience in a level-one administrative position; or consent of program coordinator. Observation and analysis of administration and instructional supervision at state and system level under guidance of experienced educational leaders.

7993. Educational Leadership Internship: Level II (4) Directed field study. P: Completion of 50 percent of courses in EdS degree; completion of two years' experience in a level-one administrative position; or consent of program coordinator. Supervised by department member.

8010. Organizational Theory and Culture (3) P: Admission to EdD in educational leadership. Application of organizational theory in educational administration to social systems in education.

8015. Doctoral Seminar in Human Resource Development (3) P: Admission to EdD in educational leadership. Advanced study of theory, research, and exemplary practice in developing human resources in educational organizations.

8020. Politics and Power in Education (3) P: Admission to EdD in educational leadership. Formal process for developing educational policy through federal, state, and local governments. Involvement and power of elected officials, political parties, lobbyists, and media in developing policy, both formally and informally. Impact of social issues, economics, and other forces on educational policy development.

8025. Doctoral Seminar in Political and Social Issues in Educational Leadership (3) P: Admission to EdD in educational leadership. Process through which political and social issues affect education. Analysis of some contemporary issues that affect NC.

8027. Doctoral Seminar in Higher Education Law and Public Policy (3) P: Admission to EdD in educational leadership. Legal system and how constitutional and case law impact higher education practices. Analysis of educational policy development at federal, state, and institutional levels.

8030. Educational Planning (3) P: Admission to EdD in educational leadership. Concepts, strategies, and practices of educational planning utilized for school and school district leadership.

8035. Doctoral Seminar in Educational Leadership (3) P: Admission to EdD in educational leadership. Advanced study of theory, research, and exemplary practice in changing nature of educational leadership.

8040. Policy Development and Analysis (3) P: Admission to EdD in educational leadership. Policy making and role of educational leader in policy development and implementation. Emphasis on skills used in policy analysis and policy development in education.

8045. Cases and Concepts in Educational Leadership (3) P: Admission to EdD in educational leadership. Key concepts of educational leadership examined primarily through case study analysis.

8047. Student Development in Higher Education (3) P: Admission to EdD in educational leadership. Historical and philosophical foundations of student development theory. Application of theory to best practices.

8050. Ethics in Educational Leadership (3) P: Admission to EdD in educational leadership. Applied ethics.

8055. Doctoral Seminar in Curriculum and Instruction (3) P: Admission to EdD in educational leadership. Advanced study of current theory and research in curriculum and instruction and their applications in educational settings.

8056. Doctoral Seminar in Curriculum Theory and Practice in Higher Education (3) P: Admission to EdD in educational leadership. Curriculum theory as related to higher education programs and courses. Development of skills and knowledge required to implement higher education curricula.

8060. Program Evaluation (3) P: Admission to EdD in educational leadership. Theory and research on program evaluation. Techniques used in designing, implementing, and reporting program evaluations.

8410. Advanced Research in Educational Leadership (3) P: Admission to EdD in educational leadership. Evaluation and use of quantitative and qualitative research in the practice of educational leadership.

8420. Quantitative Research in Educational Leadership (3) P: Admission to EdD in educational leadership. Descriptive and inferential quantitative methods used in educational research.

8430. Qualitative Research in Educational Leadership (3) P: Admission to EdD in educational leadership. Philosophy and methodology of various forms of qualitative research used in educational leadership.

SECTION 8: CURRICULA

- 8440. Applied Research Design in Educational Leadership (3)** Knowledge and skills needed to plan and implement a major independent research project in educational leadership.
- 8991. Doctoral Internship: Leadership Practicum (3)** P: Admission to EdD in educational leadership. Advanced internship. Participation in series of structured and supervised field experiences at local, regional, and state levels.
- 8992. Doctoral Internship: Research Practicum (3)** P: Admission to EdD in educational leadership; LEED 8991. Advanced internship. In-depth practical experience in educational organization. Completion of field study at site.
- 9000. Dissertation (3-6)** P: Admission to EdD in educational leadership. May be repeated. May count maximum of 6 s.h.

LEED Banked Courses

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|--|---|
| 6400. Seminar: Supervision (2) | 6991. Administrative Internship: |
| 6406. Elementary School Administration (2) | Supervised Practicum (3) |
| 6407. Public School Finance (3) | 6992. Administrative Internship: Seminar (3) |
| 6409. Secondary School Administration (3) | 7400. Seminar-Administration (2) |
| 6428. Principles and Practices of Supervision (3) | 7461. Planning School Buildings (3) |
| 6483. School Law (3) | 7992. Administrative Internship, |
| 6500. The Organization and Administration of | Field Study-Level II (3) |
| the Middle School (3) | |

DEPARTMENT OF LIBRARY SCIENCE AND
INSTRUCTIONAL TECHNOLOGY

William Sugar, Interim Chairperson and MS in IT Program Director
Carol A. Brown, MAEd in IT Program Director
Larry White, MLS Program Director

MLS

The master of library science program is designed for students seeking employment as librarians and information professionals in Pre K-12 schools, universities, community colleges, public libraries, and related settings. All students are eligible for NC Public Library Certification upon completion of the MLS degree requirements. The MLS requires a minimum of 39 s.h. of credit. Eight core courses (24 s.h.) are required of all students: LIBS 6010, 6012, 6014, 6018, 6026, 6031, 6042, and 6991 or 6992.

School library media (courses required for public school licensure): LIBS 6135, 6142 and 6144; one of the following educational core competency courses: EDUC 6001, ELEM 6550 or ADED 6550, SPED 6002; and one elective (3 s.h.) to be selected in consultation with an advisor. Additional pre-requisites may be required for students seeking media coordinator licensure and lacking an initial teaching licensure.

Public library: LIBS 7050 and electives (12 s.h.) selected in consultation with an advisor.

Academic library: All electives are selected in consultation with an advisor to meet the career goals of the student.

Applicants holding a graduate degree in library science or education who are seeking school licensure are required to submit transcripts for evaluation. Upon review, a course of study will be determined to meet the competencies of the North Carolina Department of Public Instruction and the American Association of School Librarians of the American Library Association working with the National Council for Accreditation of Teacher Education.

MS IN INSTRUCTIONAL TECHNOLOGY

The MS in instructional technology is designed for students seeking employment in institutions of higher education, governmental agencies, businesses, and industry as developers of computer-based instructional materials and other types of instructional materials. The MS in instructional technology program provides a thorough foundation in the design of instruction and the development of instructional materials. The program also helps students develop advanced skills in media production and distance education.

The degree requires a minimum of 36 s.h. of credit as follows: EDTC 6010, 6020, 6025, 6030; 6040, 6135, 6991, 7030, 7040; one research course; and 6 s.h. of electives.

CAS IN LIBRARY SCIENCE

The certification of advanced study in library science is a specialist program for professionals who wish to upgrade and update their knowledge in library science, develop a specialty in a subject discipline or a library function, or redirect their career path. One option in the program leads to licensure as a school media supervisor (078). Applicants must have completed a master's degree in library science, or equivalent, with a minimum GPA of 3.0.

The CAS requires a minimum of 30 s.h., including at least 12 s.h. in library science and a 6 s.h. CAS project (LIBS 7995, 7996). A maximum of 12 s.h. or appropriate graduate-level courses beyond the master's may be transferred from another institution. Each student, working in close cooperation with an advisor, develops a course of study and delineates the general area of the CAS project.

Students seeking school media supervisor licensure (078) must include LIBS 7010, a course in educational curriculum development, and LIBS 7991.

MAEd IN INSTRUCTIONAL TECHNOLOGY

The MAEd in instructional technology is designed for students seeking employment in schools or other agencies as technology facilitators, coordinators, or program directors. The mission of the program is to prepare professionals in the field of instructional technology to plan, implement, and evaluate technology programs within a collaborative teaching environment. See the MAEd as listed under the College of Education general information for Master of Arts in Education (MAEd) for requirements for the MAEd in instructional technology. Students completing the MAEd in instructional technology are eligible for NC licensure 077 – Instructional Technology Specialist Computers.

CERTIFICATE FOR SPECIAL ENDORSEMENT IN COMPUTER EDUCATION

The certificate for the special endorsement in computer education provides interested licensed teachers the opportunity to fulfill requirements to apply for the endorsement for the position of Technology Facilitator. Applicants to the certificate program must currently have a NC teaching license and meet graduate school standards for admission.

The certificate program requires 18 s.h. of graduate-level course work in educational technology. Required courses include EDTC 6010, 6020, 6035, 6139, 6140, and 6149.

CERTIFICATE IN DISTANCE INSTRUCTION

The certificate in distance instruction provides interested persons an opportunity to learn the basic principles of distance delivery of classes, to manage distance-delivered classes, and to evaluate their effectiveness. Applicants to the certificate program must meet the same admission requirements as East Carolina University's Graduate School.

The certificate program requires 18 s.h. of graduate-level course work in distance delivery of courses. Required courses include EDTC 6010, 6050, 6060, 6300, 7030, 7040.

CERTIFICATE IN VIRTUAL REALITY IN EDUCATION AND TRAINING

The certificate in virtual reality in education and training provides interested persons the opportunity to learn to use basic virtual reality software and to apply that knowledge in educational and training settings. Applicants to the certificate program must meet the same admission requirements as East Carolina University's Graduate School.

The certificate program requires 15 s.h. of graduate-level course work in virtual reality, emphasizing educational and training applications. Required courses include EDTC 6240, 6242, 6244, 6848, 6991, 6992.

EDTC: EDUCATIONAL TECHNOLOGY

5010. Computers in Education (3) Application of computers in education. Operation of microcomputers and selection, evaluation, and application of educational software.

6010. Introduction to Instructional Technology (3) Historical background, theories, instructional design and development, deliverers of instruction, current issues, and trends.

SECTION 8: CURRICULA

- 6020. Principles of Instructional Design (3)** Systematic process for design of instruction. Task analysis and task analysis diagrams, learner and context analysis, and development of instructional strategies.
- 6025. Analysis and Evaluation in Instructional Technology (3)** P: EDTC 6020. Introduces development of instructional analyses, strategies, and formative evaluation methods. Practical experiences in traditional and alternative instructional development and evaluation techniques.
- 6030. Authoring Systems for Instructional Product Development (3)** P: EDTC 6020; consent of instructor. Use of authoring systems for design, development, and testing of instructional course ware.
- 6035. Integrating Technology into the English/Language Arts, Social Studies, and Information Skills Curriculum (3)** Open to other graduate education majors. In-depth study of NC K-12 computer skills curriculum. Emphasis on development of strategies, materials, and staff development to integrate technology into English/language arts, social studies, and information skills curricula.
- 6037. Integrating Technology into the Math, Science, and Healthful Living Curriculums (3)** Open to other graduate education majors. In-depth study of NC K-12 computer skills curriculum. Emphasis on developing strategies, materials, and staff development to integrate technology into math, science, and health curricula.
- 6040. Multimedia Instructional Product Development (3)** P: EDTC 6030. Process of instructional product development using multimedia technologies. Develops multimedia instructional modules.
- 6045. Human-Computer Interface Design (3) Same as LIBS 6045** P: Basic computer knowledge. Design and evaluate human-computer interfaces for information and instructional products. Applies human-computer interface principles and user-centered design perspective to project development.
- 6050. The Internet: Organization, Design, and Resource Discovery (3)** Organization and design of Internet. Emphasis on tools available for discovering useful resources for instructional and other purposes.
- 6060. Using the World Wide Web for Research (3)** Identifies and evaluates resources for research available on World Wide Web. Examines issues such as search strategies, copyright, and censorship.
- 6070. Digital Literacy for 21st Century Classrooms (3)** Prepare educators in the use of information communication and technology (ICT) literacy skills.
- 6110. Media Literacy (3)** Critical examination of mass media in terms of implicit and explicit messages. Strategies and activities to develop cognitive and viewing skills necessary for effective evaluation of media.
- 6125. Performance Technology: Principles and Strategies (3)** P: EDTC 6020. Interrelationship of computer technology with instructional technology and its application to corporate training.
- 6130. Development of Video Instruction (3)** Design and development of desktop video for instructional applications. Integration of digital video with other media for instruction. Analog video production and principles of instructional television.
- 6135. Instructional Graphics for Educational Media (3)** Design and production of graphic and visual elements for instructional applications. Covers electronic and print-based static and interactive media.
- 6139. Selection and Integration of Multimedia for PreK-12 Schools (3)** Methods and materials for selecting and using a variety of multimedia formats in PreK-12 classrooms.
- 6140. Planning for Technology (3)** Background necessary for school leaders to plan for technology. Development of educational specifications, design, selection, contracts, maintenance, staff development, and evaluation. Open to other graduate education majors.
- 6149. Administration of School Technology Programs (3)** Theory and principles of management with relevant application for school technology programs.
- 6230. Local Area Networks in Instructional Settings (3)** Planning, designing, implementing, and managing local area networks in instructional settings.

- 6240. Virtual Reality: Principles and Applications (3)** Basic principles of virtual reality. Emphasis on applications in education and other fields. Students select special projects according to their interests and build virtual environment.
- 6242. Building and Using Graphics-Based Virtual Environments for Education (3)** P: EDTC 6240 or consent of chair. Graphics-based environment design, building, application, and evaluation for education.
- 6244. Building and Using Text-Based Virtual Reality Environments for Education (3)** P: EDTC 6240 or consent of chair. Text-based environment design, building, applications, and evaluation for education.
- 6300. Introduction to Distance Learning (3)** Internet connectivity required. Distance learning from administrative and program development standpoint.
- 6848. Seminar on Virtual Reality and Education (3)** P: EDTC 6242, 6244; or consent of chair. Explores problems and issues affecting building, use, and evaluation of virtual reality environments in educational settings.
- 6900. Electronic Portfolio Development (3) Same as LIBS 6900** Practical application of theory, assessment, and reflection addressing state and national standards in professional electronic portfolios.
- 6901, 6902, 6903, 6904. Selected Topics in Instructional Technology (1-4)** May be repeated for maximum of 6 s.h. with change of topic for a given course number. Variety of newly developed and special courses.
- 6981, 6982, 6983. Directed Independent Study (1-3)** For intermediate or advanced student. P: Minimum of 15 s.h. of credit in MAEd program; consent of chair. Study of topic not otherwise offered in curriculum or pursuit of topic beyond or in greater depth than is possible within context of regular course.
- 6991, 6992. Internships Seminar (3,3)** 110 hours of observation and practical experience in school or other setting appropriate to student's area of specialization. P: 24 s.h. in MAEd program or consent of chair. Periodic group meetings with internship supervisor.
- 7000. Thesis (3)** May be repeated. May count maximum of 3 s.h.
- 7001. Thesis: Summer Research (1)** May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.
- 7010. Supervision of School Media and Technology Programs (3) Same as LIBS 7010** P: Consent of CAS-LS or MAEd program director. Principles and practices of supervision of media and technology programs for school district and/or region.
- 7030. Web Teaching: Design and Development (3) Formerly EDTC 7320** Principles of Internet (web-based) instruction, including instructional design components, and designing web pages for delivery of instruction.
- 7040. Instructional Strategies for Distance Learning (3) Formerly EDTC 7310** P: EDTC 7030 or consent of instructor. Principles and theories of distance learning, including design, delivery, and evaluation.
- 7120. Learning Theories for Instructional Development (3) Formerly EDTC 6120** Advanced examination of learning theories that affect development of instruction.
- 7125. Training Systems Engineering (3)** Explores issues associated with building the training systems and subsystems necessary for training and sustaining human performance. Topics include performance analysis and needs assessing, life cycle training concerns, training development, training devices and strategies for use, cost and performance analysis, and technology used in training delivery.
- 7220. Instructional Systems Analysis (3)** Advanced examination of instructional systems analysis. Includes conducting needs analysis, performance analysis, task analysis, learner analysis, and environmental analysis in preparation for instructional design.
- 7330. Management of Distance Education (3)** Internet connectivity required. P: EDTC 6300, 7040. Introduces management of distance education programs, covering online course management, strategic planning, faculty development and support services, student services, issues, and future trends.

SECTION 8: CURRICULA

7400. Doctoral Seminar in Instructional Technology (3) P: Admission to doctoral program. Advanced seminar focusing on theory, research, models, delivery, and current issues of instructional technology in schools, higher education, and training.

7901, 7902, 7303. Selected Topics in Instructional Technology (1,2,3) May be repeated for a maximum of 6 s.h. with change of topic. P: Consent of chair. Variety of newly developed and special courses.

7981, 7982, 7983. Directed Independent Study (1,2,3) For advanced or doctoral student. P: Consent of chair. Topics not otherwise offered or offered in greater depth than in the context of a regular course.

8020. Doctoral Seminar in Models and Theories of Instructional Development (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced study of established and emerging models of instructional design and development. Includes descriptive and prescriptive theories of instructional development.

8025. Doctoral Seminar in Educational Evaluation (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced study of established and emerging methods of educational evaluation. Includes both program evaluation and product evaluation with emphasis on technology programs and products.

8120. Doctoral Seminar in Foundations of Instructional Systems (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced study of theoretical foundations of instructional systems.

8130. Doctoral Seminar in Diffusion and Adoption of Innovations (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced seminar in diffusion and adoption of innovations, including models of change, research-based practice, adaptation due to contextual constraints, and challenges particular to adoption of technology.

8140. Doctoral Seminar in Instructional Development for Higher Education (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced seminar on instructional development as it relates to organization and faculty development, and instructional change within higher education settings.

EDTC Banked Courses

6160. Computer Applications in Educational Administration (3)

6220. Telecommunications (3)

LIBS: LIBRARY STUDIES

6010. Foundations of Library and Information Studies (3) P: Admission to MLS program or consent of chair; demonstrated competency in the basic operation of word processing, data bases, and spreadsheets. Development and functions of libraries and information centers, professional practice and ethics, and current issues and trends.

6012. Analyzing and Synthesizing Professional Library Information (3) P/C: LIBS 6010. Analysis and synthesis of professional library literature and resources.

6014. Introduction to Reference (3) P/C: LIBS 6010 or consent of chair. Major general reference sources used to answer information needs of library users.

6018. Collection Development (3) P/C: LIBS 6010 or consent of chair. Principles and methods of selecting print and nonprint materials, intellectual freedom, and formulation of selection policies.

6026. Organization of Information in Libraries (3) Organization of information resources, including classification, cataloging (MARC), and subject headings.

6031. Library Administration and Management (3) P/C: LIBS 6010 or consent of chair. Theory and principles of management with relevant application for public, school, and academic libraries.

6042. Technology for Library Services (3) P/C: LIBS 6010 or consent of chair. Use of technology in effective programs for youth services. Evaluative criteria for hardware and software and methods and strategies to integrate technology into instructional process.

6045. Human-Computer Interface Design (3) Same as EDTC 6045 P: Basic computer knowledge. Design and evaluate human-computer interfaces for information and instructional products. Applies human-computer interface principles and user-centered design perspective to project development.

6060. Using the World Wide Web for Research (3) Identification and evaluation of research resources found on World Wide Web. Search strategies, copyright, and censorship.

6133. Materials for Early Childhood (3) Survey of materials for infants, toddlers and preschool age children, emphasizing the evaluation and selection of print and non-print resources for use in early literacy-enriched story-time programming.

6135. Materials for Children (3) Evaluation, selection, and use of contemporary fiction, informational books, and other media for elementary through middle school age children in grades K-8.

6137. Materials for Young Adults (3) Formerly LIBS 5115 Evaluation, selection and use of contemporary fiction, informational books and other media for high school age young adults, grades 9-12.

6142. Instructional Foundations of the School Library Media Program (3) P: LIBS 6010, 6012, 6014, 6026, 6031, and 6042; or consent of instructor. Educational standards, models of information literacy, assessment, and their impact on student achievement.

6144. Instructional Strategies and Leadership for School Media Specialists (3) P: LIBS 6142. Strategies for education, collaboration, leadership, and assessment.

6160. The Art of Storytelling (3) Storytelling techniques and performance for varied audiences. Historical origins, story memory, and development of storytelling programs for all ages.

6215. Genealogy for Librarians (3) One or more field trips. Roles of libraries and librarians as related to genealogical collections and services. Review of genealogical resources in other libraries, archives, and institutions. Emphasis on materials and methods of genealogical research.

6220. History of Books and Libraries (3) Origin and development of the book in its various forms from earliest times to twentieth century. Evolution of library as institution.

6225. Government Publications (3) Forms, distribution, care, and use of all types of federal government publications.

6320. Advanced Reference (3) P: LIBS 6010, 6014, 6018, 6026; or consent of chair. Sources of information in major subject areas.

6345. Library of Congress Classification System (2) P: LIBS 6014; or consent of chair. Construction, use, and notation. Development of subject headings.

6735. Seminar on Intellectual Freedom (2) Intellectual freedom principles in library and information studies. Pressure groups, censorship, and strategies for coping with attempts to limit access to information.

6810. Academic Libraries (3) P: LIBS 6010, 6012, 6014, 6018, 6026, 6031 and 6042, or permission of the instructor. Issues and trends in community college, college and university libraries.

6900. Electronic Portfolio Development (3) Same as EDTC 6900 Practical application of theory, assessment, and reflection addressing state and national standards in professional electronic portfolios.

6901, 6902, 6903, 6904. Special Topics in Library Studies (1,2,3,4) May be repeated for credit with change of topic for given course number. P: LIBS 6014, 6018, 6031; or consent of chair. Variety of newly developed and special courses offered as sections.

6972. Research Methods in Library and Information Studies (3) P: LIBS 6014, 6018, 6031; or consent of chair. Various available resources and problems of research in library and information studies.

SECTION 8: CURRICULA

- 6973. Research Paper (3)** Directed by assigned faculty member. P: LIBS 6972. Research project developed in proposal form in LIBS 6972. Select methodology, collect and analyze data, draw conclusions, and present findings in written report.
- 6981, 6982, 6983. Directed Independent Study (1,2,3)** May be repeated for credit for maximum of 6 s.h. P: Consent of chair. Topic not otherwise offered in curriculum or more in depth than is possible within context of regular course.
- 6989. Early Internship (3)** 110 hours of observation and practical experience. For students seeking initial licensure. P: 9 s.h. in LIBS or consent of chair. Placement in school library media setting.
- 6991, 6992. Internship: Seminar (3,3)** 110 hours of observation and practical experience. P: 30 s.h. in LIBS or consent of chair. Placement in library setting appropriate to student's field of concentration.
- 7000. Thesis (3)** May be repeated. May count maximum of 3 s.h.
- 7001. Thesis: Summer Research (1)** May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.
- 7010. Supervision of School Media and Technology Programs (3) Same as EDTC 7010** P: Consent of CAS-LS or MAEd program director. Principles and practices of supervision involved in comprehensive media and technology programs in school district and/or region.
- 7030. Financial Management of Public Library Organizations (3)** P: LIBS 6010, 6031 or consent of instructor. Introduction to theory, resources, concepts, and current practices of the financial management of public libraries.
- 7050. Seminar on Public Libraries (3)** P: LIBS 6031 or equivalent or consent of chair. Characteristics, operations, and problems of public libraries.
- 7060. Seminar on Community College Learning Resource Centers (2)** P: LIBS 6031 or equivalent or consent of chair. Characteristics, operations, and problems of learning resource centers in technical institutes and community colleges.
- 7070. Seminar on Library Automation (2)** P: LIBS 6046 or equivalent or consent of chair. Problems of library automation. Emphasis on current trends in design and implementation.
- 7110. Advanced Storytelling (3)** For those with some storytelling background. P: LIBS 6160 or equivalent or consent of chair. Develop and enhance storytelling performance. Presentation of self as entrepreneurial storyteller.
- 7150. Programs for Youth in Public Libraries (3)** P: LIBS 6014, 6031, 6042, 6135; or consent of chair. Theory and methods of building effective public library programs for children and young adults.
- 7160. The Adult Reader (3)** Internet connectivity required. P: LIBS 6014, 6031, 6042, 6135; or consent of chair. Examines selection of sixteen popular genres for adult readers, including readers' advisory services.
- 7210. Computer-Assisted Instruction in Librarianship (3)** Theory, design, application, and evaluation of computer-assisted instruction in librarianship.
- 7250. Qualitative Research and Evaluation in Librarianship (3)** Qualitative methods for research and evaluation as applied to information needs of groups, libraries, and similar institutions.
- 7901, 7902, 7903, 7904. Special Topics in Library Studies (1,2,3,4)** May be repeated for credit with change of topic for a given course number. P: Consent of chair. Variety of newly developed and special courses offered as sections.
- 7981, 7982, 7983. Directed Independent Study (1,2,3)** May be repeated for maximum of 6 s.h. in the CAS-library science program. P: Admission to CAS-library science program; consent of chair. Topic not otherwise offered in curriculum or more in-depth than is possible within context of regular course.
- 7991. CAS Internship: School Media Supervision, Seminar (3)** 110 hours of observation and practical experience in school media supervisory settings. P: 15 s.h. in CAS-library science program. Supervisory responsibilities and problems of school media centers.

7992. CAS Internship: Seminar (3) 110 hours of observation and practical experience. P: 15 s.h. in CAS-library science program. Placement in setting appropriate to student's specialization area.

7995, 7996. Seminar: CAS Project (3,3) P: 18 s.h. in CAS-library science program. Problem in library studies. Report defended before faculty committee.

8010. Theoretical Bases of Librarianship (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced study of theories, philosophies, historical roles, fields, and developments that define librarianship.

8014. Doctoral Seminar in Reference Services (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced study of characteristics, operations, and problems of reference services in libraries.

8026. Doctoral Seminar in Technical Services (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced study of characteristics, operations, and problems of technical services in libraries.

8031. Doctoral Seminar in Library Management (3) P: Admission to EdD in educational leadership or consent of instructor. Advanced study of characteristics, operations, and problems of library management.

8100. Doctoral Seminar in Academic Libraries (3) Formerly LIBS 6100 P: Admission to EdD in educational leadership or consent of instructor. Advanced study of characteristics, operations, and problems of academic libraries.

8310. Library Services for Distance Learning (3) P: Admission to EdD in educational leadership or consent of instructor. Addresses student and faculty needs of library services for distance learning students.

8901, 8902, 8903. Selected Topics in Library Science (1-3) May be repeated for a maximum of 6 s.h. with change of topic. P: Admission to EdD in educational leadership or consent of instructor. Variety of newly-developed and special topics courses.

LIBS Banked Courses

5114. Materials for Children (2)

6003. Reference in the Social Sciences (3)

6004. Reference in the Humanities (3)

6005. Reference in the Pure and Applied Sciences (3)

6046. Automation in Libraries (3)

6120. Information Storage and Retrieval (2)

6340. Online Cataloging (2)

6360. Telecommunications (3)

6725. Seminar on Technical Services (2)

6730. Seminar on Organization of Special Materials (2)

DEPARTMENT OF MATHEMATICS AND SCIENCE EDUCATION

Ron Preston, Chairperson, 342-A Flanagan Building

MA IN SCIENCE EDUCATION

The MA in science education is specifically designed for individuals who intend to teach in a community college or junior college setting or who simply wish to increase their expertise in a science content area. The program is open to those students who hold undergraduate degrees in science education or in a science content area.

Admission requirements: Satisfactory entrance examination score; minimum GPA of 2.5 on all undergraduate work or a minimum GPA of 3.0 for classes taken in the senior year or in the undergraduate major; favorable recommendation from the departmental admission committee.

Course requirements: A minimum of 36 s.h. is required, with at least 18 s.h. at the 6000 level or above. The specific program of courses must meet the requirements below and be approved by the student's advisor.

1. A minimum of 18 s.h. of concentration in either biological, physical, and/or earth science. Appropriate prefixes include BIOL, CHEM, GEOL, or PHYS.
2. Six s.h. of suitable electives taken under advisement.
3. Twelve s.h. of course work in science education, including specified core courses.

A thesis is required. A comprehensive examination in science education must be passed at the completion of the program.

MAEd IN MATHEMATICS

The MAEd in mathematics is designed for a teacher whose primary teaching assignment has been in the area of pre-secondary or secondary mathematics. Prior teaching experience is not necessary for admission to this program, but certification to teach is required for admission.

Students holding the equivalent of an undergraduate mathematics major and certified to teach at the secondary level will complete the secondary level concentration. Students who earned the equivalent of an undergraduate concentration in mathematics and are certified to teach at the pre-secondary level will complete the pre-secondary-level concentration. Admission materials must include a letter of recommendation from someone aware of the applicant's performance or potential as a classroom teacher.

Degree Requirements

Minimum degree requirement is 39 s.h. of credit.

- 1. Common core21 s.h.
EDUC 6001; 6482 or SCIE 6500; MATE 6200, 6206, 6211
6 s.h. of mathematics analysis and algebra as follows:
Pre-secondary concentration students take MATH 5521. Readings and Lectures in Mathematics (3) once as analysis and once as algebra.
Secondary concentration students take MATH 5101 or 5102; 5021 or 5064 or 5581 or 6011
- 2. Concentration area 18 s.h.
Pre-secondary concentration:
Choose 9 s.h. mathematics education electives in consultation with advisor; MATE 6320 or 6321 is normally included unless the student has credit for a similar course
Choose 9 s.h. electives from the following: MATE 5263, 5264, 6221, 6222, 6223; MATH 5521, 6263
Secondary concentration:
Choose 9 s.h. mathematics education electives in consultation with advisor; MATE 6323 is normally included unless the student has credit for a similar course
Choose 9 s.h. from the following: MATH 5021, 5031, 5064, 5101, 5102, 5110, 5121, 5122, 5131, 5132, 5311, 5322, 5521, 5551, 5581, 5601, 5801, 6001, 6011, 6012, 6022, 6111, 6112, 6121, 6122, 6251, 6252, 6401, 6402, 6411, 6412, 6561, 6601, 6611, 6612, 6651, 6802, 6803, 6804, 6805
- 3. Other requirements
Capstone experience:
The capstone experience will consist of either a research project or a portfolio that is modeled on the National Board Professional Teaching Standards or other equivalent project. The graduate student will be able to show knowledge of and skills in the use of appropriate materials, pedagogy, and technology in the construction of a portfolio or research project.
School-based experience:
Teaching experience at the K-12 level is not mandatory for admittance to the MAEd program. However, for the graduate student not teaching at the pre-college level, some of the course work will require a practicum with an approved school.

MAEd AND MAT IN SCIENCE EDUCATION

For requirements for the master of arts in education (MAEd) in science education, please see the MAEd as listed under the College of Education general information for Master of Arts in Education (MAEd). For requirements for the master of arts in teaching (MAT), please see the Department of Curriculum and Instruction. The MAEd program leads to advanced licensure; the MAT program leads to initial licensure.

MATE: MATHEMATICS EDUCATION

5251. Modern Mathematics for Elementary Teachers I (3) Formerly MATH 5251 Not open to undergraduate or graduate mathematics majors or minors. A teacher taking this course would receive certificate renewal credit and/or 3 s.h. of graduate elective credit in elementary education. P for undergraduate students: MATE 3223 or consent of instructor; P for graduate students: MATE 2129; MATH 2127; 3219 or 3221; or equivalent; or consent of instructor. Numeration systems and real numbers from axiomatic approach. Topics in geometry, algebra, probability theory, and number theory. Emphasis on relationship between these topics and school mathematics.

5263, 5264. Modern Mathematics for Junior High School Teachers I, II (3,3) Formerly MATH 5263, 5264 May not count toward MATH or CSCI major or minor. P for 5263: Consent of instructor; P for 5264: MATH 5263 or consent of instructor. Set theory, mathematical systems and proofs, number systems, elementary number theory, applications of mathematics in business, science, and other areas. Basic concepts of geometry, algebra, probability, and statistics.

5265, 5266. Microcomputers in Secondary Education (3,0) Formerly MATH 5265, 5266 2 lecture and 2 lab hours per week. May not count toward a MATH or CSCI major or minor. P: MATE 3166 or MATH 1075 or 1085; consent of instructor. Operation and programming of microcomputers in secondary school system.

5267, 5268. LOGO: A Computer Language for Educators (3,0) Formerly MATH 5267, 5268 2 lecture and 2 lab hours per week. May not count toward MATH major or minor. P: MATE or MATH 3166 or consent of instructor. LOGO and its uses with students K-12.

6200. Mathematics Assessment for the Classroom Teacher (3) Formerly MATH 6200 P: Consent of instructor. Theory, methods, and techniques of assessment for improving mathematics learning. Requires assessment and intervention project adapted to local classroom setting.

6206. Leadership in Mathematics Education (3) Formerly MATH 6206 P: Admission to MAEd program; consent of instructor. Mathematics content and information necessary for service as leader in public school mathematics education.

6211. Research in Mathematics Education (3) Formerly MATH 6211 Readings, reports, and syntheses of research literature on teaching and learning K-12 mathematics. Projects based on this literature.

6221, 6222, 6223. Current Topics in Mathematics Education (1,2,3) Formerly MATH 6221, 6222, 6223 May be repeated once with change of topic. May not count toward mathematics requirement for MAEd. P: Consent of instructor. Exhaustive study of current topic in mathematics education.

6226, 6227, 6228. Leadership in Mathematics (1,2,3) Formerly MATH 6226, 6227, 6228 Each course may be repeated once with change of topic. May not count toward mathematics requirement for MAEd. P: Consent of instructor. Mathematics content and information necessary for service as leader in public school mathematics education.

6229. Leadership in Mathematics Education (4) Formerly MATH 6229 May not count toward mathematics requirement for MAEd. P: Consent of instructor. Mathematics content and information necessary for service as leader in public school mathematics education.

6261. Diagnostic Approach to Teaching Elementary Mathematics I (3) Formerly MATH 6261 May not count toward mathematics requirement for MATH MA. May count as elective in other programs. P: MATE 5251 or 5263 or consent of instructor. Methods of diagnosing and prescribing for individual difficulties in mathematics at elementary and secondary school levels. Applies principles and techniques during clinical work.

6265. Technology in Mathematics Education (3) Technology applications in grades 6-12 based on national recommendations, research, and issues pertaining to equity and access.

6320. Advanced Elementary Mathematics Methods (3) Formerly MATH 6320 May not count toward mathematics requirement for MAEd. P: Certification in elementary education at undergraduate level. Current research, materials, methods, and curricula for teaching and learning elementary school mathematics.

SECTION 8: CURRICULA

6321. Advanced Middle-Level Mathematics Methods (3) Formerly MATH 6321 May not count toward mathematics requirement for MAEd. P: Certification in mathematics at middle grades undergraduate level. Current research, materials, methods, and curricula for teaching and learning middle-level mathematics.

6323. Issues and Trends in Mathematics Education (3) Formerly MATH 6323 May not count toward mathematics requirement for MAEd. P: Graduate standing and certification in secondary mathematics. Current research, materials, methods, and curricula for teaching and learning high school mathematics.

6331. Reasoning with Number and Algebra (3) Rational numbers, proportional reasoning, and linear relations as tools to explore mathematical relationships in grades 6-8.

6341. Teaching and Learning of Geometry (3) Analysis of middle school student work using the van Hiele model to examine relationships of shape, size, symmetry, and transformations in two- and three- dimensional space.

6351. Data Analysis and Probability in the Middle Grades (3) Data analysis, probability concepts, and pedagogical issues for middle grade teachers.

6361. Measurement Across the Curriculum (3) Key issues in teaching and learning measurement as it supports other mathematical strands.

6371. Teaching and Learning of Algebra (3) Current mathematical learning theory and research as it pertains to algebra taught from a problem-solving, student-centered perspective.

6391. Teaching with Mathematical Modeling (3) Historical and contemporary models applied to real-world situations to demonstrate the power and limitations of modeling.

6400. Capstone Project in Mathematics Education (3) Research project, portfolio modeled on the National Board Professional Teaching Standards, or equivalent project.

SCIE: SCIENCE EDUCATION

5000. Contemporary Approaches to Teaching Biological Science (3) P: BIOL 1100, 1101, 1200, 1201; or equivalent; minimum of 16 s.h. in BIOL. Effective teaching in biology using current curricula materials. Emphasis on investigative nature of biology.

5010. Applications of Microcomputers in Teaching Physical Science (3) 2 1-hour lectures and 1 2-hour lab per week. Use of microcomputer to assist in teaching physical science. Topics include operation of microcomputer, review and evaluation of available software, and computer techniques to illustrate physical science concepts.

5020. Applications of Microcomputers in Teaching Biological Science (3) Use of microcomputer to assist in teaching biological science. Topics include operation of microcomputer, review and evaluation of available software, and computer techniques to illustrate biological concepts.

5990. Apprenticeship Science (3) Direct supervision in lab procedures by members of science staff.

6000. Science and Society (3) Selected topics to demonstrate social, historical, and philosophical aspects of science. Emphasis on science-society interaction.

6003. Selected Topics in Life Science for Middle Grades Teachers (3)

6004. Selected Topics in Physical Science for Middle Grades Teachers (3)

6006. Chemistry for Middle Grades Teachers (3) P: Minimum of 1 year teaching experience in grades 6-9 or consent of instructor. Content and instructional methods for chemistry for grades 6-9 teachers. Emphasis on demonstrations and hands-on activities.

6010. The History and Philosophy of Science (3) Develop scientific ideas, their origin, growth, and relationship to present.

- 6019. Science in Elementary Education (3)** P: Initial Teaching Licensure in elementary or special education. Current trends and issues. Emphasis on contemporary literature and classroom implementation.
- 6020. Recent Developments in Science Teaching (3)** Curricular trends and innovations. Emphasis on development of philosophical analyses of science teaching and learning practices reflective of past, current, and future science education reform agendas.
- 6050. Developmental Approaches to Science Teaching (2)** P: NC teaching licensure or equivalent; formal acceptance into DASH summer institute. Developmental Approaches in Science and Health (DASH) program is an interdisciplinary science curriculum designed for grades K-2. Focus on methodology and content. Follow-up sessions.
- 6081. Astronomy Methods for Teachers (2)** P: PHYS 1080, 1081; or 2 years' teaching of astronomy unit in school; PHYS 1050 or PHYS 1250. Methods of teaching astronomy using activities, experiments, observations, and library/computer resources.
- 6200. Environmental Education (3)** Critical examination of issues arising from human interaction with natural environment. Focus on themes such as history of environmental movement, environmental ethics and values, and local, state, and global environmental issues.
- 6310. Advanced Methods in Teaching Science (3)** Applies theoretical, philosophical, and research bases for improvement of education practice. Planning, instruction, and evaluation techniques expected of master teacher.
- 6420. Marine Education (3)** P: Initial Teaching Licensure in elementary, middle, or secondary education or consent of instructor. Current status of marine education. Emphasis on student involvement and development of classroom instruction materials.
- 6500. Understanding and Engaging in Educational Research (3)** Research on human development and learning and pedagogical knowledge and skills expected of master teacher. Current trends and issues in education, skills in data collection, and application of research in classroom.
- 6501. Experimental Evaluation in Science (3)** Experimental design, evaluation, and research methods as related to classroom and lab teaching and coordination of various sciences.
- 6505. Problems in Science Education (Elementary) (3)** Research in science teaching at elementary school level.
- 6506. Problems in Science Education (Secondary) (3)** Research in science teaching at middle and senior high school levels.
- 6507. Problems in Science Education (College) (3)** Research in science teaching at college level.
- 6522. Readings in Science Education (1)** Special topics to improve student's background selected in collaboration with instructor of student's choice. Readings selected from sources appropriate to any level of science teaching.
- 6525. Selected Topics in Biological Science for Elementary Teachers (3)**
- 6530. Selected Topics in Physical Science for Elementary Teachers (3)**
- 6535. Selected Topics in Earth Science for Elementary Teachers (3)**
- 6600. Action Research in Teaching (3)** Development of systematic reflection by teachers through action research strategies to examine issues in learning and teaching.
- 7000. Thesis (3)** May be repeated. May count maximum of 3 s.h.
- 7001. Thesis: Summer Research (1)** May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

SECTION 8: CURRICULA

SCIE Banked Courses

6015. Aviation Science Education (3)
6060, 6061, 6062. Foundational Approaches
in Science Teaching I, II, III (3,3,2)
6300. Science Methods and Materials for
Teaching Handicapped Learners (3)

6410. Implementation of High School Marine
Science Studies (HMSS) (3)
6980, 6981. Internship in Natural History (3,3)

COLLEGE OF FINE ARTS AND COMMUNICATION

Jeffery S. Elwell, Dean, 106 Erwin Hall

Susan Beck-Frazier, Acting Associate Dean, 103 Erwin Hall

The College of Fine Arts and Communication is comprised of the Schools of Art and Design, Communication, Music, and Theatre and Dance.

SCHOOL OF ART AND DESIGN

Michael Drought, Director, 2000 Jenkins Fine Arts Center

Scott Eagle, Assistant Director and Director of Graduate Studies, 2000 Jenkins Fine Arts Center

ACCREDITATION

Graduate programs are accredited by the National Association of Schools of Art. The MAEd in art is accredited by the North Carolina State Department of Public Instruction and the National Council on Accreditation of Teacher Education.

ADMISSION REQUIREMENTS

As a prerequisite to graduate study in a degree program, the School of Art and Design requires that the applicant meet the admission requirements of the university Graduate School including a satisfactory score on the Miller Analogy Test or the Graduate Record Examinations. In addition, applicants must meet all admission requirements of the School of Art and Design, including a portfolio showing competence in a studio area or areas as well as sufficient undergraduate preparation in art history. Portfolio evaluation is a primary criteria used in making an admissions decision. Applicants with deficiencies in undergraduate course requirements or preparation will be required to remove them. All application materials should be submitted to the Graduate School by February 15 for fall semester and October 15 for spring semester.

MAEd IN ART EDUCATION

The master of arts in education is the professional degree in art education. Applicants for the MAEd must possess at least the initial teaching license. Graduate certification requires demonstrated competence and recommendations from the certifying institution. This is a one-year or equivalent degree (33-36 s.h.). The total time limit for completing requirements for this degree is six years. Students interested in applying for admission to this degree program must submit a portfolio of slides of their work to indicate their competence in art.

1. Education: EDUC 6001; SPED 6002.....6 s.h.
Art education: ART 6800, 6801, 6898.....9 s.h.
Art electives.....9 s.h.
Art history elective3 s.h.
2. Thesis options (Choose one of the following).....33-36 s.h.
(33 s.h. minimum) The student may choose to do a thesis for 6 s.h. of credit. The thesis must be conventional research dealing with a significant problem in the field of art education.
(36 s.h. minimum) The student may choose to take, in place of the thesis, and with the approval of the advisor, an additional 6 s.h. of art courses and 3 s.h. of electives.
3. Students must achieve a passing score on a comprehensive examination in art education and education.

MFA IN ART

The master of fine arts degree is the terminal professional degree in studio art. This is a two-year or equivalent degree (60 s.h.). Assessments of progress are provided on a regular and periodic basis. Students must present the equivalent of the bachelor of fine arts degree, School of Art and Design program, which is described in the undergraduate catalog. Students interested in applying for the MFA degree must present a portfolio of slides of their work prior to acceptance in the studio area in which they wish to major. Concentrations are offered in all areas represented by course work except art history and video art.

Art: Studio concentration for which candidate is qualified.....	24 s.h.
Studio art electives (outside concentration area)	12 s.h.
Art history.....	12 s.h.
ART 6000 or art course approved by area coordinator	3 s.h.
ART 7000.....	6 s.h.

SECTION 8: CURRICULA

General electives.....3 s.h.

Thesis: A creative thesis and a written report of the thesis are required

ART: ART AND DESIGN

6000. Readings in Art (3) P: Graduate standing in the School of Art and Design. Explores ideas, theories, emergent issues, and trends in art through selected readings in art and philosophy. Discussion and analysis of reading as applied to students' personal aesthetic and studio production.

ART: ART EDUCATION

5323. Art in the Secondary School (3) P: Acceptance in MAT program. Art education philosophy, methodology, media, and techniques for teaching junior and senior high school students.

5810. Arts and Crafts for Elementary Teachers (3) Workshop course. Not open to ART majors. Drawing, painting, printmaking, sculpture, and craft processes suitable for elementary school classes.

5851. Art in the Elementary School (3) P: Acceptance in MAT program. Art education philosophy, methodology, materials, processes, and specific projects for elementary classes.

5860. Classroom Participation in Art (1) P: Acceptance in MAT program. Classroom practice in the teaching of art and discussion of procedures used.

5870. Computers in Art Education (1) P: Acceptance in MAT program. Entry-level basic computer operations applicable to the K-12 art education classroom.

6800. History and Philosophy of Art Education (3) P: Admission to Graduate School and MAEd in art program; consent of instructor. History of art instruction in American schools, philosophies of art education, past and present, the influences on current and past art instruction, and recent trends in art education.

6801. Supervision of Art Education (3) P: Admission to Graduate School and MAEd in art program. Duties of art supervisor, philosophies of supervision as applied to art, curriculum development in art, personnel practices and staff development in art supervision, public relations, preparation of art budgets, and legal aspects of art supervision.

6804. Current Topics in Art Education (3) P: Admission to the Graduate School and MAEd in art program; consent of instructor. Issues relevant to the discipline of art education will be explored through critical analysis of readings and review of contemporary methods.

6805. Interdisciplinary Topics in Visual Art Education (3) P: Admission to the Graduate School and MAEd in art program; consent of instructor. Interdisciplinary art education across the life span for diverse populations.

6898. Research in Art Education (3) P: Admission to Graduate School and MAEd in art program. History, significant findings, practical applications and implications, recent studies, areas needing further research, and research procedures in art education.

ART: ART HISTORY

6900. History of Prints and Drawings (3) History of printmaking and drawing from Renaissance to present.

6901. Northern Renaissance Art (3) Northern European painting, sculpture, and architecture from 1300-1600.

6902. Northern Baroque Art (3) Painting, architecture, and sculpture in Low Countries, Germany, Central Europe, England, Spain, and Portugal during Baroque Period.

6903. Nineteenth Century Painting (3) Neo-classicism, romanticism, realism, impressionism, postimpressionism, and related trends of nineteenth century.

6906. Twentieth-Century Architecture (3) Sources and development of contemporary architecture of the world.

- 6908. Research Methods in Art History (3)** Readings and research in theory and methodology of art history.
- 6909. Seminar in Art History (3)** May be repeated with different instructor. May count for a maximum of 6 s.h. Theory, methodological studies, and reading in history of art.
- 6910. Art of the Middle Ages (3)** Major directions in art and architecture of Europe from Early Christian period to ca. 1300.
- 6911. History of Nineteenth- and Twentieth-Century Design (3)** Major artists and movements in history of textile, ceramic, metal, wood, and graphic design.
- 6912. African Art (3)** Traditional and contemporary art of west and central Africa.
- 6913. Asian Art (3)** Significant traditions in art of India, China, and Japan from antiquity to modern times.
- 6915. Italian Renaissance Art: 1500 to 1600 (3)** Significant artists and art theories of Renaissance Italy.
- 6916. Art of India (3)** Significant art periods, traditions, and artists of ancient and modern India.
- 6917. Ceramic History of North Carolina and the Southeastern United States (3)** NC ceramics from colonial times to present.
- 6918. Art and Power in Mesoamerica (3)** Chronological survey of major Mesoamerican cultures and how visual arts they produced reflect aspects of religious and political power.
- 6919. Native North American Art and Ritual (3)** Overview of major native North American cultures and how visual arts created by native artists were part of their ritual, religious, and everyday lives. Covers cultural changes attributed to European impact.
- 6925. African American Art (3)** Survey of African American art in North America from Colonial Period through the twentieth century. Examines works of art and craft in different media. Explores various cultural impacts upon art production.
- 6930. Italian Renaissance Art: 1300-1500 (3)** Significant artists and art theories of Renaissance Italy.
- 6935. Italian Baroque Art: 1600-1700 (3)** Significant artists and art theories of Baroque Italy.
- 6940. Twentieth-Century Modern Art: 1900-1950 (3) Formerly ART 6905** European and North American art from first half of twentieth century.
- 6942. Twentieth-Century Modern Art: 1950-2000 (3) Formerly ART 6914** European and North American art from second half of twentieth century.
- 6944. Studies in Contemporary Art: Post 1960s (3) Formerly Art 5981** Critical look at art since the 1960s that deals with the political economy of representation.
- 6946. Studies in Contemporary Art: Post 1980s (3)** Critical look at art since the 1980s that has been engaged in a representation of a political economy.
- 6948. Art in the United States (3) (S) Formerly ART 5900** Visual culture in the U.S. from the colonial times to the present.
- 6950. Architectural History of the Middle East Before 1600 (3)** Architecture of ancient Babylon, Assyria, Persia, and Egypt and early Christian and Islamic cultures of Middle East.
- 6951. History of Architecture (3)** Architectural history in the West from prehistory to 21st century.

ART: CERAMICS

- 5100. Ceramics Studio IX (3)** P for graduate students: May count as an elective with consent of instructor. Senior projects in ceramic art and design. Slide portfolio requirement and senior exhibition.

SECTION 8: CURRICULA

5110. Ceramics Studio X (3) P for graduate students: May count as an elective with consent of instructor. Advanced projects in ceramic art and design.

6100, 6101, 6102, 6103, 6104, 6105, 6106, 6107. Problems in Ceramics (3 each) To be taken in sequence.

ART: COMMUNICATION ARTS

5210. Advanced Graphic Design (3) For students specializing in the discipline. P: ART 4210. Advanced problems in graphic design history. Develops self-promotional materials and professional portfolio.

5230. Advanced Illustration (3) P: ART 4230. Advanced problems in illustration. Emphasis on exploring aesthetic issues related to various forms of image making for illustrators. Develops creative professional illustration portfolio.

6200, 6210, 6220, 6230, 6240, 6250, 6260, 6270. Problems in Communication Arts (3 each) To be taken in sequence.

ART: DRAWING

5550. Advanced Figure Drawing (3) P: ART 3553. In-depth investigation of the figure for exploring various drawing issues.

5551. Advanced Drawing (3) P: ART 4551. In-depth exploration of drawing as depiction, organizational device, metaphor, and object. Drawing for exploring aesthetic issues related to various forms of image making.

6550, 6551, 6552, 6553. Problems in Drawing (3 each) To be taken in sequence.

ART: FABRIC DESIGN

5306. Fabric Design Studio VIII (3) P: ART 4326. Original research in nonstructural textile design.

5316. Fabric Design Studio IX (3) P: ART 5306. Original research in nonstructural textile design.

6300, 6310, 6320, 6330, 6340, 6350, 6360, 6370. Problems in Design (3 each) Same as ART 6300, 6310, 6320, 6330, 6340, 6350, 6360, 6370 (Weaving) To be taken in sequence

6306, 6316, 6326, 6336, 6346, 6356, 6366, 6376. Problems in Fabric and Textile Design (3 each) To be taken in sequence.

ART: INTERDISCIPLINARY AND INDEPENDENT STUDY

5500. Independent Study (3) P: Consent of instructor, curricular coordinator, and dean.

6070. Visual Problems in Computer-aided Design (3) For artists and art educators. P: Minimum of 12 s.h. graduate-level ART courses or consent of instructor. Computer use for solving advanced visual problems related to experiences in specific areas of concentration and professional practice. Develop electronic portfolios and presentations of artwork and resumes.

6500. Independent Study (3) P: Consent of instructor, curricular coordinator, and director.

6510, 6511, 6512. Directed Graduate Field Study in Art (1,1,1) Minimum of 35 hours of instruction at a qualified off-campus institution or program. May count toward studio major. P: Graduate standing; consent of area coordinator and supervising instructor. Studio research supervised by School of Art and Design faculty in conjunction with another structure program or institution. Strengthens competence in areas related to School of Art and Design programs.

6515. Directed Graduate Field Study in Art (3) Minimum of 105 hours of instruction at a qualified off-campus institution or program. May count toward studio major. P: Graduate standing; consent of area coordinator and supervising instructor. Studio research supervised by School of Art and Design faculty in conjunction with another structure program or institution. Strengthens competence in areas related to School of Art and Design programs.

6991, 6992, 6993, 6994. Problems in Interdisciplinary Studies in Art (3 each)

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

ART: METAL DESIGN

5301. Metal Design Studio VIII (3) Original research in metal design.

5311. Metal Design Studio IX (3) Original research in metal design.

6301, 6311, 6321, 6331, 6341, 6351, 6361, 6371. Problems in Metal Design (3 each) To be taken in sequence.

ART: PAINTING

5560. Advanced Painting VI (3) Personal direction in painting. Individual and group criticism.

5561. Advanced Painting VII (3) Personal direction in painting.

6560, 6561, 6562, 6563, 6564, 6565, 6566, 6567. Problems in Painting (3 each) To be taken in sequence.

ART: PHOTOGRAPHY

5220. Advanced Photography (3) P: ART 2220. Advanced photographic techniques, sequential problems, animation, and film.

6221, 6222, 6223, 6224, 6225, 6226, 6227, 6228. Problems in Photography (3 each) To be taken in sequence.

ART: PRINTMAKING

5610. Printmaking Studio X (3) Independent investigation of specific problems in printmaking.

6600, 6601, 6602, 6603, 6604, 6605, 6606, 6607. Problems in Printmaking (3 each) To be taken in sequence.

ART: SCULPTURE

5700. Sculpture Studio VIII (3) Concentrated studio pursuit and development of strong personal aesthetic sculptural statement.

5710. Sculpture Studio IX (3) Concentrated studio pursuit and development of strong personal aesthetic sculptural statement (architectural scale).

6700, 6701, 6702, 6703, 6704, 6705, 6706, 6707. Problems in Sculpture (3 each) To be taken in sequence.

ART: WEAVING DESIGN

5305. Weaving Design Studio VII (3) P: ART 4315. Original research in weaving and fiber design.

5315. Weaving Design Studio VIII (3) P: ART 5305. Original research in weaving and fiber design.

6300, 6310, 6320, 6330, 6340, 6350, 6360, 6370. Problems in Design (3 each) Same as ART 6300, 6310, 6320, 6330, 6340, 6350, 6360, 6370 (Fabric) To be taken in sequence.

6305, 6315, 6325, 6335, 6345, 6355, 6365, 6375. Problems in Weaving and Fiber Design (3 each) To be taken in sequence.

SECTION 8: CURRICULA

ART: WOOD DESIGN

- 5302. Wood Design Studio VIII (3) Original research in wood design.
- 5312. Wood Design Studio IX (3) Original research in wood design.
- 6302, 6312, 6322, 6332, 6342, 6352, 6362, 6372. Problems in Wood Design (3 each) To be taken in sequence.

ART Banked Courses

- 5820. Visual Presentations in the Classroom (3) 5960. Culture and Art of Mexico (6)
- 5950. Culture and Art of Europe (6)

SCHOOL OF COMMUNICATION

Linda G. Kean, Acting Director, 102 Joyner East
Laura C. Prividera, Interim Associate Director, 102 Joyner East

The School of Communication offers a master of arts in communication with an emphasis in health communication. Admission to this program requires that the applicant meet the admissions requirements of the Graduate School, as well as the School of Communication.

MA IN COMMUNICATION

The MA in communication prepares students for careers or advanced academic training in communication with an emphasis in health communication focusing on interpersonal communication and the media. The 30-hour program provides students with a thesis or non-thesis option.

- 1. Core..... 18 s.h.
 - COMM 6000, 6030 6 s.h.
 - COMM 6230 (required for health communication emphasis) 3 s.h.
 - Choose 9 s.h. from the following courses (required for the health communication emphasis) 9 s.h.
 - COMM 6210, 6220, 6221, 6224
- 2. Options 12 s.h.
 - a. Thesis:
 - COMM 7000 3-6 s.h.
 - *Electives (COMM or related areas) 6-9 s.h.
 - b. Non-thesis:
 - *Electives (COMM or related areas) 12 s.h.
- 3. Successful completion of comprehensive exams.

*Electives are chosen in consultation with the graduate program coordinator. Courses in related areas (outside of COMM) must be at the 5000 level or above. A maximum of 3 s.h. may be taken at the 5000 level.

COMM: COMMUNICATION

- 6000. Communication Theory (3) P: Admission to MA in communication or consent of graduate program coordinator. Examination and analysis of principal communication theories, including interpersonal, intercultural, organizational, small group communication and media.
- 6030. Research Methods (3) P: Admission to MA in communication or consent of graduate program coordinator. Qualitative and quantitative methodologies used in the field of communication.
- 6031. Communication Pedagogy (3) P: Admission to MA in communication or consent of graduate program coordinator. Focuses on communication education, research, theory, and application.
- 6110. Media Effects (3) P: Admission to MA in communication or consent of graduate program coordinator. Survey of psychological and sociological effects that media has on attitudes, knowledge, values and behaviors.

6120. Interpersonal Communication (3) P: Admission to MA in communication or consent of graduate program coordinator. Impact of research and theory on academic and pragmatic issues in communication and relationships.

6124. Organizational Communication (3) P: Admission to MA in communication or consent of graduate program coordinator. History of organizational communication with emphasis on current research and practice.

6131. Social Influence (3) P: Admission to MA in communication or consent of graduate program coordinator. Examination and application of social influence communication theories, practices, effects and ethics.

6140. Special Topics in Communication (3) P: Admission to MA in communication or consent of graduate program coordinator. Examination of new or advanced topics in communication.

6141. Independent Study (3) P: Admission to MA in communication or consent of graduate program coordinator. May be repeated for a maximum of 6 s.h. Directed study of communication research and practice.

6210. Media and Health Communication (3) P: Admission to MA in communication or consent of graduate program coordinator. Theory and research of issues involving media and health.

6220. Interpersonal Health Communication (3) P: Admission to MA in communication or consent of graduate program coordinator. Theories and practices in various health care contexts, with emphasis on relationships among patients and health care providers.

6221. Intercultural Communication in Health Contexts (3) P: Admission to MA in communication or consent of graduate program coordinator. Intercultural communication theory and research as they apply to health contexts.

6224. Communication and Health Organizations (3) P: Admission to MA in communication or consent of graduate program coordinator. Analysis and practice of communication in health care settings.

6230. Introduction to Health Communication (3) P: Admission to MA in communication or consent of graduate program coordinator. Introduction to the area of health communication covering interpersonal, organizational and media issues.

7000. Thesis (3) P: Admission to MA in communication or consent of graduate program coordinator. May be repeated. May count a maximum of 6 s.h. toward the degree.

SCHOOL OF MUSIC

J. Christopher Buddo, Director, A-118, A. J. Fletcher Music Center
Susan Beck-Frazier, Assistant Director for Student Services, A-122 A, A. J. Fletcher Music Center
Christopher Ulfers, Assistant Director for Administrative Support, A-119B, A. J. Fletcher Music Center
Janette Fishell, Chairperson, Keyboard Music, A-312, A. J. Fletcher Music Center
Michelle Hairston, Chairperson, Music Education, A-213, A. J. Fletcher Music Center
Thomas J. Huener, Chairperson, Theory, Composition, and Musicology, A-301, A. J. Fletcher Music Center
Robert Scott Carter, Chairperson, Instrumental Music, A-307, A. J. Fletcher Music Center
John B. O'Brien, Chairperson, Vocal Studies, A-268, A. J. Fletcher Music Center

The School of Music offers four master of music degrees: the MM in music education, the MM in music therapy, the MM in performance, and the MM in theory-composition. The MM in music education has two options, one is approved for North Carolina teacher licensure. The MM in performance offers concentrations in accompanying; organ, piano, voice, strings, percussion, or wind instruments; sacred music; woodwind or brass specialist; choral conducting; jazz; instrumental conducting; and pedagogy (piano, string, or vocal). The MM in theory-composition offers concentrations in composition (traditional and electronic), and theory. Students completing any of these professional degree programs achieve a broad conceptual understanding of their major area through a synthesis of theoretical and historical information. They acquire applied skills in research and performance for meaningful and effective use of this knowledge.

ADMISSION

Applicants must meet the requirements established by the Graduate School and complete its admission process. Applicants must have the equivalent of a bachelor of music degree from an accredited institution, a minimum average grade of B in all previous course work, and demonstrate an acceptable level of musical accomplishment through an audition. Portfolio admission is an option in music education and music therapy. As part of the admission process, all applicants must demonstrate a basic knowledge of music history and theory with an acceptable evaluation on an examination administered at the time of the audition or interview. Students with identified deficiencies may be required to remediate with appropriate courses (MUSC 6206, 6216).

All applicants for the music education master of music program must submit a teaching license. Applicants in theory/composition must submit examples of their creative and scholarly work (compositions, research, or analytical papers). Students applying for other thesis programs (music therapy, music technology) must submit examples of creative and scholarly work appropriate to those areas. The master of music degree shall be awarded only after candidates pass a comprehensive examination that includes the presentation and defense of a final project.

All candidates for master of music degrees shall participate in conducted or coached ensembles as determined by individual degree area requirements. Additional information detailing specific requirements for the various degree programs can be found in the admission requirements section of the *School of Music Graduate Handbook*.

MAT IN MUSIC EDUCATION

Please refer to Section 8, College of Education, for the degree requirements for the master of arts in teaching, which leads to advanced certification.

MM IN MUSIC EDUCATION

Minimum degree requirement is 36-39 s.h. as follows:

One week before the comprehensive examination presentation, the student will be required to complete a written examination of work covered in the degree program. The written examination is to be scheduled with the department chair.

- 1. Core..... 16 s.h.
MUSC 6836, 6837, 6838, 6839, 6977
- 2. Option (Choose option A or B.)..... 20-23 s.h.
Option A (Approved for North Carolina Graduate Teacher Licensure)..... 20-23 s.h.
Teacher education: EDUC 6001..... 3 s.h.

Other studies: MUSC 6006 or 6016; 6300, 6400 or 6403; applied music 2 s.h.; at least one of the following courses selected in consultation with advisor: MUSC 5937, 5957, 5977, 6621; MUSC 7000 (optional, may be repeated for credit).....	14-17 s.h.
Electives.....	3 s.h.
Option B (Carries No North Carolina Teacher Licensure).....	20 s.h.
Area of specialization: Music therapy	
Other studies: MUSC 6006 or 6016; 2 s.h. applied music; select others in consultation with advisor.....	17 s.h.
Electives.....	3 s.h.

MM IN MUSIC EDUCATION (ONLINE)

Minimum degree requirement is 36 s.h. as follows:

The online Master of Music in Music Education is for individuals who are interested in graduate music teacher education and is approved for North Carolina teacher licensure. Degree completion requires the presentation of a final graduate capstone project and a written examination.

1. Core.....16 s.h.
MUSC 6836, 6837, 6838, 6839, 6977
2. Teacher Education.....3 s.h.
EDUC 6001
3. Other Studies.....14 s.h.
MUSC 6006 (6016) required. Other courses selected from graduate online courses, may include MUSC 5516, 5706, 5937, 5957, 5977, 6396, or 6403. 2 s.h. of applied music: requirement may be fulfilled by any applied music course or MUSC 6105, 6115. MUSC 6206 may be required without degree credit for remedial study in music theory.
4. Electives.....3 s.h.

MM IN MUSIC THERAPY

Minimum degree requirement is 31 s.h. as follows:

Candidates for the master of music in music therapy must submit an original thesis.

1. Core.....16 s.h.
MUSC 6257, 6267, 6357, 6367, 6838, 7000
2. Options (Choose A or B).....15 s.h.
Option A (undergraduate degree in music therapy required for admission)
Other studies: MUSC 6006 or 6016; others selected in consultation with advisor.....12 s.h.
Electives.....3 s.h.
Option B
Other studies: MUSC 6006 or 6016; 5257, 5267, 5287, 5297; others selected in consultation with advisor.....14 s.h.
MUSC 6998 (internship)1 s.h.

MM IN PERFORMANCE

Minimum degree requirement is 30-36 s.h. as follows:

1. Core: MUSC 6006 or 6016; MUSC 6887; 8-9 s.h. applied music; 2 s.h. recital 16-17 s.h.
2. Concentration area (Choose one.)..... 13-18 s.h.
Minimum of 6 s.h. in theory and analysis, history and literature.
Accompanying (16 s.h. core; 14 s.h. concentration):
Applied music and recitals: MUSC 6457, 6467, 6557, 6567, 6993, 6994
Other studies in music: MUSC 6627, 6637, 6639; select others in consultation with advisor..... 10 s.h.
Electives.....4 s.h.

SECTION 8: CURRICULA

Choral conducting (16 s.h. core; 14 s.h. concentration):

An audition is required for admission. Candidates for this degree must participate in at least one large ensemble each semester of residence and conduct a public performance of a major choral composition as a final project.

Applied music and recital: MUSC 5706, 5716, 5906, 6995

Other studies in music: MUSC 5916, 6706, 6837; select others in consultation with advisor.....12 s.h.

Electives.....2 s.h.

Instrumental conducting (17 s.h. core; 13 s.h. concentration):

An audition is required for admission. Audition repertoire will be chosen from the standard repertoire by the auditioning committee. Graduate students accepted into this degree program must demonstrate keyboard proficiency at an acceptable level. Opportunities for satisfying keyboard proficiency requirements exist through noncredit applied study. Candidates for this degree must participate in at least one large ensemble each semester in residence and conduct a public performance of a major composition as a final project.

Applied music and recitals: MUSC 5706, 5716, 6706, 6995

Other studies in music: MUSC 5926 or 6226; select others in consultation with advisor.....10 s.h.

Electives.....3 s.h.

Jazz (16 s.h. core; 14 s.h. concentration):

An audition is required for admission. Candidates for this degree must perform a public recital while in residence at East Carolina University and complete at least one original composition per semester. Students must perform in at least one large and one small ensemble each semester while in residence.

Applied music and recitals: MUSC 6195, 6196, 6296, 6336, 6995

Other studies in music: MUSC 6095, 6096, 6295, 6395, 6396.....10 s.h.

Electives.....4 s.h.

Organ, piano, voice, strings, percussion, or any wind instrument (16 s.h. core; 14 s.h. concentration):

A graduate student accepted into the voice performance master of music degree program must show evidence of proficiency in French, German, and Italian diction equivalent to MUSC 1627, 1637, and 1647. This may be done by examination. In the event that the student is not able to demonstrate proficiency, MUSC 1627, 1637, and 1647 will be required as remedial course work without credit.

Applied music and recitals: MUSC 6__1, 6__2, 6__3, or 6__4; 6995

Other studies in music: MUSC 6657 (woodwind, brass, percussion) or 6667 (strings) (Piano only: MUSC 6757; Voice only: MUSC 6617; Organ only: MUSC 5657); select others in consultation with advisor.....11 s.h.

Electives.....3 s.h.

Pedagogy (Choose piano, string, or vocal.) (16-17 s.h. core; 13-20 s.h. concentration):

Piano (15 s.h.):

Candidates for the master of music in piano pedagogy must fulfill one of the following recital options while in residence at East Carolina University: full solo recital or lecture recital. The performance of recital works and the lecture portion of the lecture recital must be approved by departmental audition. The nature of the lecture recital must be approved by the graduate committee.

Applied music and recitals: MUSC 6012 or 6013; 6727, 6995

Other studies in music: MUSC 6707, 6717, 6757; accompanying and/or chamber music.....12 s.h.

Electives3 s.h.

String (Suzuki) (20 s.h.):

Candidates for this degree must perform a full solo recital while in residence at East Carolina University. The recital must include advanced repertoire from the Suzuki Violin School and supplementary literature. Also, candidates must exhibit a thorough understanding of the Suzuki approach and its materials through demonstration teaching. A student may qualify for registration with the Suzuki Association of the Americas after completing the degree requirements.

Applied music and recitals: MUSC 6__2 or 6__3; 6646, 6648; 6995

Other studies in music: MUSC 6645, 6647, 6649, 6650, 6655, 6656; 6745, 6805

(both may be repeated).....17 s.h.

Electives3 s.h.

Vocal (17 s.h.):

Candidates for this degree must perform a full recital while in residence.

Applied music and recitals: MUSC 6062 (for 6 s.h.); 6618, 6619, 6995

Other studies in music: MUSC 5616, 6617, select others in consultation with advisor.....10 s.h.

Electives 3 s.h.

Sacred Music (Choose organ or choral conducting.)

(16-17 s.h. core; 17-18 s.h. concentration):

Prior to enrollment, all graduate students accepted into the sacred music program must take aural and keyboard skills proficiency examinations to determine whether remedial work is necessary. Students may be directed to review aural and/or keyboard skills in undergraduate courses for no credit. All proficiency requirements should be completed by the end of the second semester of degree work.

Organ (16 s.h. core; 18 s.h. concentration):

Applied music and recitals: MUSC 6022 (8 s.h. total), 6995

Other studies in music: MUSC 5706, 6517, 6525, 6526, 6527, 6537, 6988, 6989.....16 s.h.

Electives 2 s.h.

Choral Conducting (17 s.h. core; 17 s.h. concentration):

Applied music and recitals: MUSC 5706, 5716, 6706, 6995

Other studies in music: MUSC 5906, 5916, 6061, 6525, 6526, 6527, 6988, 6989.....14 s.h.

Electives 3 s.h.

Woodwind or brass specialist (16 s.h. core; 14 s.h. concentration):

Applicants must demonstrate graduate-level potential in the major performance medium and proficiency on two other woodwind instruments, equivalent to a first-semester junior music major working toward the BM.

Applied music and recitals: MUSC 6__1, 6__2, 6__3, or 6__4; 6995

Other studies in music:.....12 s.h.

Additional applied study in other instruments in student's instrumental family 8 s.h.

MUSC 6657; ensemble participation on one or more minor instruments..... 4 s.h.

Electives..... 2 s.h.

MM IN THEORY-COMPOSITION

Candidates for the master of music in composition must submit an original composition-thesis of substantial proportions or present a full concert recital of pieces composed while in residence at East Carolina University. Candidates for the theory option must submit a thesis.

Minimum degree requirement is 32 s.h. as follows:

1. Core.....18 s.h.

MUSC 6006, 6016, 6327, 6328, 6887, 7000

2. Concentration area (Choose one.).....14 s.h.

Composition:

Other studies in music: MUSC 5346, 6326 or 6336 (may be repeated for credit), 6366 (may be repeated for credit); select repetitions in consultation with advisor.....12 s.h.

Electives..... 2 s.h.

Theory:

Other studies in music: MUSC 6326 or 6336, 6356, 6536; select others in consultation with advisor.....10 s.h.

Electives..... 4 s.h.

Secondary Areas of Emphasis:

Music Theory: Any MM Student may elect a secondary area of emphasis in Music Theory by completing a minimum of 8 s.h. from the following: MUSC 6327, 6328, 6356, 6536.

Performance Practice: Any MM Student may elect a secondary area of emphasis in Performance Practice by completing a minimum of 6 s.h. from the following: MUSC 5887, 5897, 6855, 6898.

SECTION 8: CURRICULA

CERTIFICATE IN ADVANCED PERFORMANCE STUDIES (CAPS)

The certificate of advanced performance studies is a highly focused one-year program that provides concentrated training and performance experiences for post-baccalaureate students who demonstrate superior performance ability. It is considered a preparatory program for graduate school or a performing career and can be obtained in the following areas of emphasis: cello, clarinet, double bass, flute, guitar, horn, jazz studies, oboe, organ, percussion, piano, saxophone, trombone, trumpet, tuba, viola, violin, and voice.

The program requires 16 s.h. of applied music studies and advanced coursework in music history, music theory, pedagogy and/or music technology. Ensemble participation and at least one full solo recital are required. An average of 3.0 is mandatory for all coursework.

Minimum certificate requirement is 16 s.h. as follows: MUSC 6995 (organ majors must repeat, others may repeat in lieu of ensemble requirement), 6 s.h. of applied music in principal area, 2 s.h. of graduate ensembles (may be replaced with a second recital), 6 s.h. of advanced coursework in music history, music theory, pedagogy, and/or music technology (must include courses from two of the four areas). All courses must be approved by the program advisor.

CERTIFICATE IN SUZUKI PEDAGOGY

The educational objective of the graduate certificate in Suzuki pedagogy is to prepare students as teachers proficient in the Suzuki pedagogical method. Students who complete the course of study may have course completion registered with the Suzuki Association of the Americas. Admission is according to standards established by the National Association of Schools of Music and requires a bachelor of music degree or its equivalent.

The program requires 18 s.h. of pedagogy course work with a minimum grade of B, a written pedagogical project, a full solo recital, and a final oral exam. The recital must include advanced repertoire from the Suzuki Violin School and supplementary literature. Certificate candidates must exhibit a thorough understanding of the Suzuki approach to pedagogy and its materials through demonstration teaching and the written project.

Minimum certificate requirement is 18 s.h. as follows: MUSC 6645, 6646, 6647, 6648, 6649, 6650, 6655, 6656, 6995.

MUSC: ACCOMPANYING

6457, 6467. Advanced Vocal Accompanying (2,2) May be repeated for credit. Extensive study of techniques correlated with practical experience of performing with vocal majors. Accompanying of vocal music major in half recital in one of two semesters.

6557, 6567. Advanced Instrumental Accompanying/Chamber Music (2,2) May be repeated for credit. Extensive study of techniques correlated with practical experience of performing with instrumental majors. Accompanying of instrumental music major in half recital in one semester.

6993. Graduate Recital (1) May be repeated for credit. P: Acceptance in MM degree in accompanying; prior approval by appropriate faculty necessary before recital may be scheduled. Public performance of instrumental musical compositions appropriate to MM degree in accompanying.

6994. Graduate Recital (1) May be repeated for credit. P: Acceptance in MM degree in accompanying; prior approval by appropriate faculty necessary before recital may be scheduled. Public performance of vocal musical compositions appropriate to MM degree in accompanying.

MUSC: APPLIED MUSIC

5__1, 5__2. Graduate Applied Music (1,2) May be repeated for credit. P: Graduate status in music; consent of instructor. Applied music study with appropriate instrument or voice. One thirty-minute lesson weekly (1 s.h.) or one one-hour lesson weekly (2 s.h.).

6__1, 6__2, 6__3, 6__4. Graduate Applied Music (1,2,3,4) May be repeated for credit. P: Graduate status in music; consent of instructor. Applied music study with appropriate instrument or voice. One thirty-minute lesson weekly (1 s.h.) or one one-hour lesson weekly (2-4 s.h.).

Instruction is available for the following instruments:

01-Piano	08-Viola	14-Bassoon	19-Trombone
02-Organ	09-Cello	15-Clarinet	20-Euphonium
03-Harpsichord	10-String Bass	16-Saxophone (alto or tenor)	21-Tuba
05-Guitar	11-Flute	17-Trumpet	22-Percussion
06-Voice	13-Oboe	18-Horn	23-Jazz
07-Violin			

6105, 6115. Guitar Class (1,1) May be repeated for credit. May count toward graduate minor applied music requirement. P: Graduate status in music; consent of instructor. Fundamentals of beginning (6105) and intermediate (6115) guitar performance, including use of guitar as an accompanying instrument.

6231, 6232, 6233, 6234. Graduate Jazz (1,2,3,4) May be repeated for credit. P: Graduate school admission as non-degree or degree student. Technique and repertoire appropriate to jazz performance medium.

6995. Graduate Recital (2) May be repeated for credit. P: Acceptance into a degree or certificate program that requires a recital for graduation; prior approval by the requisite applied music faculty committee is necessary before the recital may be scheduled. Public performance of musical compositions appropriate to the student's specific degree or certificate program.

MUSC: CONDUCTING

5706, 5716. Advanced Applied Conducting (3,3) May be repeated for credit. Applied instrumental or choral conducting techniques. Score reading and analytical studies to develop knowledgeable interpretation of compositions for performance.

6706. Advanced Conducting (3) May be repeated for credit. Prepare musical compositions for performance. Develop advanced skills in conducting technique, score reading, and musical analysis.

MUSC: GENERAL

6228. Arts Marketing (3) Key concepts, background, public relations strategies, and arts-specific marketing solutions for teachers, sacred musicians, and community-sponsored arts program directors to promote music, theatre, and art programs effectively.

MUSC: JAZZ

6095. Jazz Harmony (2) P: Consent of instructor. Principles of twentieth-century jazz keyboard harmony, form, and structure from ragtime to present.

6096. Advanced Jazz Harmony (2) P: Consent of instructor. Advanced principles of twentieth-century jazz keyboard harmony, form, and structure.

6097. Jazz Rhythm Concepts (3) May be repeated for credit. P: Audition or consent of instructor. Performance practices and concepts used in performance and rehearsal settings by the traditional, contemporary, and augmented rhythm section.

6195. Jazz Improvisation (2) May be repeated for credit. P: Consent of instructor. Techniques.

6196. Advanced Jazz Improvisation (2) May be repeated for credit. P: Consent of instructor. Advanced techniques.

6295. Jazz Theory (2) P: Consent of instructor. Jazz music theory and analysis of various styles performed in twentieth century.

6296. Jazz Arranging (2) May be repeated for credit. P: Consent of instructor. Jazz arranging for various combinations of performance ensembles.

6395. Jazz Recording Technique (2) P: Consent of instructor. Studio and recording technique for the jazz musician. Emphasis on performance practice for quality studio recording.

6396. Jazz History (2) P: Consent of instructor. Emphasis on major artists and styles of twentieth century.

SECTION 8: CURRICULA

MUSC: MUSIC EDUCATION

5937. Teaching Music in the Elementary School (3) May not count toward general education fine arts requirement. Materials, techniques, and all phases of elementary school music program.

5947. Choral Problems and Techniques (2) Seminar in problems pertaining to rehearsal and performance of choral music.

5957. Instrumental Problems and Techniques (3) Seminar in problems pertaining to elementary, middle school, and secondary school instrumental music programs.

5977. General Music in the Secondary Schools (3) May not count toward general education fine arts requirement. Contemporary concepts in teaching at middle, junior, and senior high school levels. Examination of literature and materials.

6048. Music for Children with Exceptionalities (2) Materials, procedures, methods, and activities applicable to teaching music for children with exceptionalities.

6217. Foundations of Instruction for Instrumental Music (2) Criteria for selection and use of music and materials in elementary school. Role of beginning instrumental music in schools and its relationship to entire school program.

6237. Foundations of Instruction for Vocal and General Music Education (2) Planning and evaluation of instruction for general music classroom. Elements of music and their related components. Voice classification, vocal technique, and role of choral program in elementary school.

6287. Laboratory Choral Experience in Music Education (2) Application of conducting skills and refinement of music teaching and rehearsal skills. Teaching approaches and choral rehearsal techniques for middle- and high-school singers.

6323. Materials and Methods in Music Education (2) Relevant issues in music education. Develop individual philosophy of music and musical instruction and specific techniques for teaching instrumental music in primary and secondary schools.

6333. Materials and Methods for Choral and Vocal Music Education (2) Organization, administration, motivation, discipline, and innovative methodology for choral and vocal teaching in primary and secondary schools.

6405. Laboratory Instrumental Experience in Music Education (2) Application of conducting skills and refinement of music teaching and rehearsal skills. Teaching approaches and instrumental rehearsal techniques for middle- and high-school students.

6836. Foundations, Leadership, and Communication in Music Education (3) Adaptations and implications for current practices to historical, philosophical, psychological, sociological, and theoretical foundations of music education and how these factors influence music teaching, leadership, communication, and learning.

6837. History and Philosophy of Music Education (3) Detailed survey from antiquity to present which lead to advancement of personal philosophy of music education.

6838. Research for Practitioners in Music Education (4) Recent developments in music education. Emphasis on research strategies for conducting field-based research.

6839. Methods, Materials, and Pedagogy in Music Education (3) Instructional techniques, methods, materials, pedagogy, and diversity in music education through critical analysis and review of contemporary methods.

6897. Seminar: Music in Higher Education (2) Historical development of music offerings at college level. Comparison of curriculum patterns in major divisions of collegiate music offerings. Relationship of music curricula to general education and professional subject areas.

6927. Seminar: Problems in Music Education (2) Research into specific problems in some phase of music education.

6937. Seminar: Problems in Music Education (2) Research into new problem in music education or continuation of problem first begun in MUSC 6927 that merits additional time and research.

6977. Curriculum Issues and Trends in Music Education (3) May be repeated for maximum of 6 s.h. Contemporary philosophies and objectives of music education in public education. Scope and sequence of K-12 music curriculum. Trends and developments of evaluative criteria.

6990. Final Project in Music Education (3) Written research project with oral presentation.

MUSC: MUSIC HISTORY AND LITERATURE

5406. Music of the Baroque Era (2) P: MUSC 2416 or consent of instructor. 1600-1750. All types of music from Monteverdi and Schutz to Bach and Handel in relation to philosophical background of times and the arts.

5416. Music of Rococo and Classic Periods (2) P: MUSC 2416 or consent of instructor. 1720-1800. Development of homophony, style gallant, developments in symphony, sonata, concerto, and opera in relation to social, economic, and political conditions of times. Haydn, Mozart, and Beethoven.

5426. Music of the Romantic Era (2) (WI) P: MUSC 2416 or consent of instructor. 1800-1900. All types of music against backdrop of literary revolt and development of humanitarian philosophy. From Schubert to end of century.

5436. Twentieth-Century Music (2) (WI) (S02) P: MUSC 2416 or consent of instructor. 1900 to present. All types of music keyed to developments in culture and related arts. Trends and "isms" from Debussy to present.

5456. Introduction to Ethnomusicology (2) P: MUSC or ANTH major with consent of instructor. Theories, methods, techniques, and fundamental concepts used in study of non-Western and primitive music.

5466. Folk and Indigenous Music of Europe and the Americas (2) P: Area minors and ANTH majors with consent of instructor; undergraduate MUSC course. Ethnic music of the West surveyed with particular attention to society, culture, and tradition.

5476. African Music (2) P: Open to area minors and ANTH majors with consent of instructor. Sub-Saharan African music surveyed in context of African society and culture.

5506. Early Music in the West: to 1600 (3) P: MUSC 1406, 2406, 2416; or equivalent. Genres, sources, theoretical literature, and cultural contexts of western art music from Late Antiquity through end of Renaissance. Proseminar format.

5516. Ibero-American Musics of the Twentieth Century (3) P: MUSC 2166 or consent of instructor. Comprehensive overview from ethnomusicological perspective. Vernacular musics of Spanish- and Portugese-speaking cultures and their influence on art-music composers of twentieth century.

5616. Historical Development of Solo Vocal Literature (3) (WI) P: Senior/graduate standing; undergraduate survey of music history. History with concentration on literature of major composers.

5667, 5677. Organ History, Literature, and Design (2,2) Same as MUSC 5667, 5677 (Sacred Music) P: MUSC 2416 or consent of instructor. Recommended to be taken in sequence. Historical survey of organ literature from earliest manuscripts through music of J. S. Bach in first term. From J. S. Bach to present in second term. Basic principles of organ construction and style. Emphasis on relationship between organ and its repertoire throughout centuries.

5737. Piano Literature and Advanced Pedagogy (3) Recommended that MUSC 5737, 5747 be taken in sequence. Literature for piano in relation to contemporary pedagogical use. Intermediate through advanced-level literature from Renaissance through Beethoven and Schubert.

5747. Piano Literature and Advanced Pedagogy (3) Recommended that MUSC 5737, 5747 be taken in sequence. Literature for piano in relation to contemporary pedagogical use. Intermediate through advanced-level literature from Chopin and Schumann to present.

5757. Lute and Guitar Literature (3) Comprehensive survey of solo literature for lute and guitar from Renaissance to twentieth century.

5887, 5897. Survey of Performance Practice (2,2) P: MUSC 2416 or consent of instructor. Original and secondary sources on performance practices from Renaissance to present. Development of instruments and comparison of notated music with actual performance practices.

SECTION 8: CURRICULA

5906, 5916. Choral Literature (2,2) Historical and stylistic survey and critical evaluation of choral literature for use with school, community, and sacred choirs.

5926. Wind Instrument Literature (3) Chamber music, band, wind, and percussion literature for all phases of instrumental instruction.

6216. Introduction to Graduate Study in Music History (3) May not count toward degree. Emphasis on chronological development of musical styles and resources from Gregorian Chant to present.

6226. Orchestral Literature (3) Major orchestral compositions. Score analysis and performance practice research. Development of skills for interpretative decisions by conductor.

6436. Symphonic Music (2) Growth and development of orchestra from Baroque to present. Emphasis on development of symphony, symphonic poem, and other forms of orchestra composition.

6466. Special Problems in Music History (3) May be repeated for maximum of 6 s.h. Proseminar with topics and projects selected according to needs and interests of class.

6496. History of Lyric Theatre (3) History of lyric theatre from late sixteenth century to present. Emphasis on examples from outstanding operas of various periods in music history.

6596. Historical Development of Vocal Literature (3) Music history with concentration on vocal literature of major composers.

6757. Seminar: Keyboard Literature (3) History and development of keyboard music. Emphasis on styles and forms in eighteenth, nineteenth, and twentieth centuries.

6898. Selected Topics in Performance Practice (2) P: MUSC 5887 or 5897 or consent of chair. Advanced study of performance practice issues in music from the Middle Ages to the present.

MUSC: MUSIC RESEARCH

6254, 6255, 6256. Music Therapy Research (1,2,3) P: Consent of instructor. May be repeated for credit. Basic research methodology in music therapy studied through completion of research projects. Emphasis on applying principles and methods of evaluative research by critical examination of appropriate research studies.

6507, 6508, 6509. Topics and Issues in Music (1,2,3) May be taken for 1, 2, or 3 credit hours. May be repeated for credit. Class meetings may or may not be required. Hours and specific course requirements must be arranged prior to enrollment. P: Consent of appropriate instructor and director of graduate studies in music. Research into relevant problems and issues. For each course, student must develop a proposal(s) for independent investigation with support and advice of appropriate professor.

6600. Music in Contemporary Society (3) Sociological, philosophical, and educational assumptions that underlie changing functions of music in contemporary society.

6887. Introduction to Research in Music (3) Preparation for scholarship in music through development of research and writing skills.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

MUSC: MUSIC TECHNOLOGY

6300. Selected Topics in Music Technology (2) May be repeated for credit. Topics in acoustics, electronic instruments, computer synthesis, computer composition, digital sampling, and editing. Practical experience with audio media and computer music programs.

6346. Music Notation, Layout, and Printing with Software (2) P: Graduate status in School of Music or consent of professor. Computer technology and software for music notation, layout, and printing.

6400. Seminar in Multimedia Software Development (2) May be repeated for credit. Existing multimedia software and its development.

6403. Music Multimedia for the Internet (3) May be repeated for credit. Offered only via the Internet. Create and implement multimedia project for publication on Internet using Hypertext Markup Language, sound, Musical Instrument Digital Interface, Java Script, and graphics.

MUSC: MUSIC THERAPY

5257, 5267. Psychological Foundations of Music (3,3) Nature and extent of scientific investigations into acoustics of music, human responses to music, learning theory, and basic research in music.

5287. Psychological Foundations of Music Practicum (1) Lab provides opportunity to develop and carry out research in clinical setting.

5297. Music Therapy Practicum III (1) Supervised practicum for music therapy majors. Applies music therapy procedures and techniques with individual clients.

5997. Clinical Internship (1) Supervised internship. P: Music therapy major; completion of academic requirements for degree. Placement in approved music therapy clinical training program with registered music therapist as director.

6257. Seminar in Music Therapy I (3) May be repeated for credit. P: Undergraduate music therapy degree; internship; or consent of instructor. Models of music therapy practice in traditional and innovative treatment settings. Current models examined with reference to theory and philosophy, research, assessment procedures, intervention strategies, and approaches to evaluation and documentation.

6267. Seminar in Music Therapy II (3) May be repeated for credit. P: Undergraduate music therapy degree; internship; or consent of instructor. Issues affecting the education and clinical training, supervision, certification, and career opportunities of music therapists. Regulatory, fiscal, legal, ethical, administrative, curricular, and accreditation issues will be addressed.

6357. Advanced Clinical Practicum I (1) May be repeated for credit. P: Undergraduate music therapy degree; internship; or consent of instructor. Supervised practicum which provides the opportunity to plan and implement advanced music therapy procedures in a clinical setting.

6367. Advanced Clinical Practicum II (2) May be repeated for credit. P: Undergraduate music therapy degree; internship; or consent of instructor. Supervised practicum which provides the opportunity to apply advanced music therapy procedures and to develop and evaluate an innovative music therapy program in a clinical setting.

6998. Music Therapy Internship (1) May be repeated for credit. Clinical intern experience in professional setting under supervision of qualified music therapist.

MUSC: PEDAGOGY

5647. Orchestral and String Pedagogy (3) P: MUSC 3697 or consent of instructor. Methodology and materials for studio teaching. Orchestral organization, rehearsal, and repertoire, and their practical application. Minor repair.

5657. Organ Pedagogy (2) P: Completion of 4 semesters of applied organ. Technical, artistic, and philosophical aspects of teaching organ at all levels of development. Survey of organ methods, appropriate graded repertoire in wide range of styles, and practice teaching.

5707. Seminar: Topics and Problems of Piano Pedagogy (2) C: MUSC 5727. Emphasis on teaching intermediate-level pre-college student, including psychology of adolescent student, piano technique, keyboard skills, and working with transfer students.

5717. Advanced Piano Performance Problems (2) C: MUSC 5727. Preschool music, adult beginner, teaching in group settings, and nonmajor and secondary college piano.

SECTION 8: CURRICULA

5727. Piano Pedagogy: Observation and Student Teaching (2) 4 hours per week. May be repeated for credit. C: MUSC 5707 fall semester; MUSC 5717 spring semester. Supervised teaching and observation in piano pedagogy program and/or through internship in independent piano teaching studio.

5967. Choral Practicum (2) Same as MUSC 5967 (Sacred Music) P: MUSC 5706, 5716; or consent of instructor. Student derives solutions to specific problems encountered in preparing chorus for performance.

6356. Pedagogy of Theory (2) Methods of presenting the materials of current freshman and sophomore theory classes. Emphasis on texts used in various colleges. Students will work with selected students in the presentation of materials.

6617. Vocal Pedagogy (3) History of vocal pedagogy from seventeenth through twentieth century. Current research and findings about anatomy, physiology, and function of singing voice.

6618. Studio Vocal Techniques (2) May be repeated for credit. P: MUSC 6617 or consent of instructor. Physical, acoustical, and psychological factors involved in teaching of singing.

6619. Studio Vocal Internship (1) May be repeated for credit. P: Admission to vocal pedagogy degree program or consent of instructor; C: MUSC 6617. Internship in studio vocal teaching.

6620. Teaching Specific Voice Types (3) P: MUSC 6617, 6618, 6619. Vocal anomalies and their ramifications for applied voice teacher when teaching specific voice types, i.e., tenor or soprano.

6621. Vocal Pedagogy I (3) Physiology of the singing voice, physiological phonation, and concepts of vocal pedagogy.

6627. Italian Lyric Diction (2) Pronunciation and enunciation of Italian based on principles of Middle (Tuscan) Italian for the lyric and theatrical stage. Transliteration using International Phonetic Alphabet.

6637. French Lyric Diction (2) Pronunciation and enunciation of French based on principles of the Academie Francaise for lyric and theatrical stage. Transliteration using International Phonetic Alphabet.

6639. German Lyric Diction (2) Pronunciation and enunciation of German based on principles of hochdeutsch for lyric and theatrical stage. Transliteration using International Phonetic Alphabet.

6645, 6647. Suzuki Pedagogy I, II (3,3) P for 6647: MUSC 6645, 6646; C for 6645: MUSC 6646; C for 6647: MUSC 6648. Philosophy and principles of Suzuki approach to teaching and playing violin. Material presented in volumes 1 and 2 (for 6645) and 3 and 4 (for 6647) of Suzuki Violin School.

6646, 6648. Suzuki Observation I, II (1,1) 2-semester sequence. P for 6648: MUSC 6645, 6646; C for 6646: MUSC 6645; C for 6648: MUSC 6647. Field observation of Suzuki approach to teaching and playing violin.

6649, 6650. Suzuki Observation III, IV (1,1) 2-semester sequence. P for 6649: MUSC 6646, 6648; C for 6649: MUSC 6655; P for 6650: MUSC 6649; C for 6650: MUSC 6656. Field observation of the Suzuki approach to teaching and playing the violin.

6655. Suzuki Pedagogy III (3) P: MUSC 6646, 6648. Philosophy and principles of Suzuki approach to teaching and playing violin as presented in volumes 5 -7 of the Suzuki Violin School. Supervised teaching of material from the Suzuki repertoire.

6656. Suzuki Pedagogy IV (3) P: MUSC 6655. Philosophy and principles of Suzuki approach to teaching and playing string instruments from material presented in volumes 8-10 of the Suzuki Violin School. Supervised teaching of material from Suzuki repertoire.

6657, 6667. Directed Study in Instrumental Pedagogy for Woodwinds, Brass, Percussion, or Strings (2,2) May be repeated for credit. Professional methodology, concepts, and materials for teaching of applied music at all levels in student's individual area of specialization.

6707. Seminar: Elementary Piano Pedagogy Literature (3) Repertoire selection, practice, and presentation techniques; curriculum design and methodology; group musicianship skills; and studio teaching approaches.

6717. Seminar: Intermediate Piano Pedagogy Literature (3) Repertoire selection, practice, and presentation techniques; curriculum design; historical foundations of piano instruction; and development of pianist technique and interpretative performance.

6727. Piano Pedagogy Practicum (2) May be repeated for credit. Supervised teaching and observation of methods of group and private studio piano lessons.

MUSC: PERFORMANCE GROUPS, LARGE

6620. Teaching Specific Voice Types (3) P: MUSC 6617, 6618, 6619. Vocal anomalies and their ramifications of the applied voice teacher when teaching specific voice types, i.e., tenor or soprano.

6625. Concert Choir (1) Open to all graduate students. May be repeated for credit. Study and performance of musical compositions for choral ensemble.

6635. University Chorale (1) Open to all graduate students. May be repeated for credit. Study and performance of musical compositions for large mixed voice choral ensemble.

6665. Chamber Singers (1) Open to all graduate students by audition. May be repeated for credit. Study and performance of repertoire for small mixed voice vocal ensemble.

6705. Marching Band (2) Open to all graduate students. May be repeated for credit. Prepare and perform selected marching band repertoire.

6715. Concert Band (1) Open to all graduate students by audition. May be repeated for credit. Prepare and perform selected concert band repertoire.

6735. Wind Ensemble (1) Open to all graduate students by audition. May be repeated for credit. Prepare and perform wind ensemble repertoire.

6745. Symphony Orchestra (1) Open to all graduate students by audition. May be repeated for credit. Prepare and perform orchestral repertoire.

6775. Jazz Ensemble (1) Open to all graduate students by audition. May be repeated for credit. Prepare and perform jazz repertoire.

6785. Symphonic Band (1) Open to all graduate students by audition. May be repeated for credit. Prepare and perform selected symphonic band repertoire.

6925. Men's Glee Club (1) Open to all male graduate students by audition. May be repeated for credit. Prepare and perform selected repertoire for men's chorus.

6935. Women's Glee Club (1) Open to all women graduate students by audition. May be repeated for credit. Prepare and perform selected repertoire for all women's chorus.

MUSC: PERFORMANCE GROUPS, SMALL

6605. Opera Theatre (1) Membership by audition only. May be repeated for credit.

6805. String Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6815. Woodwind Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6825. Percussion Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6835. Saxophone Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6845. Early Music Ensemble (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6846. World Music Ensemble (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6855. Jazz Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

SECTION 8: CURRICULA

6865. Brass Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6875. Keyboard Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6885. Contemporary Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

6895. Vocal Chamber Music (1) Membership by audition only. 2 rehearsals per week. May be repeated for credit.

MUSC: SACRED MUSIC

5667, 5677. Organ History, Literature, and Design (2,2) Same as MUSC 5667, 5677 (Music History and Literature) Recommended to be taken in sequence. Historical survey of organ literature from earliest manuscripts through music of J. S. Bach in first term. From J. S. Bach to present in second term. Basic principles of organ construction and style. Emphasis on relationship between organ and its repertoire throughout centuries.

5967. Choral Practicum (3) Same as MUSC 5967 (Pedagogy) P: MUSC 5706, 5716; or consent of instructor. Student derives solutions to specific problems encountered in preparing chorus for performance.

6476. Introduction to Service Playing (1) Offered only during spring. 1 lecture and 1 studio hour per week. P: 1 semester of applied organ or consent of instructor. Basic techniques and materials of service playing. Includes hymn playing, registration, and accompanying.

6517, 6537. Advanced Service Playing I, II (2,2) Formerly MUSC 5517, 5527 Must be taken in sequence. Advanced techniques and repertoire related to service playing. Includes creative hymn playing, composition for service, improvisation, accompanying, and console conducting.

6525. History of Sacred Music and Worship (3) Liturgical ritual and worship practices. Special emphasis on music and hymnody related to these practices from pre-Christian roots to modern day.

6526, 6527. Philosophy and Practice of Sacred Music I, II (2,2) Must be taken in sequence. Explores philosophical and theological dimensions of music in worship; administration of a sacred music program; direction of handbell choirs; composition and arranging for services; choral techniques and repertoire for children's and youth choirs; and multi-cultural and non-traditional contemporary trends in sacred music.

6577. Directed Study in Sacred Music (2) May be repeated for credit. Research and directed study in selected areas of sacred music.

6988, 6989. Sacred Music Internship (1,1) Recommended to be taken in sequence. C for 6988: MUSC 6597. 2-semester internship for skill development under direct supervision of site supervisor and university advisor.

MUSC: THEORY COMPOSITION

5336. Advanced Orchestration (2) Scoring for orchestra and symphonic band. Techniques from Classic period through contemporary idioms.

5346. Modern Instrumental Arranging (2) P: MUSC 3176 or consent of instructor. Develop arranging skills and techniques as applied to instrumental music (e.g., stage band, marching band, symphonic band, and orchestra).

5366. Special Studies in Music Theory (3) May be repeated for credit with consent of chair. P: MUSC 2166 or graduate standing in MUSC or consent of instructor. Subject matter determined by needs and interests.

6006, 6016. Music Structure and Style (3,3) Selected historical and contemporary musical works using variety of analytical approaches.

6206. Introduction to Graduate Study in Music Theory (2) May not count toward degree. Forms and compositional techniques of music. Emphasis on Baroque, Classic, and Romantic periods.

6316. Score Analysis (2) Analysis of choral and instrumental scores. Harmony, rhythm, dynamics, style, form, and interpretation.

6326, 6336. Composition (2) May be repeated for credit. Composing in major forms.

6327. Counterpoint (3) Formerly MUSC 5316 Counterpoint from sixteenth to twentieth century. Emphasis on eighteenth century genres through listening, analysis, and written assignments.

6328. The Language of Post-tonal Music (3) Formerly MUSC 5326 Materials and techniques used by composers since beginning of twentieth century. Stylistic writing and analysis of works by selected composers of the century.

6366. Special Problems in Electronic Music (2) I seminar and I private conference per week. May be repeated for maximum of 6 s.h. P: Consent of instructor. Electronic music composition. Practical experience in studio technique, electronic music synthesis, and real-time performance according to individual level and interest.

6506. Directed Study in Theory (2) May be repeated for credit. Research and directed study in selected areas.

6536. Introduction to Schenkerian Analysis (3) P: MUSC 2166 or consent of instructor. Tonal music using graphic analytical techniques of Heinrich Schenker. Includes contemporary extensions of Schenker approach.

MUSC Banked Courses

5446. American Music (2)

5496. Electronic Music (2)

5537. Music for Children and Youth (2)

5547. Hymnology (2)

5567. History of Liturgies (2)

5587. Introduction to Handbells (1)

6306. Editing and Arranging (2)

6406. Music of the Middle Ages (2)

6416. Music of the Renaissance (2)

6456. History and Development of Chamber Music (2)

6487. Seminar: Foundations of Music (2)

6497. Seminar: Research in Music (2)

6597. Philosophy of Sacred Music (2)

6615. Varsity Choir (1)

6755. Symphony Orchestra Laboratory (0)

6797. Problems in Opera Production (2)

6807. Seminar: Research in Ethnomusicology (2)

6917. Music Administration (2)

6947. Student-Teacher Supervision in Music (2)

6957. Philosophy of Music Education (2)

6967. Seminar: Elementary School Music (2)

6987. Critique in Music Education (2)

SCHOOL OF THEATRE AND DANCE

John Shearin, Director, 105 Messick Theatre

THEA: THEATRE ARTS

5000. Dramatic Arts Workshop (3) Presentation and evaluation of workshop projects in various aspects of theatre arts.

COLLEGE OF HEALTH AND HUMAN PERFORMANCE

Glen G. Gilbert, Dean, 60 Minges Coliseum

Sharon Knight, Associate Dean, 79 Minges Coliseum

Susan McGhee, Associate Dean, 72 Minges Coliseum

The College of Health and Human Performance offers graduate degree programs in each of its three departments: exercise and sport science, health education and promotion, and recreation and leisure studies. Admission to these programs requires that the applicant meet the admissions requirements of the Graduate School, including a satisfactory score on either the Graduate Record Examinations or the Miller Analogy Test. Admission requirements vary slightly among the programs in health and human performance. Applicants should inquire regarding these requirements for specific degree programs/options. Each prospective student should consult with the director of the degree program to which they seek admission.

DEPARTMENT OF EXERCISE AND SPORT SCIENCE

Peter Farrell, Chairperson, 176 Minges Coliseum

PHD IN BIOENERGETICS AND EXERCISE SCIENCE

The doctoral degree in bioenergetics and exercise science is an interdisciplinary degree program housed in the Department of Exercise and Sport Science and offered in conjunction with the Departments of Biochemistry and Physiology in the Brody School of Medicine at East Carolina University. This program uses a unique interdisciplinary approach to address the role of energy transportation under varying metabolic and pathological states. Students address research questions that range from the whole body to the gene level as they investigate the mechanisms by which physically active lifestyles influence disease processes, prevention, and treatment. Graduates are prepared for employment in health care, government, and academic and private institutions. The curriculum comprises **69 s.h.** as follows:

Required Courses: EXSS 7004, 7211, 7335 (4 s.h.), 8310, 8330 (6 s.h.), 8333 (6 s.h.); PHLY 7702

Select a 3 or 4 s.h. molecular biology course, and 6 s.h. of approved electives

Minimum of 27 s.h. in dissertation hours: EXSS 9000

Select a 3 s.h. advanced statistics course

MS IN EXERCISE AND SPORT SCIENCE

The master of science degree in exercise and sport science prepares students for careers or advanced academic training in the broad realm of exercise and sport science. Students whose undergraduate preparation lacks essential prerequisite course work or whose baccalaureate degree is in a non-related field may have additional requirements. All degree candidates must pass the exercise and sport science comprehensive examination. Students may choose from two options: thesis and non-thesis.

The basic curriculum plan for each option within the MS in exercise and sport science is as follows:

Thesis option:

Adapted physical education: BIOS 7021; EXSS 5303, 5305, 5903, 6300, 6301, 6990, 6991, 7000 (6 s.h.); select 6 s.h.

from the following: EXSS 5020, 5800, 5904, 6102, 6104, 6200, 6201, 6202, 6207, 6445, 6500; 3 s.h. of SPED

electives; 3 s.h. of general electives.....36 s.h.

Biomechanics: BIOS 7021; EXSS 6200, 6204, 6207, 6300, 6301, 6991, 7000 (6 s.h.); 12 s.h. of electives.....36 s.h.

Exercise physiology: BIOS 7021; EXSS 6207, 6208, 6209, 6210, 6300, 6301, 7000 (6 s.h.); 7212; 9 s.h. of electives.....36 s.h.

Physical activity promotion: BIOS 7021; EXSS 6115, 6201, 6207, 6300, 6301, 6401, 6440, 6992, 7000 (6 s.h.); 6 s.h. of electives.....36 s.h.

Physical education pedagogy: BIOS 7021 or EDUC 6430; EXSS 6101, 6104, 6108, 6109, 6110, 6202, 6300, 6301, 6990, 6991, 7000 (6 s.h.); select one from the following: EXSS 5020, 5303, 5305, 5903, 6102, 6200, 6207, 6445.....36 s.h.

Sport management: OMGT 6123; EXSS 6102, 6106, 6131, 6132, 6133, 6136, 6300, 6301, 6445, 6990, 6991, 7000 (6 s.h.).....36 s.h.

Non-thesis option:

Adapted physical education: EXSS 5303, 5305, 5903, 6201, 6300, 6301, 6990, 6991, 6994; select 9 s.h. from the following:

EXSS 5020, 5800, 5904, 6102, 6104, 6200, 6202, 6207, 6445; 3 s.h. of SPED electives; 3 s.h. of general electives36 s.h.

SECTION 8: CURRICULA

Biomechanics: BIOS 7021; EXSS 6200, 6204, 6207, 6300, 6301, 6500, 6990, 6991, 6994; 12 s.h. of electives....	36 s.h.
Exercise physiology: EXSS 6207, 6208, 6209, 6210, 6300, 6301, 6994; 18 s.h. of electives	36 s.h.
Physical activity promotion: BIOS 7021; EXSS 6115, 6201, 6207, 6300, 6301, 6401, 6440, 6992, 6994; select 6 s.h. from the following: BIOS 5010, 7022; EXSS 5001, 5020, 5800, 6200, 6445; HLTH 6011, 6013, 6600; MKTG 6162; PSYC 6333, 6353; RCLS 6100; 3 s.h. of general electives	36 s.h.
Physical education pedagogy: EXSS 6101, 6104, 6108, 6109, 6110, 6202, 6300, 6301, 6990, 6991; select 6 s.h. from the following: EXSS 5020, 5303, 5305, 5903, 6102, 6200, 6207, 6445; 3 s.h. of EDUC electives; 3 s.h. of general electives	36 s.h.
Sport management: OMGT 6123; EXSS 6102, 6106, 6131, 6132, 6133, 6136, 6300, 6301, 6445, 6992; 6 s.h. of electives	36 s.h.

MAEd AND MAT IN PHYSICAL EDUCATION

Please refer to Section 8, College of Education, for the degree requirements for the master of arts in teaching and the master of arts in education, both of which lead to advanced certification.

SPORT MANAGEMENT CERTIFICATE

Applicants must be concurrently enrolled in a graduate degree program or possess a graduate degree. In the case of concurrent enrollment students must obtain approval of the director of graduate studies of the program in which they are enrolled as well as the approval of the graduate director in EXSS.

12 s.h. are required: EXSS 6106, 6132; choose two from: EXSS 6001, 6102, 6131, 6133, RCLS 6005.

EXSS: EXERCISE AND SPORT SCIENCE

5020. Exercise Adherence (3) P: PSYC 1000; P/C: EXSS 4806; HHP major or minor or consent of instructor. Personal and situational factors which result in adherence to an exercise program. Focus on application of strategies for improving adherence.

5278. Advanced SCUBA Diving (3) 2 lecture and 3 lab hours per week. P: Satisfactory performance on the NAUI Swimming Test; EXSS 2278 or consent of instructor; a notarized statement releasing the instructor and the university from all liability; a satisfactory medical history and medical examination. Variety of safe diving experiences under controlled conditions beyond basic open water diving levels.

5303. Physical Activity Programs for Individuals with Developmental, Emotional, and Learning Disabilities (3) 2 lecture and 3 field work hours per week. P: EXSS 3545 or 3546; SPED 5101; or consent of instructor. For physical educators, special educators, therapeutic recreation specialists, and others concerned with providing physical activity programs to individuals with developmental, emotional, or learning disabilities.

5305. Motor Development (3) P: EXSS 2800 or equivalent or consent of instructor. Applies motor development theory and techniques to numerous settings. Descriptions of changes in movement patterns and skills and examination of underlying processes which influence these changes.

5800. Physical Activity and Aging (3) P: GERO 2400 or consent of instructor. Role of physical activity and exercise in enhancing quality of life and remediating normal aging deficits and age-related disease. Includes physiological, cognitive, and affective perspectives.

5903. Physical Activity Programs for Individuals with Orthopedic, Neurologic, and Sensory Impairments (3) 2 lecture and 3 field work hours per week. P: BIOL 2130 or equivalent. For physical educators, special educators, therapeutic recreation specialists, and others concerned with providing physical activity programs to individuals with orthopedic, neurologic, and sensory impairments.

5904. Methods in Adaptive Aquatics (2) 1 classroom and 3 lab hours per week. P: Advanced lifesaving certification. Swimming techniques as adapted for individuals with acute and chronic disabling conditions.

6001. Administration of Physical Education and Athletics (3) Administrative process in physical education and athletics from elementary school through college.

- 6005. Intramural and Extramural Activities for Schools and Colleges (3)** Philosophy, organization, and administration of intramural and recreational sports and activities.
- 6101. Technology and Assessment for Physical Education Teacher Education (3)** Technology and assessment strategies to support physical education instruction and assessment in K-12 settings.
- 6102. History and Philosophy of Sport (3)** History of ideas that have defined sport from ancient times to present. Emphasis on mind/body relationships, types of knowledge, and right behavior.
- 6104. Curriculum and Instruction in Physical Education (3)** Methods of physical education curriculum model delivery that integrate short and long-term planning with creative and effective teaching practices.
- 6105. Instruction in Physical Education (3)** Pedagogical knowledge and research integrated with motor development and motor learning content for studying effective teaching practices in physical education.
- 6106. Contemporary Sport (3)** Intensive study of amateur, educational, international, and professional sport in the contemporary world.
- 6108. Analysis of Teaching in Physical Education (3)** P/C: EXSS 6104. Teaching behavior analysis related to class management, student activity levels, skill feedback, and verbal and nonverbal interactions through the use of systematic and informal observation techniques.
- 6109. Clinical Supervision in Physical Education (3)** P/C: EXSS 6104. Application of the clinical supervision model for teacher development in physical education.
- 6110. Professional Issues in Physical Education Teacher Education (3)** Current issues and trends in contemporary K-12 physical education teacher education.
- 6115. Physical Activity and Public Health (3)** P: Admission to a graduate degree program in the College of Health and Human Performance, MPH graduate program, or consent of instructor. Examination of physical activity and its role in health status and public health, emphasizing the chronic effects of exercise.
- 6131. Management and Leadership in Sport (3)** Examines management responsibilities in sport organizations. Topics include organizational effectiveness and organizational behavior theory, personnel management, and facility planning and design.
- 6132. Legal Aspects of Sport Management (3)** Tort liability, product liability, contract law, antitrust, and administrative and constitutional claims as they apply to sport.
- 6133. Sport Marketing and Public Relations (3)** Consumer behavior trends and contemporary marketing principles related to sporting events of various competitive levels, public and private sport organizations, and sport equipment and products. Historical overview of sport marketing.
- 6136. Financial Management in Sport (3)** Financial management, planning, and budgetary components of sports industry.
- 6200. Biomechanics (3)** 2 classroom and 2 lab hours per week. P: Admission to HHP graduate program; EXSS 3850 or equivalent. Basic principles of mechanics as applied to human movement. Introduces measurement of kinematic and kinetic variables inherent in human motion.
- 6201. Advanced Measurement and Evaluation in Exercise and Sport Science (3)** Applies measurement theory to assessment techniques in exercise and sport science. Measurement research in exercise and sport science, basic statistical analyses, and practical computer applications and methods to assess test validity and reliability.
- 6202. Motor Learning (3)** In-depth study of theories, concepts, and principles of motor skill acquisition applied to teaching, coaching, and therapeutic settings.
- 6204. Techniques of Biomechanical Assessment (3)** 1 classroom and 6 lab hours per week. P: EXSS 6200 or consent of instructor. Basic, intermediate, and advanced techniques in measurement of biomechanical variables through use of videography, cinematography, force platforms, transducers, and electromyography (EMG).

SECTION 8: CURRICULA

6205. Clinical Exercise Testing (2) Theory and skills development in clinical exercise testing.

6206. Clinical Exercise Assessment (1) P: EXSS 6205. Applied clinical assessment, EKG interpretation, and exercise prescription.

6207. Physiology of Exercise (3) Individual and group study and experiences. Physiological responses to exercise. Emphasis on effects of physical training and other factors that affect physical performance.

6208. Cardiopulmonary Physiology (3) P: EXSS 6207. Current topics in cardiopulmonary physiology as related to clinical and basic science aspects of exercise science. Topics include cardiopulmonary anatomy and function, ECG basics and interpretation, cardiovascular pharmacology, metabolic evaluation/ assessment/programming during exercise, and other issues related to clinical exercise science.

6209. Advanced Exercise Prescription (3) P: EXSS 6208. Applies basic physiological principles in prescription of exercise and administration of training programs for individuals of differing age, health status, and occupational status. Emphasis on design of safe and effective programs of physical activity. Utilizes sound principles of exercise prescription in relation to probable professional and clinical experiences.

6210. Theory and Techniques in Bioenergetics (3) Lab and lectures. P: Exercise physiology or physiology course; consent of instructor. In-depth description and theoretical constructs of procedures used in bioenergetics research and clinical settings.

6212. Cardiopulmonary Rehabilitation and Diagnostic Procedures (3) Formerly EXSS 7212 P: EXSS 6208. Clinical experience in cardiopulmonary rehabilitation and theories and rationale for diagnostic cardiopulmonary procedures.

6300. Research Techniques in Exercise and Sport Science (2) C: EXSS 6301. Preparation to design, conduct and report research. Emphasis on planning research, utilizing research methods, and interpreting data.

6301. Research Seminar in Exercise and Sport Science (1) C: EXSS 6300. Preparation to develop and write research proposals and reports.

6323. Advanced Middle and High School Instruction in Physical Education (3) Advanced teaching theories and methodology in secondary school physical education settings that support student learning and assessment.

6401. Assessment of Physical Activity and Fitness (3) Methods to assess physical activity and fitness, understanding of determinants of physical activity, and relationship of physical activity and fitness to health.

6440. Physical Activity Psychology (3) P: EXSS 6300, 6301; or consent of instructor. Examines relationship between psychological processes and physical activity and fitness behaviors. Primary focus on influence of social-psychological factors on physical activity participation and impact of physical activity participation on psychological outcomes.

6445. Sport Psychology (3) Same as PSYC 6445 P: Consent of instructor. Seminar. Theories and psychological principles that may influence sport involvement and performance. Emphasis on practical application of psychology in order to improve quality of performance and meaningfulness of participation.

6500, 6501. Independent Study (1-3, 1-3) May be repeated for a maximum of 6 s.h. Current research topics in exercise and sport science.

6600. Seminar in Physical Activity Instruction (1) May be repeated. May count a maximum of 3 s.h. P: Admission into EXSS graduate program or consent of instructor. Physical activity instruction in various settings and with diverse learners. Special attention to college and university settings. Emphasis on reflective teaching and improvement of instructional design, implementation, and evaluation.

6650. Seminar in Exercise and Sport Science (1) May be repeated. May count a maximum of 3 s.h. P: Consent of instructor. Reviews recent research in EXSS. Emphasis on areas of adapted physical education, biomechanics, exercise physiology, pedagogy, physical activity promotion, and sport management.

6801, 6802, 6803. Special Topics in Exercise and Sport Science (1,2,3) May be repeated. May count a maximum of 6 s.h. P: Graduate standing in EXSS. New or advanced topics.

6990, 6991. Practicum in Exercise and Sport Science (1,2) Students are assigned to an on- or off- campus mentor to gain fieldwork and/or research experience. Emphasis is placed on the application of theory into practice.

6992. Exercise and Sport Science Internship (3,6) P: Consent of screening committee. On-site visitation and on-the-job training with fitness/health management leaders/directors in industry/health club and other approved agencies.

6994. Culminating Research Project (3) P: EXSS 6300, 6301; or consent of instructor. Independent research culminating with written report and oral examination.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7002. Nutrition and Exercise (3) (S) Formerly EXSS 5001 P: Consent of instructor. Relationship of basic nutrition principles to sport and physical activity.

7004. Research Ethics for a Complex World (2) Same as GRAD 7004 P: Current enrollment in EXSS master's or bioenergetics doctoral program. Introductory graduate course. Case studies, readings, policy review, assignments, and discussions with guest faculty examine areas of ethical concern for researchers. Areas include scientific misconduct, conflict of interest, abusive mentoring, improper authorship practices, protection of human participants, animal subjects of research, and others.

7211. Bioenergetics (4) Formerly EXSS 6211 P: Graduate exercise physiology or cell physiology course and consent of instructor. Concise summary of bioenergetics using cellular and subcellular approaches. Focus on metabolic perturbations evident with exercise and disease and interactions between the two.

7220. Muscle Physiology (3) P: Graduate cell or systems physiology, graduate exercise physiology, or consent of instructor. Physiology of skeletal, cardiac, and smooth muscle at cellular and whole-organ level. Topics include muscle development, detailed anatomy/physiology, structure-function relationships, nerve-muscle interactions, pathophysiology, and muscle plasticity with exercise training, disuse, aging, and damage/regeneration.

7335. Seminar in Bioenergetics (1) Formerly EXSS 6335 May be repeated. May count a maximum of 4 s.h. P: Consent of instructor. Critique of current bioenergetics literature.

8310. Pedagogy in Bioenergetics (3) P: Master's degree in bioenergetics or related field. Fundamentals in teaching in area of bioenergetics, including instruction in course development, syllabus construction, lecture preparation, examination preparation, and grading. Students involved in teaching lecture and lab for EXSS 3805, Physiology of Exercise.

8330. Introduction to Research (3) Formerly EXSS 6330 May be repeated. May count a maximum of 6 s.h. P: Consent of instructor. Student assigned to faculty preceptor. Opportunity to learn design of experimental protocols and to collaborate in some aspects of preceptor's program.

8331, 8332, 8333, 8334, 8335, 8336. Advanced Topics in Bioenergetics (1-6) May be repeated for a maximum of 12 s.h. P: EXSS 7211 and consent of chair.

9000. Dissertation (3-12) May be repeated. May count maximum of 27 s.h.

9001. Dissertation Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

EXSS Banked Courses

5400. Activities in Physical Education for Elementary School (3)

6007. Safety in Physical Education (3)

6003. Group Dynamics and Community Leadership (3)

SECTION 8: CURRICULA

DEPARTMENT OF HEALTH EDUCATION AND PROMOTION

David White, Chairperson, 204 Christenbury Gymnasium

MS IN ATHLETIC TRAINING

The master of science in athletic training offers advanced-level study in athletic training for BOC certified (or eligible) candidates. Completion of the **40 s.h.** program requires 34-37 s.h. in core classes, including 12 s.h. of practicum; and 3-6 s.h. of approved electives. A separate packet for the degree program is required and is available from the program director. Students may choose either a thesis or independent project as their culminating experience, seeking National Athletic Trainers' Association program approval.

1. Core	34-37 s.h.
ATEP 6020. Research Methods in Sports Medicine.....	3 s.h.
ATEP 6040, 6041, 6042, 6043. Sports Medicine Practicum.....	12 s.h.
ATEP 6045. Advanced Organization and Administration in Sports Medicine.....	3 s.h.
ATEP 6050. Sports Medicine Related Injuries and Illness	3 s.h.
ATEP 6320. Applied Anatomy in Sports Medicine.....	4 s.h.
ATEP 6350. Evidence-Based Rehabilitation and Treatment.....	3 s.h.
ATEP 6500. Master's Project or HLTH 7000. Thesis	3-6 s.h.
HLTH 5900. Stress Management	3 s.h.
2. Electives.....	3-6 s.h.
EXSS 5001. Nutrition and Exercise.....	3 s.h.
EXSS 6131. Management and Leadership in Sport.....	3 s.h.
EXSS 6132. Legal Aspects in Sports Management	3 s.h.
EXSS 6133. Sports Marketing and Public Relations	3 s.h.
EXSS 6200. Biomechanics.....	3 s.h.
EXSS 6201. Advanced Measurement and Evaluation in Exercise and Sport Science.....	3 s.h.
EXSS 6204. Techniques in Biomechanical Assessment.....	3 s.h.
EXSS 6207. Exercise Physiology.....	3 s.h.
EXSS 6445. Sport Psychology	3 s.h.
HLTH 6011. Introduction to Epidemiology.....	3 s.h.
RCLS 5130, 5131. Biofeedback: Principles and Practices.....	3,1 s.h.

ATEP: ATHLETIC TRAINING

6020. Research Methods in Sports Medicine (3) P: Current enrollment in MS in athletic training or permission of instructor. Development and interpretation of quantitative research theory, design, and statistical analyses for the sports medicine professional.

6040. Practicum in Athletic Training (3) P: Current enrollment in MS in athletic training. Practical experience in athletic training, emphasizing athletic training-related research and best practices.

6041. Practicum in Athletic Training (3) P: Current enrollment in MS in athletic training. Practical experience in athletic training, emphasizing organization and administration related to assigned practicum settings.

6042. Practicum in Athletic Training (3) P: Current enrollment in MS in athletic training and BOC certification. Practical experience in athletic training that may include supervision of undergraduate athletic training students in designated practicum settings. Emphasis on time management and professional communication.

6043. Practicum in Athletic Training (3) P: Current enrollment in MS in athletic training and BOC certification. Practical experience in athletic training that may include supervision of undergraduate athletic training students in designated practicum settings. Emphasis on leadership and professional responsibility.

6045. Advanced Organization and Administration in Sports Medicine (3) P: Current enrollment in MS in athletic training or consent of instructor. Organizational theory and administration of sports medicine facilities and personnel.

6050. Sports Medicine Related Injury and Illness (3) P: Current enrollment in MS in athletic training or consent of instructor. Integration of pathology of medical conditions and injuries within physically active populations.

6320. Applied Anatomy in Sports Medicine (4) P: Current enrollment in MS in athletic training or consent of instructor. Integration of human musculoskeletal and neural anatomy with athletic-related movements and pathological function associated with athletic trauma.

6350. Evidence-Based Rehabilitation and Treatment (3) P: Current enrollment in MS in athletic training or consent of instructor. Evidence-based practical approach to developing rehabilitation protocols and therapeutic techniques.

6500. Master's Project (3) P: Current enrollment in MS in athletic training and consent of chair. Investigates current research and methodology in athletic training.

7000. Thesis (3) P: Current enrollment in MS in athletic training and consent of chair. To be repeated for a maximum of 6 s.h.

MS IN ENVIRONMENTAL HEALTH (MSEH)

The master of science in environmental health requires completion of a minimum of **34 s.h.** A student having no prior environmental health experience must take EHST 6010 (3 s.h.) and EHST 6980 (3 s.h.) in addition to the 34 s.h. minimum. All students must pass a written, comprehensive examination.

Environmental health offers two degree paths:

Research Option: Students must complete a thesis and also must take at least 4 s.h. of approved laboratory credit. A student may not count more than 15 s.h. from 5000-level courses or take more than 15 s.h. through online courses.

Applied Option: This option is intended only for Registered Sanitarians and Registered Environmental Health Specialists. Permission to choose this option must be obtained from the environmental health sciences program faculty. Students must complete a professional paper and may not count more than 15 s.h. from 5000 level courses.

- I. Research Option Courses..... 13 s.h.
- HLTH/MPH 6011. Introduction to Epidemiology (3) or BIOS 5010. Epidemiology for Health Professionals (3)
 - BIOS 7021. Biostatistics for Health Professionals I (3)
 - EHST 5001. Seminar in Environmental Health (1)
 - MPH 6020. Research Methods (3)
 - EHST 7000. Thesis (3)

All students write and orally defend a thesis. The thesis proposal and thesis must be approved by the student's advisor and a committee comprised of at least 3 graduate faculty members, 2 of whom must be environmental health sciences faculty, and 1 reviewer from outside the department.

- Applied Option Courses..... 13 s.h.
- HLTH/MPH 6011. Introduction to Epidemiology (3) or BIOS 5010. Epidemiology for Health Professionals (3)
 - BIOS 7021. Biostatistics for Health Professionals I (3)
 - EHST 5001. Seminar in Environmental Health (1)
 - EHST 6800. Environmental Health Program Management (3)
 - EHST 6990. Environmental Health Professional Paper (3)

All students write and orally defend a professional paper that reflects an applied learning experience leading to an environmental health action, intervention, or increased knowledge in the field. Paper may take many forms but summarizes a project selected by student and defended before student's committee comprised of at least 3 faculty members, 2 of whom must be environmental health sciences faculty, and 1 reviewer from outside the program.

SECTION 8: CURRICULA

2. Additional Environmental Health/Related Coursesat least 21 s.h.
Course selection in consultation with the student's advisor.
- EHST 5010, 5011. Principles of Toxicology and Laboratory (3, 1)
 - EHST 5020. Environmental Toxicology (3)
 - EHST 5164. Radiological Health Field Operations (1)
 - EHST 5165. Advanced Radiological Health Physics Laboratory (ORAU) (1)
 - EHST 5510. Physical Safety (2)
 - EHST 5520. Biological Safety (2)
 - EHST 5530. Chemical Safety (2)
 - EHST 5540. Radiation Safety (2)
 - EHST 5800, 5801. Solid and Hazardous Waste and Laboratory (3,0)
 - EHST 6100. Elements of Environmental Engineering (3)
 - EHST 6201, 6202, 6203. Individual Studies (1,2,3)
 - EHST 6210, 6220, 6230. Topics in Environmental Health and Safety (1, 2,3)
 - EHST 6300, 6301. Public Health Pests and Vector Borne Disease and Laboratory (3,1)
 - EHST 6400. Technical Advances in Water Supply and Waste Water Treatment (3)
 - EHST 6420. Sanitary Microbiology and Safety of Foods (3)
 - EHST 6600. Air Quality Control Methods (3)
 - EHST 6700, 6701. Industrial Hygiene Application and Laboratory (3,1)
 - EHST 6710. Ventilation and Indoor Air Quality and Laboratory (3,0)
 - EHST 6800. Environmental Health Program Management (3)
 - GEOL 5710, 5711. Ground Water Hydrology (3,0)
 - PLAN 6301. GIS and CAD applications for Planning (3)

MASTER OF PUBLIC HEALTH

The department participates in the offering of a graduate degree in public health. See the Brody School of Medicine, Department of Family Medicine, for the Occupational Environmental Health options and degree requirements.

CERTIFICATE IN SECURITY STUDIES

The department participates in the offering of a graduate certificate in security studies. See College of Arts and Sciences, Department of Political Science, for certificate requirements.

EHST: ENVIRONMENTAL HEALTH

5001. Seminar in Environmental Health (1) Student, staff, and guest speakers on current research.

5010, 5011. Principles of Toxicology and Laboratory (3,1) For EHST majors but other majors accepted. P: Senior or graduate standing; 8 s.h. of general chemistry; 6 s.h. of biology, including BIOL 2130; or consent of instructor. Basics of toxicology such as physiological response and environmental sources as well as specifics of major toxins.

5020. Environmental Toxicology (3) P: EHST 5010, 5011; or consent of instructor. Effect of anthropogenic and naturally occurring toxins on environment. Toxin sources, distribution, and bioaccumulation. Covers pesticides, metals, solvents, radioactive isotopes, food additives, air pollutants, and natural plant/animal toxins.

5164. Radiological Health Field Operation (1) P: Consent of instructor. Field observation of radiological health physics, practices at nuclear fuel cycle facilities, and government nuclear facilities.

5165. Advanced Radiological Laboratory (1) P: Consent of instructor. Intensive radiological lab training at Oak Ridge Associated Universities. Tour of research facilities.

5510. Physical Safety (2) Practical application of physical safety principles in living and work environments.

5520. Biological Safety (3) Formerly EHST 6120 Practical application of biological safety principles in living and work environments.

5530. Chemical Safety (2) Practical application of chemical safety principles in living and work environments.

5540. Radiation Safety (2) Practical application of radiation safety principles in living and work environments.

5800, 5801. Solid and Hazardous Waste Management and Laboratory (3,0) 2 lecture and 2 lab hours per week. P: CHEM 1160, 1161 or consent of instructor. Problems associated with collection, treatment, and disposal of municipal solid waste and hazardous wastes in the United States.

6010. Fundamentals of Environmental Health (3) Effects of environment on human health. Focuses on rural environment. Considers water supply and wastewater disposal, water quality, solid and hazardous wastes, air quality, occupational health and safety, food protection, and vector control.

6100. Elements in Environmental Engineering (3) Practical application of engineering principles to environmental health.

6201, 6202, 6203. Individual Studies (1,2,3) May be repeated for maximum of 3 s.h. P: Declared EHST major; consent of major professor. Advanced knowledge in selected areas of environmental health.

6210, 6220, 6230. Topics in Environmental Health and Safety (1,2,3) Formerly EHST 6200 May be repeated with change of topic. Seminar. Selected environmental health and safety problems considering current studies and efforts at solutions.

6300. Public Health Pests and Vector Borne Disease (3) Identification, management, and ecology of arthropods and other disease vectors, and characteristics and epidemiology of diseases they carry.

6301. Public Health Pests and Vector Borne Disease Laboratory (1) Concentration on mosquitoes and ticks in North Carolina, testing for West Nile Virus, and application of 3-D imaging techniques.

6400. Technical Advances in Water Supply and Waste Treatment (3) State-of-the-art advances in water and waste water treatment. Examines best practical available technology for coping with special water supply and waste disposal problems. Demonstrates principles upon which real life systems function.

6420. Sanitary Microbiology and Safety of Foods (3) P: Consent of instructor. Sanitary microbiology and chemical safety of foods. Topics include natural toxicants, food additives, and regulations for protection of public health.

6600. Air Quality Control Methods and Devices (3) Theory, use, evaluation, advantages, and limitations of procedures and methods employed in air quality control.

6700. Industrial Hygiene Application (3) Principles of evaluating and controlling work environment. Emphasis on resolving occupational health problems.

6701. Industrial Hygiene Application Laboratory (1) C: EHST 6700. Methods of measurement and evaluation used by industrial hygienists.

6710, 6711. Ventilation and Indoor Air Quality and Laboratory (3,0) 2 lecture and 2 lab hours per week. P: Consent of instructor. Principles and basic design of ventilation systems for hazardous materials and fundamentals of indoor air quality (IAQ).

6800. Environmental Health Program Management (3) Knowledge and practice in planning, developing, and managing environmental health programs. Applies current management practices toward solutions of environmental health problems.

6980. Environmental Health Practicum (3) Directed work experience in clinical/environmental health agency.

6990. Environmental Health Professional Paper (3) May be repeated. May count a maximum of 3 s.h. toward degree. P: Admission to the applied option of the Master of Science in Environmental Health. Detailed summary of applied learning experience to environmental health action, intervention, or increased knowledge in the field.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

SECTION 8: CURRICULA

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

EHST Banked Courses

5710, 5711. Topics in Health Physics I (3,0) **6501, 6502, 6503. Problems and Research in Environmental Health (2,2,2)**
5720, 5721. Topics in Health Physics II (3,0)

MA IN HEALTH EDUCATION

The master of arts degrees in health education and promotion provide advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. Undergraduate training in health education or the social and biological sciences is preferred. Applicants with undergraduate preparation deficient in these areas will be required to remove such deficiencies through supplemental course work as designated by the department's graduate faculty.

The basic curriculum plan for the MA in health education and promotion requires **36 s.h.** All students take the core courses and then select from one of three options: thesis, internship, or course work. Students select electives in consultation with their advisor.

Core courses: HLTH 6001, 6110, 6600, 6900.....	12 s.h.
Thesis option:	
HLTH 7000.....	6 s.h.
Research skills: BIOS 7021; HLTH 6011, 6700, 6800.....	12 s.h.
Guided electives	6 s.h.
The student writes and orally defends a thesis. The thesis proposal must be approved by the student's advisor and a committee that comprises three health education and promotion faculty and an outside reviewer.	
Internship option:	
HLTH 6990, 6991	6 s.h.
Research skills: HLTH 6011, 6700, 6800	9 s.h.
Guided electives	9 s.h.
The student completes a 240-hour internship experience and writes an internship report. The student also completes a comprehensive examination covering both core and research skills courses. The graduate advisor selects the committee to examine the student.	
Course work option:	
Research skills: HLTH 6011, 6700, 6800.....	6 s.h.
Guided electives	9 s.h.
The student completes a comprehensive examination covering both core and research skills courses. The graduate advisor selects the committee to examine the student.	

MAEd AND MAT IN HEALTH EDUCATION

Please refer to Section 8, College of Education, for the degree requirements for the master of arts in teaching and the master of arts in education, both of which lead to advanced certification.

HLTH: HEALTH

5002. Maternal and Child Health Education (3) P: BIOL 2130, 2131; HLTH 3010, 3020; or consent of chair. Theoretical base and appropriate education strategies for delivery of community health education programs including basic population concepts and measures; epidemiological indicators of health and social status of women and children; analysis of prevailing social policies as related to maternal and child health; and federal policies affecting children and families.

5200. Health Education in the Workplace (3) Focus on design, implementation, and evaluation. On-site health education needs assessment using appropriate instruments and development of health education plan responsive to identified needs and corporate operations of particular industry.

5310. Education for Human Sexuality (3) For school and community professionals working in or consulting with schools. P: Health education major or consent of instructor. Comprehensive knowledge and sex education methodology for effective communication with children and youth.

5345. Alcoholism in Health Education (3) P: HLTH 1000. Effects of alcohol on human body with sociological, psychological, physiological, and economic implications as applicable to everyday living. Methods, procedures, and resource materials for alcohol education.

5900. Stress Management (3) P: Undergraduate course in anatomy and physiology; graduate standing; or consent of chair. Positive and negative aspects of stress as related to performance and health. Emphasis on sources and positive management of stress, including lifestyle and life skills.

6000. Foundations of School Health Education (3) P: Admission to the MAEd in health education or consent of chair. Ethical practice, advanced theory, and integrating school health practice into the larger community.

6001. Foundations of Health Education and Promotion (3) P: Admission to the MA in health education or consent of instructor. Health behavior theory, ethics, and the practice environment.

6005. Introduction to Worksite Health Promotion (3) P: Admission to the MA in health education or consent of instructor. Principles and benchmarks of worksite health promotion.

6007. Employee Health and Productivity (3) P: Admission to the MA in health education and promotion or consent of instructor. Strategies for measuring the relationship between employee health and productivity.

6011. Introduction to Epidemiology (3) P: Admission to a graduate program or consent of instructor. Overview of principles of epidemiology, including major epidemiologic study designs, measures of association, clinical trials, bias, confounding, and other topics.

6013. Behavioral Sciences and Health Education (3) P: Admission to a graduate program or consent of instructor. Introduces concepts of role of social factors in health, illness, and health education/promotion. Overview of relationships between various social factors with health outcomes. Introduces theories and approaches of health education/promotion programs.

6100. Intervention Strategies for School Health Education (3) P: Admission to the MAEd in health education or consent of chair. Application of existing research and best practices in methods and strategies utilized by school health educators.

6110. Intervention Strategies for Health Education and Promotion (3) P: Admission to the MA in health education and promotion or consent of instructor. Application of existing research and best practices in methods/strategies utilized by health education professionals.

6200. School Health Planning and Evaluation (3) P: Admission to the MAEd in health education or consent of chair. Theory and application of the principles of planning and evaluation for school health professionals.

6300. Coordinated School Health (3) P: Admission to the MAEd in Health Education or consent of instructor. Knowledge and skills in applying a coordinated school health program within a local school district.

6310. Sexuality Education in Health Education (3) P: Admission to the MA in health education or consent of instructor. Knowledge and skills in planning, developing, implementing and evaluating sexuality education in a community context.

6355. Alcohol, Tobacco, and Other Drug Education and Prevention (3) P: Admission to graduate program or consent of chair. ATOD abuse education and prevention theory and approaches.

6400. Management of School Health Education Programs (3) P: Admission to the MAEd in health education or consent of instructor. Providing leadership for the management of school health programs; personnel development; program implementation, evaluation, budget and fund raising; and role of government and private agencies in school health.

SECTION 8: CURRICULA

6501, 6502, 6503. Independent Study (1,2,3) P: Consent of advisor. Investigates current research and methodology in health education.

6600. Needs Assessment in Health Education and Promotion (3) P: Admission to the MA in health education or consent of instructor. Needs assessment planning, implementation and evaluation.

6700. Qualitative Research and Evaluation Methods (3) P: HLTH 6600, Admission to the MA in health education or consent of instructor. Theory, design, methods, management, analysis, and reporting of qualitative data in evaluation and research contexts.

6800. Quantitative Research and Evaluation Methods (3) P: HLTH 6600, 6700, admission to the MA in health education and promotion or consent of instructor. Theory, design, methods, analysis and interpretation and applications in evaluation.

6900. Managing Health Education and Promotion Programs (3) P: HLTH 6660; admission to the MA in health education or consent of instructor. Application of management principles in developing, organizing, funding, leading, and advocating for health education and promotion programs.

6990, 6991. Internship in Health Education (3,3) P: Minimum of 18 s.h. in health education program or consent of chair. Supervised observation and practice in health education setting.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7100. Qualitative Research: Analysis and Interpretation (3) Same as NURS 7100, OCCT 7100
P: Consent of chair. Application and evaluation of qualitative research design and methods including data collection, management and analysis approaches, and the art and science of interpretation.

HLTH Banked Courses

5313. School Health Education (3)

6035. Therapeutic Modalities and Exercise and Sports Medicine (3)

6040, 6041, 6042, 6043. Sports Medicine Practicum (2 each)

6045. Organization Administration and Injury Management in Sports Medicine (3)

6050, 6051. Sports Injuries and Illness (3,3)

6101. Research Methods in Health Education (3)

6201. Program Planning and Evaluation II (1)

6301. Research Seminar in Health Education (1)

DRED Banked Courses

5310. Advanced Motorcycle Safety (3)

6301. Research Seminar in Driver Education (1)

6330. Organization and Administration of Safety Education (3)

DEPARTMENT OF RECREATION AND LEISURE STUDIES

Joseph D. Fridgen, Chairperson, 174 Minges Coliseum

The department of recreation and leisure studies offers separate degrees in recreation and leisure facilities and services administration and recreational therapy administration. The 36-39 semester hour programs are designed for individuals employed in or seeking employment in a diverse range of settings. The master's in recreation and leisure facilities and services administration prepares students for positions in leisure services, including community parks and recreation, recreation resource management, recreation sports management, and travel and tourism. The master's in recreational therapy administration provides advanced training for clinical, administrative, and research positions in recreational therapy and healthcare related careers. Prior education and experience facilitates timely graduation. Individuals with undergraduate deficiencies will be required to remove such deficiencies through supplemental course work while enrolled in the graduate program.

MS IN RECREATION AND LEISURE FACILITIES AND SERVICES ADMINISTRATION (36-39 s.h.)

1. Core: RCLS 6000, 6100, 6110, 6120, 6210, 6220..... 18 s.h.
2. Concentration:.....9 s.h.
 Generalist: MGMT 6102; MKTG 6162, 6642
 Recreational Sports Management: RCLS 5111, 6005; Choose 3 s.h. from: EXSS 6445; PADM 6120; PSYC 6445;
 RCLS 5100, 5101.
3. Thesis or non-thesis option..... 12-15 s.h.
 Thesis option: OMGT 6123; MKTG 6642; RCLS 7000..... 12 s.h.
 Non-thesis option: OMGT 6123; RCLS 6501; 9 s.h. of approved electives 15 s.h.

MS IN RECREATIONAL THERAPY ADMINISTRATION (36-39 s.h.)

1. Core: RCLS 6000, 6100, 6110, 6120..... 12 s.h.
2. Concentration: RCTX 6310, 6320, 6330; COHE 6600..... 12 s.h.
3. Thesis or non-thesis option..... 12-15 s.h.
 Thesis option: BIOS 7021, 7022; RCLS 7000..... 12 s.h.
 Non-thesis option: BIOS 7021; RCTX 6502; 9 s.h. of approved electives..... 15 s.h.

RCLS 6990 (Supervised Field Experience) will be required of recreation and leisure facilities and services administration students who do not have approved prior experience, internship, or certification in the recreation and leisure services industry and recreational therapy administration students who are not currently certified as therapeutic recreation specialists. Recreational therapy administration students not currently certified as therapeutic recreation specialists will also be expected to complete prerequisites required by national and state certification boards.

GRADUATE CERTIFICATE PROGRAMS

Certificate in Aquatic Management

The graduate certificate in aquatic management provides students with the knowledge and skills necessary to manage aquatic facilities and programs at a variety of venues including indoor/outdoor pools, spas, water park facilities, marinas, and beaches. The focus is upon acquiring the training and abilities to become an aquatic facilities manager and, thus, be eligible to work in a variety of aquatic settings. This certificate is open to students enrolled in graduate degree programs as well as non-degree applicants holding a baccalaureate degree.

The program requires completion of 12 s.h. in the respective areas as follows: RCLS 5100, 5101; 6 s.h. of electives chosen in consultation with certificate coordinator. A list of appropriate electives is available from the certificate coordinator.

Certificate in Aquatic Therapy

The graduate certificate in aquatic therapy provides students with the theory, practical skills, and basic techniques for the use of aquatic therapy modalities including but not limited to Halliwick, Bad Ragaz, Watsu, Ai Chi, and Arthritic exercise. This certificate is open to students enrolled in graduate degree programs as well as nondegree applicants holding a baccalaureate

SECTION 8: CURRICULA

degree. The program is designed to provide allied health practitioners the knowledge and skills necessary to use aquatics as an intervention to promote health, rehabilitation, and independence among individuals with disabilities.

The program requires completion of 12 s.h. in the respective areas as follows: RCTX 5000, 5001, 5100; 3 s.h. elective chosen in consultation with certificate coordinator. A list of appropriate electives is available from the certificate coordinator.

Certificate in Biofeedback

The graduate certificate in biofeedback will enable students and other health professionals to monitor, measure, and feed back physiological signals to individuals and clients in order to increase human performance and treat medical conditions. Students will be able to apply biofeedback as an intervention to predict, prevent and promote health and optimal performance as well as to treat various medical conditions. Those who successfully complete the certificate will have met the requirements necessary to sit for the national biofeedback certification examination offered by the Biofeedback Certification Institute of America. Students must be currently enrolled in a graduate program or admitted as a non-degree earning student. In addition, all students must complete BIOL 2130 and BIOL 2131 or their equivalent before admission to the certificate program.

The program requires completion of 12 s.h. as follows: RCTX 6001, 6002, 6003 and 6 s.h. electives selected in consultation with the certificate director.

RCLS: RECREATION AND LEISURE STUDIES

5100. Aquatic Facility Management (3) Operation, maintenance, and management of aquatic facilities used for recreation, exercise, therapy, competition, education programs, and other aquatic-related programs.

5101. Waterfront Facility Operations (3) Principles and practices of waterfront facility management, maintenance, and operations.

5111. Recreational Facility Management (3) P: RCLS 3104 or 3120; or consent of instructor. Principles and practices of parks and recreational facility management, maintenance, operations, and evaluation.

6000. Philosophical and Social Foundations of Leisure Services (3) P: Admission to graduate program in RCLS or consent of instructor. Social and philosophical foundations for recreation and leisure services in dynamic society.

6005. Recreational Sports and Activities Management (3) P: Consent of instructor. Philosophy, organization, and administration of recreational sports and activities.

6100. Risk Management and Legal Liability in Recreation, Leisure, and Recreational Sport (3) P: Consent of instructor. Legal issues related to delivery of recreation, leisure, and recreational sport services, including legal foundations, liability and tort policy, employment laws, disability services, malpractice concerns, insurance, and current issues.

6110. Research Methods in Recreational Therapy and Recreation and Leisure Services (3) P: Admission to graduate program in RCLS or consent of instructor. Applies basic forms of research. Historical, qualitative, correlational, descriptive, causal-comparative, and experimental research designs as applied to recreational therapy, leisure services, and tourism.

6120. Seminar in Recreation, Leisure, and Recreational Therapy Administration (3) P: Admission to graduate program in RCLS or consent of instructor. In-depth examination and discussion of contemporary topics and issues pertinent to recreation, leisure, and recreational therapy service delivery.

6210. Management and Program Development in Recreation and Leisure Services (3) P: Admission to graduate program in RCLS or consent of instructor. Current theory, empirical research, and practical application of leisure service industry programming and administration.

6220. Managing Commercial and Tourism Industry Leisure Services (3) P: Admission to graduate program in RCLS or consent of instructor. Focus on commercial recreation and tourism environment, principles and concepts of management and marketing, and systematic techniques of analysis and inquiry.

6501. Capstone Experience in Recreation and Leisure Services Administration (3) P: MIS 6123; RCLS 6110; or consent of graduate program director. Capstone experience involving scientific inquiry of select subject or problem area. Content negotiated between student and the instructor in compliance with departmental guidelines. May be repeated for a maximum of 6 s.h.

6600. Graduate Teaching Seminar (1) May be repeated. May count a maximum of 3 s.h. P: Consent of instructor. Provides foundation of knowledge and skills for teaching at college/university level.

6801, 6802, 6803. Special Topics in Recreation and Leisure Studies (1, 2, 3) May be repeated. May count maximum of 6 s.h. P: Graduate standing in RCLS. New or advanced topics in an area of specialization.

6990. Supervised Field Experience (6) P: Admission to graduate program in RCLS or consent of instructor. Develop service delivery skills and understanding of administrative concerns.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

RCLS Banked Courses

5301. Advanced Interpretation (3)

6094. Leisure Systems Management

5600. Trends and Problems in Development of Internship (3)

Avocational Coastal and Oceanic Programs (3) 6098, 6099. Directed Research (1,2)

6091, 6092. Seminar in Leisure Systems

6301. Research Seminar in Leisure Systems

Management (1,2)

Studies (1)

RCTX: RECREATIONAL THERAPY ADMINISTRATION

5000. Theoretical Foundations of Aquatic Rehabilitation (3) Formerly RCLS 5000 Examines treatment principles in aquatic rehabilitation environment. Develop understanding of benefits, contraindications, and use of aquatic therapy to address needs of participants with specific health conditions.

5001. Applied Techniques in Aquatic Rehabilitation (3) Formerly RCLS 5001 P: RCTX 5000 or consent of instructor. Develop fundamental techniques in aquatic therapy. Additional attention to management of aquatic rehabilitation services.

6001. Biofeedback: Principles and Practices (3) Formerly RCLS 6001 P: BIOL 2130, 2131 or equivalent. Overview of biofeedback history, instrumentation, and intervention techniques, including assessment, treatment and evaluation processes.

6002. Biofeedback Laboratory (1) Formerly RCLS 6002 P/C: RCTX 6001. Application of biofeedback measuring and monitoring techniques in a variety of health and human performance settings.

6003. Advanced Biofeedback Laboratory (2) Formerly RCLS 6003 P: RCTX 6002. Assessment, treatment selection, documentation, and evaluation of biofeedback services in health and human performance settings.

6310. Program Development and Management in Recreational Therapy (3) Formerly RCLS 6310 P: Admission to graduate program in RCLS administration or consent of instructor. Advanced program development for systematic design recreational therapy services.

6320. Client Assessment, Evaluation, and Documentation in Recreational Therapy (3) Formerly RCLS 6320 P: Admission to graduate program in RCLS or consent of instructor. Client assessment and documentation. Treatment programming and comprehensive program evaluation.

SECTION 8: CURRICULA

6330. Administrative Aspects of Recreational Therapy (3) Formerly RCLS 6330 P: Admission to graduate program in RCLS or consent of instructor; Service delivery; Personnel management, quality management, financing and budgeting, and health care accreditation.

6502. Capstone Experience in Recreational Therapy (3) Formerly RCLS 6502 May be repeated for a maximum of 6 s.h. P: MIS 6123; RCLS 6110; or consent of graduate program director; Capstone experience involving scientific inquiry of select subject or problem area. Content negotiated between student and the instructor in compliance with departmental guidelines.

COLLEGE OF HUMAN ECOLOGY

Margie L. Gallagher, Interim Dean, RW-238 Rivers Building

The college is comprised of the Departments of Child Development and Family Relations, Criminal Justice, Hospitality Management, Interior Design and Merchandising, Nutrition and Dietetics, and the School of Social Work. (The criminal justice department and social work were previously listed as the Carolyn Freeze Baynes School of Social Work and Criminal Justice Studies.) The college incorporates leadership development and community outreach into the classrooms as well as its research and creative activity endeavors.

The Carolyn Freeze Baynes Institute for Social Justice, established by the generosity of Charles and Hazel Freeze with the support of Michael Ray Baynes, is located within the College of Human Ecology. The institute coordinates research, community partnerships, and scholarship aimed at improving the well-being of individuals and the quality of community life. The institute offers a number of activities for students, including research experiences, scholarship opportunities, and interaction with visiting scholars and alumni.

CHE: COLLEGE OF HUMAN ECOLOGY

5005, 5006, 5007. Special Problems in Human Ecology (1,2,3) May be repeated for credit with different titles. P: Consent of instructor. Variable content and special topics in areas of human ecology.

6100, 6101. Special Topics in Human Ecology (2,1) May be repeated for credit with change of topic. P: Consent of instructor. Variable content and current topics in human ecology.

6488. Research in Human Ecology (3) Research methods and development of research proposal.

6500, 6501, 6502. Independent Study (3,3,3) P: Consent of instructor. Advanced study of selected subject in small group or independently.

DEPARTMENT OF CHILD DEVELOPMENT AND FAMILY RELATIONS

Cynthia Johnson, Chairperson, 150 Rivers Building

The department offers two MS degrees: child development and family relations and marriage and family therapy; a MAEd degree in birth through kindergarten education (BK) and family and consumer sciences education (FACS); and a PhD in medical family therapy. It also offers the family and consumer sciences content option for students interested in pursuing the MAT and the MAEd. All teacher education degrees lead to advanced licensure. See College of Education for additional information about licensure and teaching requirements for the MAT. Course work and training prepare students for professional practice, research, and administrative roles in teaching as well as in agencies and organizations that provide services and support to children and families. Applicants must meet the admissions requirements of the Graduate School. Completion of an undergraduate degree in child development, birth through kindergarten, family studies, family and consumer sciences, the behavioral or social sciences or closely related area from an accredited institution is required for admission. Applicants may be required to take additional courses as part of the degree requirements in order to make up deficiencies or meet certification requirements. Research and clinical experiences are available through the departments' child development laboratory and the family therapy clinic. For more information, visit our webpage at www.ecu.edu/che/cdfr/.

MS IN CHILD DEVELOPMENT AND FAMILY RELATIONS

The master of science in child development and family relations (CDFR) is designed for students whose career goals are in child and family services. With advanced study in child development and family relations, students are able to fill a variety of professional roles in the administration of programs serving children, families, and older adults; in teaching young children, preadolescents, and young adults; and in specialized clinical roles in child life, early intervention, developmental evaluation, and other mental health and human services programs. Each student's program of study is tailored to fit his or her needs and interests, and students are encouraged to select an area of specialization that will prepare them for in-depth study in a related discipline such as special education, early intervention, child life, gerontology, or adult education. Opportunities for national and international internships are available for CDFR students to expand their study and experience. Students may apply for the National Council on Family Relations' certification in family life education and other certifications.

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The MS degree in CDFR requires 36 semester hours. Students may choose one of two options: a thesis option, which includes the building of research skills and the completion of independent research or nonthesis option, which includes a practicum in the area of the student's concentration and passing the comprehensive examination. Program requirements include the following:

- 1. Core.....15 s.h.
CDFR 6401, 6402, 6404, 6406, 6420
- 2. Specialization.....9 s.h.
6 s.h. must be CDFR courses
- 3. Research6 s.h.
CDFR 7007, 7400
- 4. Research Project (CDFR 7900) or thesis (CDFR 7000)6 s.h.

MS IN MARRIAGE AND FAMILY THERAPY

The marriage and family therapy (MFT) program at East Carolina University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. Enrollment in the marriage and family therapy program is limited and admission is competitive. Acceptance into the program is contingent on prior admission to the Graduate School, application to the marriage and family therapy program, a personal interview with the clinical faculty, and a favorable recommendation from the MFT faculty. Decisions regarding acceptance into the program are based on the following criteria: undergraduate and graduate GPA, standardized test scores (MAT or GRE), work or practicum experiences, a statement of professional objectives, and performance during the personal interview. Upon acceptance into the program, students typically begin course work in the fall semester.

A minimum of 51 s.h. is required in the following areas of study:

- 1. Theoretical foundations in marriage and family therapy: CDFR 6407, 6408
- 2. Clinical practice: CDFR 6300, 6303, 6409, 6410, 6412, 6425
- 3. Human development and family studies: CDFR 6401, 6402, 6404 or 6406 (select one)
- 4. Professional identity and ethics: CDFR 6411
- 5. Research: CDFR 7007, 7400
- 6. Additional learning: 6 s.h. of thesis or advisor-approved electives
- 7. Supervised clinical practice: CDFR 6415, 6416, 6417

The Department of Child Development and Family Relations administers a marriage and family therapy clinic, which serves as a clinical training and research site for the program.

Additional information about graduate programs and application information can be obtained from the Director of Graduate Studies, Department of Child Development and Family Relations, College of Human Ecology, East Carolina University, Greenville, NC 27858-4353.

GRADUATE TEACHING DEGREES

The department offers the master of arts in education (MAEd), specifically birth through kindergarten teacher education (BK) and the subject matter content for family and consumer science education (FACS). The department also offers the family and consumer sciences content option for students interested in pursuing the master of arts in teaching (MAT). This degree leads to advanced licensure. See Section 8, College of Education, Department of Curriculum and Instruction, for degree requirements for the master of arts in teaching.

MAEd IN BIRTH THROUGH KINDERGARTEN (BK)

This program is designed to prepare individuals beyond the entry level for professional roles as master teachers, consultants, program coordinators, supervisors, and staff development trainers. This program is based on the philosophy, rationale, and competencies established for the initial BK license. Thus, it is open to persons who hold a continuing license in BK or closely related area. Applicants lacking licensure or experience in the BK area must complete an internship and/or course work to make up deficiencies in required BK competencies. A flexible program of study is developed to meet the needs and allow for previously attained competencies of individual students. Upon acceptance into the BK program, the student is assigned an advisor.

The program requires 39 s.h. consisting of 12 s.h. of core courses, 18 s.h. of professional courses, and 9 s.h. from a specialty strand as follows:

1. Required core courses 12 s.h.
 Research, Trends, and Issues Competency Area 3 s.h.
 EDUC 6482 or SCIE 6500
 Diverse Learner Competency Area..... 6 s.h.
 EDUC 6001 and SPED 6002
 Effective Communication and Leadership Competency Area..... 3 s.h.
 ADED 6550 or ELEM 6550 or LEED 6000
2. Professional Area: Birth through Kindergarten Education 18 s.h.
 CDFR 6402, 6501, 6503, 6990; 6991, 6995
 Final product requirement: a research project with an oral presentation (CDFR 6991) or a thesis with an oral thesis defense (CDFR 7000)
3. Specialty Area (Select one strand; choose three courses) 9 s.h.
 Select three advisor-approved courses from one of the following strands:
 Assistive Technology
 SPED/OCCT 6701, 6702, 6703
 or
 Community College Teaching
 ADED 6240, 6450, 6453
 or
 Elementary Education
 ELEM 6010, 6412, 6488

MAEd IN FAMILY AND CONSUMER SCIENCES

This program is designed for individuals who already hold a teaching license. The curriculum is designed to help teachers achieve goals and develop advanced competencies in professional education, family and consumer sciences subject matter, and interpersonal relationships. The desired outcome is to help teachers develop the skills to become leaders in the field of family and consumer sciences. The program requires a minimum of 39 credit hours as specified below.

- Required core courses..... 12 s.h.
 Research, Trends, and Issues Competency Area: EDUC 6482 or SCIE 6500..... 3 s.h.
 Diverse Learner Competency Area: EDUC 6001; SPED 6002..... 6 s.h.
 Effective Communication and Leadership Competency Area: ADED 6550 or ELEM 6550 or LEED 6000..... 3 s.h.
- Family and consumer sciences education 27 s.h.
 BVTE 5205, 6426, 6450, 6750; FACS 6423, 6984; 3 s.h. in major or related area; 6 s.h. major area electives
 Final product requirement: An internship product (FACS 6984, 6985) or a professional portfolio (FACS 6450) with an oral defense.

PhD IN MEDICAL FAMILY THERAPY

The objective of the PhD program in medical family therapy is to graduate individuals who will collaborate with health care providers and families to resolve biopsychosocial issues inherent with acute and chronic illness. Students must complete a standard curriculum for doctoral programs as stipulated by the Commission for the Accreditation of Marriage and Family Therapy Education (COAMFTE). The 59 s.h. program includes: research (14 s.h.), theory (12 s.h.), clinical practice (3 s.h.), clinical supervision (3 s.h.), cognates and electives (12 s.h.), dissertation (6 s.h.), and internship (9 s.h.). Full-time students are expected to complete the program in a minimum of three years. Students completing the program will be expected to fulfill educational and clinical requirements for marriage and family therapy licensure.

Admission

Applicants must have a master's degree in marriage and family therapy or a related discipline. Applicants from a related field should have completed a course of studies that demonstrates competencies in basic marriage and family therapy studies and clinical experience. Additional requirements for admission include: acceptable performance on the GRE and a cumulative GPA of 3.5 on a 4.0 scale in graduate work; a sample of scholarly writing which may be a thesis, a published or unpublished reprint,

SECTION 8: CURRICULA

a research paper; a statement of purpose that summarizes the reasons for pursuing doctoral study in medical family therapy; a personal interview with the program faculty; and other requirements included in the Graduate School's application packet.

Transfer Credit

A maximum of 9 s.h. of course work taken beyond the master's degree may be applied toward the doctoral degree at the discretion of the medical family therapy faculty, the department chair, and the dean of the Graduate School.

Doctoral Candidacy Requirements

Admission to candidacy for the PhD requires students to pass a preliminary examination testing basic knowledge in medical family therapy. Subsequent to passing the preliminary examination, students will be permitted to complete a dissertation and a nine-month internship.

CDFR: CHILD DEVELOPMENT AND FAMILY RELATIONS

5004, 5005, 5006. Special Topics in Child Development and Family Relations (1,2,3) P: Admission to CDFR graduate program. Current topics and issues related to child development and family relations.

5403. Parent Education (3) P: Senior standing; CDFR 1103; 2000 or 2001; 3002, 3306; or admission to CDFR graduate program. Strategies, skills, and resources that can assist parents and professionals who work directly with them.

5411. Counseling Elders and Their Families (3) P: GERO 2400; or admission to CDFR graduate program. Interventions for age-related problem behaviors in social and family systems of elderly.

5412. Family Crises and Resources (3) P: CDFR 1103; senior standing; or admission to CDFR graduate program. Individual and family reactions to crises and special problems encountered in family living. Reviews individual and community resources pertinent to such problems.

5420. Family Intervention Models (3) P: CDFR major or admission to CDFR graduate program. Selected family intervention and skill development models with opportunity for in-depth study of individual theoretical approach.

5901, 5902, 5903. Readings in Aging Studies (1,2,or3) Same as GERO 5901, 5902, 5903; SOCW 5901, 5902, 5903 May count maximum of 3 s.h. toward the baccalaureate minor in gerontology or graduate certificate in gerontology. P: Junior standing; or admission to CDFR graduate program. Selected from monographs or journals. Focus on specialized areas in which student has taken one or more courses in either baccalaureate gerontology minor or graduate gerontology certificate.

5992, 5993. Advanced Preschool Internship (3,0) 1 conference and 8 lab hours per week. P: CDFR 4306, 4322; or admission to CDFR graduate program. Advanced internship experiences with preschool children and their parents.

6007. Advanced Public Policy and Legal Issues Affecting Families (3) Current public policy and legal issues facing professionals who work with children and families.

6022. Perspectives on Death and Dying (3) Same as NURS 6022; GERO 6022; SOCW 6022 Interdisciplinary exploration of issues related to death, dying, and bereavement.

6300. Critical Issues in Sexuality, Gender Roles, and Families (3) Examines biological, cognitive, social, emotional, and cultural influences on human sexuality and gender roles within the context of relationships.

6303. Critical Issues in Family and Cultural Diversity (3) Comprehensive study of family diversity that occurs because of different cultural environments including racial, ethnic, and economic differences.

6320. Family Treatment in Substance Abuse Rehabilitation (3) Same as REHB 6320 P: Major; REHB 5793. Rehabilitation and treatment strategies. Family intervention strategies, family counseling, and treatment of adult children of addicted parents. Emphasis on relationships of family, substance abuse, and major physical and mental disabilities.

6380. Interdisciplinary Practice: Services for Children with Serious Emotional Disturbances and Their Families (3) Same as NURS 6380; PSYC 6380; SOCW 6380 System of care model for use across disciplines in mental health services for children with serious emotional disturbances and their families. Prepares professionals to participate in participate in holistic, interdisciplinary team practice in variety of settings.

6401. Family Theories and Issues (3) Emphasis on major theoretical frameworks used to explain and predict events related to families and family members. Applies these theories to current issues impacting families.

6402. Theories of Child Development (3) Major theories and supportive research which contribute to understanding of child behavior and development.

6404. Human Development within the Family, Part I (3) P: Admission to the CDFR graduate program. Growth and development from conception through adolescence within the context of the family.

6406. Human Development within the Family, Part II (3) P: Admission to the CDFR graduate program. Growth and development from emerging adulthood through late adulthood.

6407. Family Systems Theories (3) Intensive study of family systems theories. Emphasis on family development, interaction, and assessment.

6408. Family Therapy Theories (3) P: Admission to marriage and family therapy or medical family therapy programs. Examines major marital and family therapy theories. Emphasis on systemic applications.

6409. Family Therapy Seminar I (3) P: Admission to marriage and family therapy program; CDFR 6407, 6408, 6411. Prepracticum course addressing assessment, diagnosis, goal formulation, and treatment issues, including identification of individual therapeutic orientation.

6410. Family Therapy Seminar II (3) Intensive examination of evidence-based practices in marriage and family therapy.

6411. Family Therapy Issues (3) Historical, ethical, legal, and professional issues in practice of marital and family therapy.

6412. Family Therapy Seminar III (3) P: Admission to marriage and family therapy program; CDFR 6409. Dynamics of couple interaction as basis for study of assessment and intervention models for use with premarital and married couples and other dyads within a family systems framework.

6413. Exceptional Families (3) Attitudinal, interactional, and organizational impact of exceptional members on family. Emphasis on professional assistance.

6415, 6416, 6417. Family Therapy Practicum (3,3,3) P: CDFR 6409, 6425. Practicum experience in marital and family therapy.

6418. Seminar in Child Development (3) May be repeated for maximum of 9 s.h. P: Consent of instructor. Variable content and titles.

6419. Seminar in Family Relations (3) May be repeated for maximum of 9 s.h. P: Consent of instructor. Variable content and titles.

6420. Program Planning and Evaluation for Child and Family Services (3) Basic concepts related to program development and evaluation.

6425. Assessment and Treatment Planning in Family Therapy (3) Psychodiagnostic categories, psychopharmacology, family assessment, and planning for major mental health issues.

6500. Independent Study (3) May be repeated. May count maximum of 9 s.h. with change of topic. Advanced study of selected topics in child development and family relations.

6501. Trends and Issues in Birth Through Kindergarten Teacher Education (3) Critical examination of current trends, issues, theories, philosophies, and developments in birth-kindergarten teacher education.

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6502. Family Therapy Supervision Methods and Practice (3) P: Master's in marriage and family therapy from AAMFT-accredited program. Didactic and interactional supervision. Emphasis on philosophy, application, and interpretation of family therapy skills and concepts of supervision.

6503. Advanced Methods and Materials in Birth through Kindergarten Teacher Education (3)
Applies theory and research in designing, adapting, and evaluating environments and curricula for typically and atypically developing children under six years of age.

6985. Child Life Internship (6) P: CDFR 6402, 6406, 7400. Minimum of 480 hours of observation and clinical experience in approved program that provides health services to children and their families under supervision of certified child life specialist. Requires an approved project.

6990. Action Research I in Birth through Kindergarten Education (3) Quantitative and qualitative research methods including data collection and data analysis.

6991. Action Research II for Teachers in Birth through Kindergarten Education (3) Development and implementation of an action research project in classrooms serving children birth through kindergarten.

6995. Leadership in Birth Through Kindergarten Education (3) Supervised internship under supervision of public school administration or other approved administrative structure.

7000. Thesis (3) May be repeated. May count a maximum of 6 s.h. toward the degree.

7001. Thesis Summer Research (1) May be repeated. No credit; may count toward degree. Students conducting thesis research may only register for this course during the summer.

7007. Statistics in Child/Family Studies (3) Introduces statistics, including analyses and applications.

7309. Contemporary Issues in Early Intervention and Children's Health (3) Critical analysis of issues related to typical and atypical development of children, health intervention strategies, preventive approaches and emerging trends in children's health and community resources.

7400. Research Methods in Child/Family Studies (3) Critical analysis of research methods and current research relevant to children and families throughout life cycle.

7401. Introduction to Medical Family Therapy (3) Theory and practice seminar in medical family therapy.

7409. Illness and Disability Across the Lifespan (3) Examines illness and disability interfaces across family lifespan.

7502. Family Therapy Supervision Methods and Practice (3) P: Admission to medical family therapy doctoral program or consent of instructor. Didactic and interactional supervision. Emphasis on philosophy, application, and interpretation of family therapy skills and supervision concepts.

7900. Advanced Special Topics in Child Development and Family Relations (3) P: CDFR 7007, 7400. May be repeated. May count maximum of 9 s.h. with change of topic. In-depth study of selected child and family issues. Emphasis on theory and research.

8000. Special Topics in Medical Family Therapy (3) May be repeated for a maximum of 6 s.h. with change of topic. P: Admission to medical family therapy doctoral program. In-depth study of selected biopsychosocial and spiritual issues affecting individuals and families. Variable content and titles permitted.

8400. Advanced Research Methods in Medical Family Therapy (3) P: CDFR 7400 or equivalent or consent of instructor. Examination of qualitative and quantitative methods used in clinical research.

8402. Advanced Family Therapy Theories (3) P: Admission to medical family therapy program. Advanced family therapy theories and application seminar in healthcare systems.

8403. Gender and Ethnicity in Medical Family Therapy (3) P: Admission to medical family therapy program. Gender and ethnicity issues seminar in medical family therapy.

8404, 8405, 8406, 8407. Medical Family Therapy Practicum (3,3,3,3) P: Admission to medical family therapy program. Practicum experience in medical family therapy.

8910, 8911, 8912. Family Therapy Internship (3,3,3) P: Completion of majority of course work in medical family therapy program. Internship in medical family therapy.

9000. Dissertation (3-12) May be repeated. Minimum of 6 s.h. required.

9001. Dissertation: Summer Research (1) May be repeated. No credit; may count toward degree. Students conducting dissertation research may only register for this course during the summer.

CDFR Banked Courses

5336. Methods of Teaching Personal and Family Living (3)

5392. Economic Problems (3)

5400. Seminar in Aging Studies (3)

5410. Gerontology: Developing the Living Environment (3)

6405. Development Evaluation and Family Therapy (3)

6424. Family Therapy Seminar IV (3)

6480. Consumer Economics and Management Seminar (3)

6980. Internship for Child-Family Specialist I (6)

6981. Internship for Child-Family Specialist II (3)

FACS: FAMILY AND CONSUMER SCIENCES

5007. Special Problems in Family and Consumer Sciences Education (3) May be repeated for credit with change of topic. P: Consent of instructor. Special topics in selected areas of family and consumer sciences. Variable titles and content.

6003. Advanced Apparel Construction for Secondary Education (2) C: FACS 6004. Advanced application and evaluation of technique in fabric selection and apparel construction.

6004. Advanced Apparel Construction for Secondary Education Laboratory (1) Three lab hours per week. C: FACS 6003. Application of advanced construction principles. Interrelationship of fabric selection, pattern selection, alteration, and garment fit.

6180. Advanced Housing and Interior Design. (3) Advanced study of housing, furnishings, and equipment as they influence family well-being.

6323. Methods of Teaching Family and Consumer Sciences Curricula (3) P: Admission to MAT program. Topics include group and individualized instructional techniques and strategies, instructional materials development and utilization, community resources utilization, FCCLA student organization and management, and evaluation of student progress.

6423. Advanced Methods and Curriculum (3) P: FACS 4317. Principles of curriculum development. Organization, method, materials, and evaluation in relation to program type.

6984, 6985. Internship: Family and Consumer Sciences Education (3,3) Practicum training for family and consumer sciences majors preparing for professional work in field.

FACS Banked Courses

5300. Middle Grades Careers Exploration (3)

5301. Middle Grades Career Exploration: Service Clusters (3)

5321. Adult Education (2)

6424. Evaluation in Home Economics (3)

6430. Trends in Home Economics (3)

6900. Review of Current Literature (2)

DEPARTMENT OF CRIMINAL JUSTICE

Dr. James F. Anderson, Professor and Chairperson, 247 Rivers Building

MS IN CRIMINAL JUSTICE

The master's program in criminal justice prepares students to become highly skilled and competent professionals who are equipped to seek advancements in the criminal justice profession. Students must complete 21 s.h. of core courses and can choose either a general concentration in criminal justice or obtain certification in security studies or substance abuse counseling. Students enroll in JUST 6995 (comprehensive exam) only in their final academic semester.

A minimum of 39 s.h. of credit is required as follows:

- 1. Core: JUST 6001, 6006, 6012, 6201, 6300, 6500, 6995.....21 s.h.
- 2. Concentration:
 - a. General: JUST 6000, 6005, 6007, 6008, 6202, 6211, 6400, 6501, 6502, 6601, 6602, 6700, 6800, 6990, 6991 ...18 s.h.
 - b. Security studies: EHST 6010; JUST 6502; PADM 6170; PLAN 6015; POLS 6155 or 6382; 3 s.h. JUST
electives18 s.h.
 - c. Substance abuse counseling: SOCW 6804; JUST 6005; JUST 6008; JUST 6007 or SOCW 6808; 6 s.h. JUST
electives18 s.h.

ADMISSION REQUIREMENTS

Each applicant is reviewed individually by the admissions committee. One criterion does not determine acceptance or rejection. A bachelor's degree from an accredited academic institution with a minimum overall undergraduate grade point average of 2.5 on a 4.0 scale is required. Satisfactory entrance examination scores on GRE or MAT and TOEFL as established by the Graduate School are required. Transcripts of all undergraduate and graduate work since graduating high school will be required. Three current letters of reference and a written narrative regarding a specific criminal justice issue are also required. A personal interview may be requested.

A student may elect to attend the program on a part-time basis. In order to qualify for part-time status a student must take a minimum of two courses per semester. It is recommended that at least one core course be taken each of the semesters that the student is enrolled in the program.

CERTIFICATE PROGRAMS

Security Studies

The department participates in the offering of a graduate certificate in security studies. See College of Arts and Sciences, Department of Political Science, for certificate requirements.

Substance Abuse

The certificate in substance abuse counseling will equip select criminal justice and social work graduate students with specific skills and knowledge in the area of alcohol, tobacco, and other drugs. The goal of the certificate program is to increase the number of criminal justice and social work graduate students with the required knowledge and skills to work with clients who are drug users and/or abusers or who are charged with drug-related offenses. In addition, this certificate will allow graduate students an opportunity to become more sensitive to the laws governing drug abuse and drug-related offenses. Students will also learn efficient methods to design and implement effective substance abuse intervention strategies for this population. Applicants seeking admission can be graduate students or professionals working in the fields of criminal justice or social work. Admission is based on completion of the certification application and approval by the program coordinator. Students enrolled in the certificate program must adhere to the program standards of the Department of Criminal Justice. Certificate recipients will receive 45 contact hours (12 s.h.) of substance abuse specific credit approved by the North Carolina Substance Abuse Professional Certification Board.

Required courses (12 s.h.): Choose from JUST 6005, 6008; JUST 6007 or SOCW 6808; SOCW 6804.

JUST: CRIMINAL JUSTICE

6000. Criminal Justice Principles (3) Systemic nature of current crime control efforts in criminal justice system.

6001. Seminar in Research Methods and Statistical Interpretation (3) Fundamental principles of research methodology, experimental and survey designs, scaling and sampling techniques, and interpreting statistical analyses.

6005. Legal Aspects of Substance Abuse (3) Explores and focuses on legal aspects of substance abuse. Extensive focus on policy issues, HIV, and laws and legal sanctions.

6006. Seminar in Corrections (3) Analytical perspective of history, development, current practices, and future of corrections. Detention, institutional, and community-based correctional issues in local, state, and federal systems.

6007. Supervision: Substance Use, Abuse & Dependence (3) Overview of field of substance use, abuse, and dependency. Explores substance abuse from historical perspective along with theoretical conceptualizations about drugs and criminal offenders.

6008. Drugs and Crime as a Community Health Issue (3) Examines drugs and crime in relation to community health problems and practices currently in communities. Considers issues of the twenty-first century by examining impact of ATOD on community and correctional facility problems (e.g., HIV/AIDS).

6012. Seminar in Law Enforcement (3) Police culture in American society. Emphasis on territorial control, solidarity vs. code of silence, issues of morality, and price of misconduct.

6201. Seminar in Criminology (3) P: Graduate standing in JUST. Theories and systems of criminological thought. Analysis of conceptual foundations of contemporary institutions and policies, formulation of crime prevention strategies, and development of responses to practical problems which arise in delivery of criminal justice.

6202. Advanced Criminology (3) P: JUST 6201. Criminological theory applied to crime in NC, US, and other countries.

6211. Statistics in Criminal Justice (3) P: Graduate standing in JUST or consent of instructor. Social science statistics for data analysis.

6300. Principles of Criminal Justice Administration and Management (3) Theoretical and practical analysis of management principles of criminal justice organizations. Organizational structure, leadership strategies, strategic planning, and performance evaluation.

6400. Contemporary Issues in Juvenile Justice (3) Violent juvenile and female offenders and juvenile system.

6500. Seminar in Criminal Justice Courts (3) P: Graduate standing in criminal justice or consent of instructor. Substantive and procedural law. Judicial process, criminal law, constitutional criminal procedure, rights of prisoners, and juvenile law.

6501. Civil Liability in Criminal Justice (3) Liability issues of criminal justice personnel in US. Strategies to reduce risk of exposure to liability. Legal role and responsibilities as criminal justice practitioner.

6502. Criminal Justice and Terrorism (3) Issues of (who) the types of individuals and organizations involved in terrorism; (what) the types of activities conducted; (when) examinations of historical, socio-political, and economic forces that facilitate terrorism; (where) temporal and geographic aspects of terrorism; (how) structural, administrative and organizational issues related to terrorism, and official (governmental, law enforcement) responses to terrorism.

6601. Special Topics (2-4) P: Graduate standing in JUST or consent of instructor. Contemporary criminal justice issues.

6602. Directed Study in Criminal Justice (3) For advanced students. May be repeated for a maximum of 6 s.h. with consent of director. C: JUST 6990. Independent Study under faculty supervision.

6700. Diversity Issues in Criminal Justice (3) Impact of America's changing demographics. Emphasis on women, elderly, and minorities. Criminal justice professionals and clients.

SECTION 8: CURRICULA

6800. Program Evaluation (Applied) (3) P: Graduate standing in JUST or consent of instructor. Evaluation methods that provide understanding of qualitative research.

6990. Field Practicum (3) P: Successful completion of minimum of 30 s.h. in JUST graduate program; C: JUST 6602. Practical application of criminal justice knowledge in community settings.

6991. Professional Paper (3) May be repeated. P: Consent of instructor. Independent analyses of a pertinent criminal justice related problem with guidance of a faculty committee culminating in a written report.

6995. Comprehensive Examination of Criminal Justice Studies (3) Comprehensive assessment of retention and integration of students' knowledge about the core curricular components of the MSCJ degree covering theoretical, research and practical issues of the criminal justice system.

JUST Banked Courses

5000. Comparative Criminal Justice (3)

DEPARTMENT OF HOSPITALITY MANAGEMENT

Robert O'Halloran, Chairperson, 152 Rivers Building

Post-baccalaureate programs offered in the Department of Hospitality Management include the opportunity to complete an MBA with a hospitality management concentration. More information is available for each program on the department homepage, www.ecu.edu/che/hmgt.

MBA WITH HOSPITALITY MANAGEMENT CERTIFICATE

MBA students interested in pursuing the MBA with the hospitality management certificate must take HMGT 6310, 6400, 6410, 6420 as electives in the MBA program. A certificate of completion will be issued by the College of Human Ecology. Other graduate students interested in taking these electives must confer with the program director of the appropriate school.

HMGT: HOSPITALITY MANAGEMENT

6310. Strategic Management of Conventions and Special Events (3) P: MGMT 6102; MKTG 6162. Strategic management and operations of the convention, meeting and events market. Focus on regional, national and international trends in the convention, meeting and events industry.

6400. Critical Analysis of Food Service and Beverage Management Systems (3) P: DSCI 6213; MGMT 6102. Applies analytical models to evaluate food service and beverage management systems.

6410. Strategic Management of Lodging Operations (3) P: ACCT 6241; MKTG 6162; MGMT 6102. Focus on critical issues in rooms division, facilities engineering and maintenance, lodging security and safety, convention sales and marketing, lodging systems financial management, and lodging operations staffing.

6420. Current Issues and Strategies in Hospitality Management (3) P: NUTR 6400, 6410. In-depth review of empirical literature impacting issues related to hospitality management. Focus on regional, national, and international trends in food service, lodging, and tourism industries.

HMGT Banked Courses

5351. Food Service Production Systems (2)

6212. Food Service Systems Administration (3)

DEPARTMENT OF INTERIOR DESIGN AND MERCHANDISING

Katherine Warsco, Chairperson, 249A Rivers Building

IDMR: INTERIOR DESIGN AND MERCHANDISING

IDSN Banked Courses

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|--|--|
| 5387. Interior Lighting Design (3) | 6482. Seminar in Interior Furnishings (3) |
| 5389. Contemporary Interpretation of Period Interiors (3) | 6486. Advanced Interior Design (3) |
| 6481. Seminar in Interior Design (3) | 6978, 6979. Internship: Interior Design (3,3) |

MRCH Banked Courses

- | | |
|---|---|
| 5325. Costume and Textile Conservation (3) | 6303. Apparel/Textile Quality Analysis Research (3) |
| 5337. Tailoring (3) | 6420. Seminar in Apparel and Textiles (3) |
| 5338. Problems in Apparel, Merchandising, and Interior Design (3) | 6982, 6983. Internship in Apparel and Textiles (3,3) |
| 6301. Issues and Strategies in Apparel/Textile Merchandising (3) | |
| 6302. International Production and Trade of Apparel and Textiles (3) | |

DEPARTMENT OF NUTRITION AND DIETETICS

William Forsythe, Chairperson, 148 Rivers Building

Post-baccalaureate programs offered in the Department of Nutrition and Dietetics include a dietetic internship program and a MS in nutrition. These programs can be combined and completed in two full years of study. More information is available for each program on the department homepage, www.ecu.edu/che/nutr.

DIETETIC INTERNSHIP PROGRAM

The dietetic internship is accredited by the Commission on Accreditation for Dietetics Education (CADE) of The American Dietetic Association. CADE is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. Enrollment is limited and admission is competitive. Admission requires verification of completion of a bachelor's degree that meets Didactic Program in Dietetics requirements of The American Dietetic Association; GRE test scores; the overall GPA or the GPA for the last 60 s.h. of course work; and The American Dietetic Association computer matching. The application deadline is mid-February. Once admitted to the dietetic internship program, students are required to apply for non-degree graduate student status before beginning the program. The dietetic internship program provides supervised dietetic practice in three required areas: clinical nutrition; foodservice management; and community nutrition, which includes a rural health component. The program requires 12 s.h. of supervised dietetic practice (NUTR 4801, 4802, 4803, 4804); 1 s.h. of orientation to the professional dietetic practice (NUTR 4800); and 6 s.h. of approved NUTR courses at the 5000 or 6000 level. Students may apply the 5000- and 6000-level credits toward the MS in nutrition and dietetics. Additional information and an application are available from the dietetics program director.

MS IN NUTRITION

The MS in nutrition provides advanced study in the practice of nutrition and dietetics. Applicants must meet the admission requirements of the Graduate School. Decisions regarding admission to the nutrition and dietetics degree are based on the following criteria: courses required for the undergraduate nutrition minor; GRE test scores; and the overall or last 60 s.h. GPA. Applicants may be required to take additional courses as part of the MS degree in order to make up deficiencies. Students may choose a thesis or a non-thesis option, both of which require a minimum of 33 s.h. credit as follows. The non-thesis option may be taken completely online.

SECTION 8: CURRICULA

1. Core courses.....	9 s.h.
BIOS 7021; NUTR 6105, 6200	
2. Research courses (Choose one option.)	6-10 s.h.
Non-thesis option (6 s.h.):	
NUTR 6600, 6900, 6950	
Thesis option (10 s.h.):	
BIOS 7022; NUTR 6950, 7000	
3. Concentration courses (Choose one option.)	14-18 s.h.
Non-thesis option (18 s.h.)	
Thesis option (14 s.h.)	

Many of the graduate courses in nutrition and dietetics are offered online. Contact the Department of Nutrition and Dietetics for information regarding course availability, hardware, and software requirements.

NUTR: NUTRITION AND DIETETICS

5300. Nutrition for Wellness (3) P: One course in clinical nutrition and one in nutrition education. Planning, implementing, and evaluating nutrition services and education in wellness programs.

6000. Vegetarian Nutrition (3) Review of available scientific literature regarding the role of vegetarian diets in growth and development and again with special emphasis on the role vegetarian diets in the prevention and treatment of chronic health conditions.

6100. Independent Research (3) P: Consent of permanent graduate advisor. Conduct independent research study on topic related to program concentration.

6102. Current Issues in Clinical Nutrition (1) P: NUTR 4312, 4313; or consent of instructor. In-depth review and presentation of current topics and issues in clinical nutrition. Subjects and course subtitles vary. Course may be repeated for credit with different subtitles.

6105. Human Nutrition in Physiology and Metabolism (3) P: NUTR 3105, 3106; or equivalent. Integrates normal nutrition and metabolism at cellular level with physiologic functions of tissues, organs, and systems in humans.

6110. Nutrition Support (3) P: NUTR 6105. Nutrition support dietetics including enteral and parenteral nutrition. Stages of the life cycle and specific disease states as they modify nutrition support needs are considered.

6120. Advanced Clinical Nutrition (3) P: NUTR 4312, 4313, 6105. In-depth study of theory. Applies medical nutrition therapy to management of specific diseases.

6200. Methods in Nutrition Research (3) P: Graduate standing in Nutrition and Dietetics or consent of instructor; C: Graduate-level statistics course. Review research methodologies in nutrition and develop research proposal.

6500. Pediatric Nutrition (3) P: NUTR 6105. Advanced study of nutritional requirements during infancy, childhood, and adolescence. Nutritional support of child with special problems.

6510. Maternal and Infant Nutrition (3) P: NUTR 6105. Advanced study of nutritional needs of infants and pregnant and lactating women.

6520. Geriatric Nutrition (3) P: NUTR 6105. Advanced study of role of nutrition in aging process. Nutrition-related health problems of the elderly and nutrition advocacy and education for elderly.

6530. Drug-Nutrient Interactions (3) P: NUTR 6105. Examination of pharmacological and nutrient interactions, including drug-nutrient metabolism, problem identification, interpretation of scientific data and health issues, public health policy, and emerging legislative issues.

6600. Management in Dietetics (3) P: NUTR 6200. Leadership and management principles for dietetics professionals and programs.

6610. Nutrition and Public Health Issues (3) Same as MPH 6610 P: Consent of instructor. Examines science base for community nutrition, including problem identification, interpretation of nutritional data and scientific issues, public health policy, societal and health trends, and emerging legislative issues related to nutrition and public health.

6640. Interdisciplinary Community Rural Health Practicum (3) P: Admission to dietetic internship or consent of instructor. Prepares health care professionals for community-based practice in rural setting. Provides service to underserved rural citizens.

6900. Review of Current Literature (2) P: Consent of permanent graduate advisor. Intensive review of current literature in selected topic. Enrollment during semester in which written and oral comprehensive exams for non-thesis program are completed.

6950. Seminar in Nutrition (1) P: Consent of permanent graduate advisor. Review, evaluation, and presentation of current research.

7000. Thesis (3) May be repeated. May count a maximum of 6 s.h.

NUTR Banked Courses

5050. Nutrition and the Workplace (1)
5211, 5212. Advanced Clinical Nutrition (1,2)
6210. Advanced Food Science (3)
6211. Nutrition Policies and Communication (3)
6215. International Food and Nutrition Issues (3)

6300. Advanced Studies in Carbohydrates and Lipids (3)
6301. Advanced Studies in Vitamins and Minerals (3)
6302. Advanced Studies in Protein and Amino Acids (3)
6440. Seminar in Food and Nutrition (3)

SCHOOL OF SOCIAL WORK

Dr. Sheila Bunch, Interim Director, 223 Rivers Building

MASTER OF SOCIAL WORK (MSW)

The School of Social Work offers a program of classroom study and fieldwork that leads to the master of social work (MSW) degree. The program is based on a relational perspective for advanced professional practice, leadership, and innovation in service delivery. A single concentration, Clinical-Community Social Work, is offered which is augmented and focused through elective courses selected by the student in consultation with his or her faculty advisor. Paramount to this perspective is a commitment to economic and social justice. The curriculum leading to the MSW degree is built on a liberal arts perspective. The MSW program at East Carolina University has been developed in accordance with the policies and guidelines provided by the Council on Social Work Education (CSWE).

The School of Social Work offers two curriculum options: regular track and advanced standing. The regular track program is designed as a two year course of study that requires the completion of a minimum of 60 semester hours. The initial year, referred to as the foundation year, is comprised of 30 semester hours focusing on developing the knowledge, skills, and values necessary to become professional social workers. This foundation is applicable across different practice settings, problem areas, and population groups. The foundation curriculum includes material on populations-at-risk, human diversity, and social and economic justice, and is provided in courses addressing the areas of human behavior and the social environment, social welfare policy and services, social work practice, and social work research. In addition, a foundation practicum provides students with the opportunity to demonstrate knowledge, skills, and values taught in the first year in a supervised practice setting.

The second year of the regular track program, generally referred to as the advanced year, builds upon the foundation year and provides more thorough knowledge of complex policies, practice skills, evaluation skills, human behavior and the social environment, and field education. While the foundation curriculum introduces Clinical-Community Social Work, the advanced curriculum enhances the students' understanding of the perspective and further develops their skills for practice. In addition to 9 semester hours of electives, regular track students will complete the following courses: SOCW 5001, 5900, 5910, 6110, 6111, 6140, 6141, 6550, 6701, 6702, 6711, 6940, 6950, 6960.

SECTION 8: CURRICULA

Students who have graduated from a CSWE accredited bachelor of social work (BSW) program may apply for admission to the advanced standing MSW program of study. Those accepted into this program attain the MSW degree after the completion of a minimum of forty-two semester hours over the course of one calendar year. Full time advanced students enroll in the summer, completing 12 semester hours (SOCW 6110, 6111, 6701, 6711). The remaining 30 semester hours are completed within the context of the advanced year curriculum. A field practicum is required for both semesters of the advanced year. In addition to 9 semester hours of electives, the advanced standing students will complete the following courses: SOCW 6110, 6111, 6140, 6141, 6550, 6701, 6711, 6950, 6960.

Students are expected to demonstrate proficiency in foundation and advanced content through the successful completion of a comprehensive assessment. For the MSW degree, the successful completion of SOCW 6550 serves as the comprehensive assessment.

ACADEMIC CERTIFICATIONS AND LICENSURES

Students pursuing the MSW may complete a certificate program in one of the following areas: child welfare studies, gerontology, or substance abuse. Certification may be secured by a combination of required and elective courses. Students may also complete a licensure in school social work. In addition, the school participates in the North Carolina Child Welfare Collaborative, a grant program.

Child Welfare Studies Certificate Program

The certificate in child welfare studies provides special skills and knowledge of child welfare practice. Goals of the certificate include enhancing the knowledge, skills, and understanding of child welfare practice for persons involved in the prevention, assessment, or treatment of children and families experiencing, or at-risk of, child abuse, neglect, or dependency. The certificate is housed in the College of Human Ecology, School of Social Work. Courses taken to fulfill the 15 s.h. certificate requirements may be taken as electives in the MSW curriculum.

Graduate students or professionals working in the fields of social work and other child-family focused areas may apply to the certificate program.

Required courses (15 s.h.): SOCW 6006, 6007; CDFR 6406. SOCW 6422 and 6426 may substitute for the required social work courses for this certification. 6 s.h. of related electives must be approved by the program coordinator.

Substance Abuse Certificate Program

The certificate in substance abuse will equip select criminal justice and social work graduate students with specific skills and knowledge in the area of alcohol, tobacco, and other drugs. The goal of the certificate program is to increase the number of criminal justice and social work graduate students with the required knowledge and skills to work with clients who are drug users and/or abusers or who are charged with drug-related offenses. In addition, this certificate will allow graduate students an opportunity to become more sensitive to the laws governing drug abuse and drug-related offenses. Students will also learn efficient methods to design and implement effective substance abuse intervention strategies for this population.

Applicants seeking admission can be graduate students or professionals holding a masters degree working in the fields of criminal justice or social work. Admission is based on completion of the certification application and approval by the program coordinator. Students enrolled in the certificate program must adhere to the program standards of the School of Social Work and the Department of Criminal Justice. Certificate recipients will receive 180 contact hours (12 s.h.) of substance abuse specific credit approved by the North Carolina Substance Abuse Professional Certification Board.

Required courses (12 s.h.): Choose from JUST 6005, 6008, or 6007; SOCW 6804, 6808, 6950, 6960.

ADMISSION

Applicants for admission as degree candidates in social work must fulfill the general admission requirements of the Graduate School of the university and of the School of Social Work.

Admission Requirements

Admission to the MSW program is selective, and is determined by academic preparation and individual qualifications of the applicant. Persons seeking admission must have a bachelor's degree from an accredited undergraduate institution, a minimum

GPA of 2.75 (4.0 scale) on all undergraduate work with a minimum GPA of 3.0 for their senior year.

All applicants to the MSW program must have completed the following liberal arts courses (or their equivalents) with a minimum grade of "C" as preparation for graduate study in social work:

1. two courses in the humanities;
2. an introductory course in psychology;
3. an introductory course in sociology;
4. an introductory course in political science;
5. one course in human biology;
6. two courses in English composition or an equivalent;
7. one course in statistics; and
8. one course in economics (micro or macro).

The capacity to work with people is essential to successful social work practice. Strengths or weaknesses in this capacity are relevant for admission to the program. Prior work experience in social work settings is highly valued.

In addition to the ECU Graduate School application, all applications must contain the following:

1. School of Social Work MSW Application;
2. three completed references in sealed envelopes;
3. official copies of transcripts from all undergraduate institutions attended;
4. official copy of transcript from institution noting the conferral of undergraduate degree;
5. personal response to essay question presented on the MSW application;
6. a complete resume; and
7. GRE or MAT test scores.

Transfer Students

It is possible to be accepted as a transfer student from another graduate social work program under the following conditions: social work transfer credit must be graduate-level course work taken after earning a baccalaureate degree; course work must have been completed at a graduate school of social work accredited by the CSWE within five years prior to the application; and the student must have received a minimum grade of B on transferred course work. Transfer students must meet any foundation requirements they have not already completed by taking the required courses or by passing proficiency examinations. They must also complete the required practice courses. Courses applied toward another degree cannot be used for credit toward the MSW; likewise, previous experience working in the field of social work or a related field or life experience cannot be used as course credit toward the MSW. Transfer students must take a minimum of 80 percent of the required semester hours in residence at East Carolina University.

PROGRAM STANDARDS

Students enrolled in the MSW program are expected to adhere to the following program standards.

Nonacademic

The School of Social Work fully subscribes to and is guided by the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>). Social work program applicants and students are expected to demonstrate professional behavior which reflects a commitment to the ethics of the social work profession as exemplified in the Code of Ethics. Behavior and statements contrary to these ethics may be cause for denial of the student's admission to or continuance in the School of Social Work's programs. Examples of behavior which would warrant a review include, but are not limited to, derogatory oral and written statements towards students, staff, faculty, agency representatives or clients. Derogatory statements concerning racial, ethnic or cultural background, handicap status, religion, socio-economic background, gender, sexual orientation or other status may also warrant review.

The role of social worker involves working with people from a variety of backgrounds and with a wide range of issues and concerns. It is important that the social work student not permit personal issues and/or conditions to interfere with this role.

SECTION 8: CURRICULA

All students are expected to complete their degree requirements within a four-year period from the date of first admission. When a student withdraws from the School of Social Work, they must reapply to the Graduate School and to the School of Social Work. As long as a student maintains continuous enrollment, regulations applicable during his or her term of admission apply. When degree requirements change during a student's enrollment, the student may be extended the opportunity to choose the new requirements. A student who interrupts enrollment for one year or longer and is readmitted is subject to regulations in effect at the time of readmission. Even if readmitted, all required coursework should be completed within the four-year matriculation period.

Prior Felony Convictions

The School does not require that applicants submit to a background check for possible criminal offenses. Applicants should realize, however, that practicum agencies may require such a check. Applicants should be aware that having a prior felony conviction or prior sanctions for unprofessional conduct may impact future potential for obtaining field placements, and social work employment and licensure. In addition, the School, as part of its process of practicum assignments, asks students whether they have a felony conviction (or non-contested felony) in their background. Students may be automatically denied admission, or if enrolled, terminated from the program, if they have not been truthful or have provided inaccurate information in the application concerning felony convictions.

Academic

A student whose grade point average falls below 3.0 will be placed on academic probation, and will be allowed to continue his/her enrollment only with the written recommendation of the academic advisor and approval from the graduate program coordinator. Removal from academic probation is granted when the grade point average is raised to 3.0 or above. Students who receive a grade of C in six semester hours of graduate credit, are ineligible to continue in the MSW program.

SOCW: SOCIAL WORK

5001. Human Behavior and Social Environment for the Human Service Professions (3) May receive credit for one of SOCW 4800, 5001. P: Consent of dean and graduate standing. Development of social systems concept of bio-psycho-social elements of man's being. Emphasis on deeper self-awareness of one's own behavior, attitudes, beliefs, and values as related to professional practice.

5400. Seminar in Aging Studies (3) Same as CDFR 5400; GERO 5400 Entry point for graduate certificate in gerontology; exit course for undergraduate minor in gerontology. P: Consent of instructor. Topics include historical perspective on aging issues, normal aging and pathology, aging program administration, aging policy development, research in gerontology, rural aging, and aging and ethnicity.

5900. Foundations of Social Work and Social Welfare (3) P: Graduate standing in SOCW. Introduces social work profession and social welfare, policy, and services.

5901, 5902, 5903. Readings in Aging Studies (1,2,or3) Same as CDFR 5901, 5902, 5903; GERO 5901, 5902, 5903 May count maximum of 3 s.h. toward baccalaureate minor in gerontology or graduate certificate in gerontology. P: Consent of instructor and chair of instructor's home unit. Selected from monographs or journals. Focus on specialized areas in which student has taken one or more courses in either baccalaureate gerontology minor or graduate gerontology certificate.

5910. Foundation Skills in Social Work Practice (3) P: Graduate standing in SOCW. Basic practice skills. Foundation for internship preparation.

6000. Advanced Social Work Methods with Individuals (3) P: Graduate standing in SOCW. Advanced knowledge and skill-building in clinical social work practice with individuals. Emphasis on generative theoretical approaches.

6001. Advanced Social Work Methods with Small Groups (3) Theory and practice interventions used with groups.

6002. Advanced Social Work Methods with Families (3) Clinical social work practice with distressed and dysfunctional family systems.

- 6003. Social Work Intervention with Dyadic Systems (3)** Contemporary theories of dyadic functioning and social work practice with intimate dyadic relationships, such as marriages and intimate, affectively bonded associations.
- 6004. Social Work Services in Schools (3)** P: Graduate standing in SOCW. Introduction and orientation to practice in school settings.
- 6006. Child Welfare: History and Policy (3)** Explores history of child welfare policy and rights, roles, and responsibilities of children, parents, communities, and government within American social policy for protection of children.
- 6007. Child Welfare Practice (3)** Examines family-centered practice as used in investigating and managing cases of child abuse, neglect, and dependency.
- 6022. Perspectives on Death and Dying (3) Same as GERO 6022 and NURS 6022** Interdisciplinary exploration of issues related to death, dying and bereavement.
- 6050. Ethics in Social Work Practice (2)** P: Graduate standing in SOCW. Values and ethics. Emphasis on ethical decision-making and resolution of ethical dilemmas.
- 6051. Qualitative Evaluation and Research in Social Work (2)** P: Graduate standing in SOCW. Methods used in social work evaluation and research.
- 6053. Specialized Social Work Services for Families and Children (2)** P: Graduate standing in SOCW. Conceptual and practice perspective regarding intensive and specialized services for families and children.
- 6054. Play Therapy with Children: A Social Work Perspective (2)** P: SOCW 6422; graduate standing in SOCW. Play therapy in social work with children. Approaches, techniques, and materials used for assessment and intervention. Case studies.
- 6100. Introduction to Social Work Practice (3)** P: Graduate standing in SOCW. Preparation for generalist practice from a relational perspective.
- 6101. Social Work Practice with Groups (2)** P: Graduate standing in SOCW. Integration of theory and practice in small group treatment from social work perspective. Advanced knowledge and skills in group development, approaches to intervention, and leadership.
- 6102. Social Work Practice with Families (2)** P: Graduate standing in SOCW. Contemporary theories of clinical practice with families in social environment.
- 6110. Social Work Practice: Interpersonal Foundations (3)** Concepts, theories and methods of clinical-community social work practice with an emphasis upon the relational nature of individual and family development and functioning.
- 6111. Social Work Practice: Community Foundations (3)** Concepts, theories and methods of clinical-community social work practice.
- 6140. Advanced Practice: Individuals and Families (3)** P: SOCW 6110, SOCW 6111 or equivalent. Advanced concepts, theories and methods of clinical-community social work practice with an emphasis on individuals and families within the context of their development and functioning.
- 6141. Advanced Practice: Community Partnerships (3)** P: SOCW 6110, SOCW 6111 or equivalent. Advanced concepts, theories and methods of clinical-community social work practice emphasizing social justice.
- 6200. Social Work Practice with Organizations and Communities (3)** P: Graduate standing in SOCW. Concepts, methods, and theories related to practice with communities or organizations.
- 6201. Program Management in Social Work (2)** P: Graduate standing in SOCW. Concepts, methods, and theories related to management of social work programs.
- 6202. Program Development in Social Work (2)** P: Graduate standing in SOCW. Concept, tools, and methods for development of social work programs.

SECTION 8: CURRICULA

- 6222. Group Work with the Aged (3) Same as GERO 6222** P: Graduate School admission. Case management, group work, and other techniques and approaches in working with older people.
- 6322. Practice in Health and Aging (3)** Social work intervention skills and application of theoretical concepts to practice in health settings.
- 6324. Social Work Practice with Developmental Disabilities (3)** Practice from social work perspective.
- 6326. Advanced Policy in Health and Aging Settings (3)** P: Graduate standing in SOCW. Health care and aging systems policies and organizational structures. Problems and issues of social work service delivery in health and aging.
- 6380. Interdisciplinary Practice: Services for Children with Serious Emotional Disturbances and Their Families (3) Same as CDFR 6380, NURS 6380, PSYC 6380.** Overview of a system of care model to be used across disciplines in mental health services for children with serious emotional disturbances and their families. Prepares professionals to participate in holistic, interdisciplinary team practice in a variety of settings.
- 6392. Social Work Practice in Mental Health (3)** Knowledge and skills needed to practice social work in range of mental health settings.
- 6394. Advanced Policy in Mental Health: A Social Work Perspective (3)** P: Graduate standing in SOCW. Advanced understanding of federal, state, and local policies related to social work practice in mental health settings. Emphasis on professional's role as client advocate in policy decision making and program development.
- 6422. Social Work Practice in Family and Children Services (3)** Theory and modalities of intervention with children and families in various child welfare settings.
- 6426. Advanced Policy in Family and Children's Services (3)** P: Graduate standing in SOCW. Current status of families in American society, social welfare policies, and practices. Family needs and means of advocating for needed changes.
- 6550. Integrative Seminar (3)** P/C: SOCW 6960. Integrates and synthesizes knowledge from all components of the MSW curriculum.
- 6701. Psychopathology: A Social Work Perspective (3)** Bio-psycho-social theoretical and social work perspective on psychopathology.
- 6702. Social Work's Response to Human Differences (3)** P: Graduate standing in SOCW. Incorporates knowledge of human difference and variation into strategies for social work practice. Integrates knowledge of cultures, race, gender, class, rural living, ethnicity, disabilities, human variation, and sexual orientation.
- 6711. Introduction to Evaluation Research (3)** Introduces scientific, analytic approach to building knowledge for social work practice with specific reference to principles and methods of evaluative research as applied to critical examination of evaluative research studies.
- 6730. Conducting Evaluation Research (3)** Evaluation of social work practice, including development of a research question, study design, analysis of both quantitative and qualitative data, and interpretation of results.
- 6732, 6734. Professional Paper (3,3)** Formulation of social work case study. Historic or field work-related research project of professional importance to social work.
- 6802. Law and Social Work (3)** Prelegislative and legislative development and major provisions of laws. Interpretation of laws examined from perspective of significant court opinion related to constitutional rights.
- 6803. Selected Topics in Human Behavior: A Social Work Perspective (2-4)** P: Graduate standing in SOCW. New or advanced topics in human difference.
- 6804. Selected Topics in Direct Practice in Social Work (2-4)** P: Graduate standing in SOCW. New or advanced topics.

6805. Selected Topics in Indirect Practice in Social Work (2-4) P: Graduate standing in SOCW. New or advanced topics.

6806. Selected Topics in Social Work with Families and Children (2-4) P: Graduate standing in SOCW. New or advanced topics.

6807. Selected Topics in Health and Aging (2-4) P: Graduate standing in SOCW. New or advanced topics.

6808. Selected Topics in Mental Health: A Social Work Perspective (2-4) P: Graduate standing in SOCW. New or advanced topics.

6809. Selected Topics in Social Work Research (2-4) P: Graduate standing in SOCW. New or advanced topics.

6810. Selected Topics in Social Welfare Policy (2-4) P: Graduate standing in SOCW. New or advanced topics.

6824. Social Service Policy and Delivery Strategies for Rural and Small Communities (3) Social problems and processes and manner in which social services are delivered in rural setting.

6901, 6902, 6903. Independent Study (1,2,3) Faculty conferences arranged. Student-faculty contract must be approved by MSW program chair. Selected readings, research, or studies related to professional practice.

6940. Field Instruction I (6) Apply social work knowledge and skills to foundation social work practice for three days per week under social work supervision.

6950. Field Instruction II (6) Apply social work knowledge and skills to advanced social work practice for three days per week under social work supervision.

6960. Field Instruction III (6) Apply social work knowledge and skills to advanced social work practice for three days per week under social work supervision.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

SOCW Banked Courses

5005. Community Programming and Development in Social Welfare (3)

6424. Children's Rights and Social Work (3)

6522. Social Work Practice with the Aging (3)

6524. Social Work Perspectives on Aging (3)

6622. Social Work Practice in Criminal Justice (3)

6624. The Criminal Justice System (3)

6736. Information Processing Models for Social Work Practice (3)

BRODY SCHOOL OF MEDICINE

Phyllis N. Horns, Interim Dean of the Brody School of Medicine

John Lehman, Associate Dean for Health Sciences Research

George J. Kasperek, Assistant Dean for Graduate Studies

The Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, Microbiology and Immunology, Pharmacology and Toxicology, and Physiology offer graduate programs for the degree of doctor of philosophy. The Brody School of Medicine and the departments of Biology and Chemistry offer the degree of doctor of philosophy in interdisciplinary biological sciences. The educational objectives of these programs are to foster scholarship, critical analysis, and creative research activity in a particular field of study. In selecting candidates for admission, the departments give careful attention to individual aptitudes and career goals and design their curricula to complement the students' baccalaureate experiences. Each candidate is encouraged to acquire a broad understanding of human biology in both health and disease and to gain authoritative knowledge in a specific area.

Doctoral studies in the Brody School of Medicine provide opportunities for students to have frequent contact with a wide variety of health science professionals who are concerned with problems relating to human biology.

All of the departments are excellently equipped with state-of-the-art instrumentation necessary for preparative and analytical procedures. Specialized facilities are also available for cell and tissue culture, virological studies, and for the handling of pathogenic and recombinant agents.

Each department considers the laboratory as the major setting for the education of its doctoral candidates. Students are encouraged to begin research activity immediately upon entering the program and are assigned to staff members who supervise them in aspects of a research problem compatible with part-time laboratory work. Students are provided the opportunity to rotate among several faculty, within and outside of a department, before selecting a thesis preceptor.

PROGRAM REQUIREMENTS AND CURRICULUM

A minimum of 58 s.h. of course work is required for the doctoral program, of which 15-18 s.h. may be in a cognate minor area. If fewer than 58 s.h. of course work and cognates to the major field are required in a plan, a specific statement to justify this plan should be submitted to and approved by the departmental chairperson and the dean of the Graduate School.

A doctoral student may minor in an area acceptable to the graduate faculty of the major department. When a minor is declared, the minor department(s) will be represented on the student's advisory committee. A formal minor consists of a minimum of 15 s.h. earned in course work or 24 s.h. of combined course work and research approved by the graduate faculty of the department(s) of the minor field.

If the candidate meets all admission requirements, most courses required of him or her will be available in the areas of anatomy and cell biology, biochemistry and molecular biology, microbiology and immunology, pathology, pharmacology and toxicology, and physiology in the Brody School of Medicine. Upon approval of the departments concerned, individual needs of students may be met by appropriate graduate courses offered by East Carolina University and by other doctoral programs in the state of North Carolina. All doctoral students must complete HUMS 7004, Ethics and Research: Humanities and Basic Medical Sciences.

Graduate work completed prior to admission to doctoral candidacy will be evaluated by the advisory committee when the individual program of study is developed. Transfer of credit from another university is subject to further approval by the chairperson of the major department and the dean of the Graduate School.

A student whose undergraduate transcript indicates a deficiency in departmental prerequisites may be required to undergo examination to verify competency before admission to graduate study. If a student is admitted deficient in analytical and communicative skills necessary for his or her anticipated program, specific remediation will be prescribed in the student's individual program plan. All such deficiencies must be removed before the doctoral candidacy examination is administered.

INDIVIDUAL PROGRAM PLANS

Student Advisory Committee. The departmental graduate committee will be responsible for designing tentative program plans for all entering students and for evaluating their performance until the individual advisory committee is established.

SECTION 8: CURRICULA

At the appropriate time, a four-member advisory committee for each student will be appointed by the chairperson of the department. The committee will be chaired by the student's dissertation director. The individual advisory committee will formulate the student's program of study and submit it for review through the departmental chairperson to the dean of the Graduate School. In addition to formulating, administering, and evaluating the doctoral candidacy examination, the committee will have advisory responsibilities in the subsequent development of the dissertation. This advisory committee will administer and evaluate the final dissertation examination. The committee's evaluations and certification that the degree requirements have been fulfilled will be forwarded through the departmental chairperson to the dean of the Graduate School and the associate dean for research and graduate studies at the Brody School of Medicine.

Doctoral Candidacy Examination. This examination is normally taken after the major course requirements have been completed. Upon passing this examination, the student is admitted to candidacy for the degree, doctor of philosophy. Each candidate is examined for his or her understanding and mastery of a broad field of knowledge, not merely the formal course work completed. The student must demonstrate abilities for critical analysis and synthesis as well as a familiarity with scholarly methods of research. The examination of scientific material shall consist of written and oral components. At the option of the departmental graduate studies committee, a major part of the examination format may be the defense of one or more original propositions developed by the student.

The student's advisory committee, following the administration and evaluation of the candidacy examination, will forward to the dean, through the chairperson of the department, one of the following recommendations.

The responses are satisfactory and the student is recommended to candidacy for the doctoral degree.

Some responses are unsatisfactory and the student is to be re-examined at a specific time. Subjects and time are to be set by the advisory committee.

The responses are unsatisfactory, but a full re-examination will be administered during the subsequent semester.

The responses are unsatisfactory and termination of the program is recommended.

Doctoral Dissertation. The dissertation must reflect independent, self-motivated research which contributes significant new knowledge to the candidate's major field. The dissertation should demonstrate the candidate's skills in experimental design and technique. It must be effectively written and demonstrate understanding of the historical foundations of the work as well as a thorough analysis of the strengths, weaknesses, and significance of the results.

Before the candidate begins dissertation research, the candidate's advisory committee must approve a proposal containing the following:

1. A brief review of the pertinent literature.
2. A short statement on the nature of the problem and the objectives of the proposed study.
3. An outline of a feasible research program.

It is the responsibility of the advisory committee to counsel the student in his or her research program, criticize the dissertation, and conduct the final examination. Upon the satisfactory completion of all requirements, the committee and departmental chairperson will recommend to the dean of the Graduate School through the associate dean for research and graduate studies at the Brody School of Medicine, the award of the doctoral degree.

The basic form of the dissertation manuscript will follow the East Carolina University Manual of Style or a standard manual acceptable in the major field. The East Carolina University library will bind the final copies. The original and four copies of the final approved manuscript must be deposited in the Graduate School office. Joyner Library will microfilm the dissertation and list the title and abstract in Dissertation Abstracts. The charges for binding the original and four copies of the manuscript and listing the title and abstract will be covered by the Brody School of Medicine graduate office and Joyner Library. Copy and binding charges for additional copies will be the student's responsibility.

Enrichment. In addition to course requirements, students are encouraged to participate in scholarly activities, such as experience as teaching assistants and involvement in university-wide seminars. Such activities should be considered as components of the overall program of study.

As part of their predissertation course requirements, students are assigned various periods of rotation in research laboratories of individual faculty members to gain perspectives and laboratory experience in areas outside their fields of major interest.

As appropriate, assistance will also be sought from other departments of the university to meet special needs of students. Assignment of students to individual faculty members for pre-dissertation rotations may be made by the chairperson or by the student's advisory committee.

TIME LIMITS FOR COMPLETION OF DEGREE REQUIREMENTS

A doctoral degree program must be completed before the end of the twelfth semester, excluding summers, following initial enrollment. With endorsement of the student's advisory committee and the departmental chairperson, a student may request one extension of not more than two semesters, summers included.

PROGRAM COURSES

The courses indicated by an asterisk are required of all candidates. Some courses carry variable hours of credit.

DEPARTMENT OF ANATOMY AND CELL BIOLOGY

Cheryl B. Knudson, Chairperson

ANAT: ANATOMY AND CELL BIOLOGY

6290, 6291, 6292. Current Topics in Anatomy and Cell Biology (1,2,3) May be repeated more than once. P: Consent of chair. Read and discuss literature in selected fields relevant to anatomy. Format and subject matter may be tailored to needs of individual student or small group of students at discretion of chair, student's advisory committee, and faculty member willing to direct readings.

7200. Gross Anatomy and Embryology (8) P: Consent of chair. Human anatomy based on systematic dissection of human body with emphasis on structure-function relationships. Pertinent human embryology and radiologic anatomy integrated topically with area of body being dissected. Relevance of different areas of anatomy and embryology to clinical procedures and/or disease processes presented by practicing clinicians.

7202. Molecular Cell Biology (4) Same as MCB1 7410 P: Consent of course director. Foundation cornerstone course for students interested in contemporary research career. Principles of modern molecular biology as applied to study of cell structure and function. Fundamentals of molecular and cellular biology of both prokaryotes and eukaryotes, and techniques used to study these problems included. Emphasis on critical analysis of experimental data and the experimental basis of current knowledge of cellular processes.

7210. Histology and Cell Biology (4) P: Consent of chair. Emphasis on light microscopic features of cells, tissue, and organs. Electron microscopic features of cell organelles studied to highlight functions basic to all cells. Both histological and cell biological features integrated with physiological function, pathological abnormalities, and pharmacological treatment.

7215. Medical Neuroscience (5) Same as PHL 7730 P: Consent of chair. Comprehensive survey and function of human nervous system, including introduction to clinical neuroscience. Lab sessions include dissection of human brain and study of prospecting specimens.

7230. Developmental Biology (2-4) Not offered every year. P: Consent of chair. Discuss contemporary concepts in developmental biology. Human embryological formation clearly traced to various cell and molecular biological mechanisms for clear understanding of their role, which is crucial in understanding normal, abnormal, and oncogenic development in humans.

7240. Research Problems in Cell Biology* (1-3) P: Consent of chair. Register for course for 3 semesters. Allow student to begin research activity and explore thesis research topics under guidance of scientist with ongoing research project. Student carefully guided to formulate hypothesis, design experiments, collect data, analyze data, and make conclusions so that research efforts will have high likelihood for seminar presentation, abstract/poster presentation at a national meeting, or journal publication.

SECTION 8: CURRICULA

7250. Seminar in Cell Biology* (1) P: Consent of chair. Register for course for 4 semesters. Student will attend dept seminar series comprised of well-respect scientists describing their recent methodology and research results in current and exciting cell biological problems as related to clinical issues. Students present formal seminar in chosen cell biological area under guidance of faculty. Faculty will instruct students in scientific content, proper slide preparation, organization, basic public-speaking skills, handling of audience questions, audience awareness, and stage presence.

7345. Cell Motility (2) Same as BIOC 7345; BIOL 7345 P: General chemistry, organic chemistry, general biology, and general physics; or consent of instructor. Multidisciplinary exploration of mechanism, structure, and function of motile systems essential for eukaryotic life.

9000. Dissertation* (3-12) May be repeated. May count maximum of 18 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

DEPARTMENT OF BIOCHEMISTRY AND MOLECULAR BIOLOGY

Phillip H. Pekala, Interim Chairperson

BIOC: BIOCHEMISTRY

7300. Medical Biochemistry (6) P: General chemistry; organic chemistry; general biology; calculus; consent of chair. Emphasis on human biochemistry in chemistry and function of enzymes and other proteins; mechanisms of energy transduction; metabolism of carbohydrates, lipids, amino acids, and proteins; biochemistry of gene and gene expression; tissues and organ metabolism; regulation of metabolism; biochemical aspects of nutrition; and metabolism of abnormal cells.

7301. Biochemistry I* (4) P: General chemistry; organic chemistry; consent of chair. Explores relationship of structure, chemical, and physical properties of biomolecules to their biological function. Includes introduction to intermediary metabolism and role of thermodynamics and kinetics in biological systems.

7310. Molecular Biochemistry* (3) P: General chemistry; organic chemistry; general biology; consent of chair. Replication, translation, and expression of genetic information and its regulation.

7330. Introduction to Research (1-6) May be repeated. May count a maximum of 12 s.h. P: Consent of instructor. Assignment to faculty preceptor. May work with more than one preceptor. Design experimental protocols and collaborate in some aspect of the preceptor's research program.

7335. Seminar in Biochemistry* (1) Registration for fall and spring semesters required. P: Consent of chair. Formal seminars and student critiques of current literature in biochemistry, concentrating on one topic each semester.

7345. Cell Motility (2) P: General chemistry, organic chemistry, general biology, and general physics; or consent of instructor. Multidisciplinary exploration of mechanism, structure, and function of motile systems essential for eukaryotic life.

7355. Current Topics (1-3) May be repeated with change of topic. P: Consent of chair. Topics of current importance not covered thoroughly in other courses. Lectures, special reports, or lab work.

8305. Physical Biochemistry (2) P: BIOC 7301; calculus; consent of chair. Applies thermodynamics and kinetics to biochemical systems.

8320. Biochemistry II* (4) P: BIOC 7301 and consent of chair. Regulation of metabolism of carbohydrates, lipids, nucleic acids, and amino acids. Focuses on integration of metabolism and its regulations in humans.

8333, 8336. Research (3,6) May be repeated. P: Consent of chair. Design of experimental protocols and participation in preceptor's research program.

9000. Dissertation* (3-12) May be repeated. May count for a maximum of 18 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

BIOC Banked Courses

6350. Biochemistry of Disease (2)**DEPARTMENT OF COMPARATIVE MEDICINE***Dorcas O'Rourke, Chairperson***CMED: COMPARATIVE MEDICINE**

8100. Animal Research Methods (2) Formerly CMED 6100 P: Consent of instructor. Use of mammalian subjects in biomedical research. Emphasis on rationale for species and strain selection, ethics of animal use, regulation of animal experimentation, diseases affecting research results, surgical technique, and experimental procedures.

DEPARTMENT OF MEDICAL HUMANITIES*Robert L. Martensen, Chairperson***HUMS: MEDICAL HUMANITIES**

7004. Ethics and Research: Humanities and Basic Medical Sciences (2) Same as GRAD 7004 and NURS 7004 May not receive credit for both GRAD 7004 and HUMS 7004. Identifies some philosophical, moral, political, legal, and social issues associated with scientific research. Explores relationship between moral, legal, professional, social, and institutional responsibilities of working scientist. Develops critical skills for understanding and evaluating arguments, claims, and policies pertaining to moral, political, legal, and social aspects of research.

DEPARTMENT OF MICROBIOLOGY AND IMMUNOLOGY*C. Jeffrey Smith, Chairperson***MCBI: MICROBIOLOGY AND IMMUNOLOGY**

7400. Medical Microbiology and Immunology I (4) P: BIOC 7300 or equivalent; consent of chair. Basic concepts and principles of immunology, genetics, and virology as they pertain to medical microbiology and medicine. Introduction to cellular and humoral aspects of the immune system and to mechanisms of host resistance to infectious disease. Survey of medically important viruses. Emphasis on biochemical anatomy, mechanisms of pathogenesis, lab diagnosis, and methods of control and prevention of infection.

7401. Medical Microbiology and Immunology II (4) P: BIOC 7300 or equivalent; MCBI 7400; consent of chair. Basic principles of medical bacteriology, mycology, and parasitology. Emphasis on mechanisms of pathogenesis, methods of laboratory diagnosis, and methods of control and prevention of diseases caused by these organisms. Content includes anatomy, physiology and genetics of medically important species of bacteria, fungi, animal parasites, and lab exercises.

7410. Molecular Cell Biology (4) Same as ANAT 7202 P: Consent of course director. Foundational cornerstone for students interested in a contemporary research career. Principles of modern molecular biology as applied to study of cell structure and function. Includes fundamentals of molecular and cellular biology of both prokaryotes and eukaryotes, and techniques used to study these problems. Emphasis on critical analysis of experimental data and experimental basis of current knowledge of cellular processes.

7420. Physiology and Ultrastructure of Microorganisms I (4) P: General microbiology and general biochemistry or consent of instructor. Advanced topics in molecular genetics and biochemical and physical organization of prokaryotic organism. Focuses on relationships of structure to function, growth, and metabolism and genetic mechanisms that regulate these activities in environment. Offered in spring semester of odd-numbered years.

SECTION 8: CURRICULA

7440. Advanced Molecular Genetics (4) P: MCBI 7410 or consent of course director. Detailed, critical presentation of molecular structure-function relationship in stability, dynamics, and expression of genetic information of both prokaryotic and eukaryotic cells. State-of-the-art analytical and synthetic approaches to molecular genetic problems.

7450. Immunology (4) P: BIOC 7300 or equivalent; MCBI 7400 or equivalent; consent of course director. Concise presentation of immunology, immunity, and immunopathology. Immunology includes principles of induction and expression of specific immune responses. Immunochemical and cellular principles of immune responses. Immunity includes role of immune reactions in infections and cancer. Immunopathology emphasizes roles of immune system in tissue damage and disease.

7460. Advanced Virology (3) P: MCBI 7401 or consent of course director. Topics covered include basic viral structure and classification, replication, genetics, pathogenesis, viral vectors, emerging viruses, and antiviral strategies and vaccines. Current and emerging issues in virology covered by reading and discussing most recent scientific literature.

7480. Seminars in Microbiology and Immunology* (1) May be repeated. May count maximum of 5 s.h. Microbiology and immunology students required to register each fall and spring semester while pre-candidates. P: Consent of course director. Program of formal seminars and student journal club presentations focused on current topics in microbiology and immunology.

7490. Topics in Microbiology and Immunology (1-4) May be repeated. May count maximum of 5 s.h. P: MCBI 7400 or equivalent; consent of chair. Critical presentation of topics of current importance in microbiology and immunology and focusing on a particular subdiscipline, problem, or group of organisms.

7498. Problems in Microbiology and Immunology* (1-8) May be repeated. May count maximum of 12 s.h. P: Consent of chair. Supervised nondissertation research in microbiology or immunology. For the first two semesters registered, the student ordinarily is assigned to a different faculty preceptor. Two preceptorships will ordinarily be required of each doctoral student.

9000. Dissertation* (3-12) May be repeated. May count maximum of 18 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

MCBI Banked Courses

6405. Contemporary Problems in Microbiology and Immunology (2)

6421. Physiology and Ultrastructure of Microorganisms II (4)

6425. Microbial Systematics (3)

6426. Anaerobic Bacteriology (1-3)

6451. Immunological Techniques (3)

6452. The Lymphocyte (3)

6453. Hybridoma Technology (2)

6461. Diagnostic Virology (2)

6462. Molecular Virology Laboratory (3-5)

6470. Internships in Microbiology and Immunology (2-6)

DEPARTMENT OF PATHOLOGY

Peter Kragel, Chairperson

The Department of Pathology accepts PhD students through the Interdisciplinary Program in the Biological Sciences.

PATHOLOGY ASSISTANT CERTIFICATE PROGRAM

The certificate program offers select students advanced study and practice as a pathology assistant. The goal of the program is to prepare students to be competitive for advanced degrees and careers in medicine and the health sciences, including careers as pathology assistants. This program does not qualify for Clinical Laboratory Standards Institute (formerly NCCLS) certification.

Applicants seeking admission must have completed a baccalaureate degree or will have completed a baccalaureate degree prior to admission and must have completed courses in Biology and Chemistry (three years). Admission is based on completion of certificate program application and approval by the program coordinator. Required courses: ANAT 7210; HIMA 3000; PATH 6840, 6841, 6842, 6843, 8800, 8801; MGMT 3202; East Carolina University Academic Computing Online Training.

PATH: PATHOLOGY

6840. Clinical Practicum in Pathology Assistant Studies I (2) Introduction to pathology assistant duties, including observation and supervised prosection of surgical and autopsy specimens, clinical anatomy, dictation, and specimen photography.

6841. Clinical Practicum in Pathology Assistant Studies II (2) P: PATH 6840. Supervised prosection of basic and intermediate complexity surgical and autopsy specimens, dictation, specimen photography, and clinical anatomy.

6842. Clinical Practicum in Pathology Assistant Studies III (2) P: PATH 6841. Supervised prosection of basic and intermediate complexity surgical and autopsy specimens, dictation, specimen photography, and clinical anatomy, and introduction to examination of highly complex specimens.

6843. Clinical Practicum in Pathology Assistant Studies IV (2) P: PATH 6842. Supervised prosection of basic, intermediate, and highly complex surgical and autopsy specimens, dictation, specimen photography, and clinical anatomy.

8800. Principles of Pathology (4) P: Consent of course director. Cell injury, cell death, acute inflammation, chronic inflammation, regeneration and repair, pigments and mineralization, thrombosis and infarction, teratogenesis and oncogenesis, etiogenesis of cancer, genetic disease, auto-immune disease, bacterial disease, and nutritional disease.

8801. Systemic Pathology (8) P: PATH 8800; consent of course director. Cardiovascular system, hematopathology, respiratory system, gastrointestinal system, including liver and pancreas, kidney, reproductive pathology, endocrinology, nervous system, skin and musculoskeletal system.

8805. Contemporary Pathobiology (2) May be repeated. P/C: PATH 8800; consent of instructor. Disease processes from ultrastructural, developmental, immunological, cellular, and molecular points of view. Illustrative examples of experimental models and molecular aspects of disease processes.

8815. Seminar in Pathology (1) May be repeated. May count a maximum of 6 s.h.
P: Consent of course director. Critique of current literature in pathology, concentrating on one topic each semester. Seminar presentation.

9000. Dissertation (3-12) May be repeated. May count for a maximum of 18 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

DEPARTMENT OF PHARMACOLOGY AND TOXICOLOGY

David A. Taylor, Chairperson

PHAR: PHARMACOLOGY

6605. Seminar* (1) May be repeated. P: Consent of chair. Formal presentation and exchange of research ideas by faculty, distinguished guest speakers, and students.

6609. Introduction to Pharmacology* (3) P: Previous admission to graduate program in biomedical sciences in School of Medicine and concurrent registration in graduate biochemistry and physiology; consent of chair. History and scope of pharmacology; quantitative principles of uptake, distribution, biotransformation and elimination of drugs; and dose and time-response relationships, pharmacokinetics, and factors modifying drug actions.

6610. Basic Mechanisms of Drug Action* (3) P: BIOC 7300 or equivalent; PHLY 7702; or equivalent; consent of chair. Fundamental mechanisms by which drugs affect physiology and biochemistry of living systems at macromolecular, cellular, organ, systemic, and multisystemic levels.

6615. Research Procedures* (2) Assigned to faculty preceptors. May precede beginning of thesis research. May be repeated. P: Consent of chair. Design of experimental protocol and collaboration in some aspect of preceptor's program.

6640. Pharmacology of the Central Nervous System (3) P: BIOC 7300; PHLY 7702; consent of chair. Basic neuropharmacological principles. Theories dealing with mechanisms of action of CNS drugs. Psychological and sociological basis of drug abuse.

6660. Cardiovascular Pharmacology (3) Thorough exploration of drug effects on heart and blood vessels through lab work, directed readings, and seminars.

6670. Research Techniques (3) P: PHAR 6609 or equivalent; or consent of course director. Advanced lab techniques in biomedical research. Molecular cloning, protein methods, equilibrium binding analysis, enzyme assays, microscopy, isolated tissue preparations, anesthesia, stereotaxic surgery, and behavioral paradigms. Each lab preceded by lecture covering relevant material.

7601. Medical Pharmacology for Health Sciences I (3) Lectures only. P: Bachelor's or master's degree in science or health profession; consent of chair. Survey of pharmacodynamics, pharmacokinetics, adverse effects, and pharmacotherapeutic principles of drugs affecting autonomic, cardiovascular, respiratory, renal, and central nervous systems.

7602. Medical Pharmacology for Health Sciences II (3) Lectures only. P: Bachelor's or master's degree in science or health profession; consent of chair. Survey of pharmacodynamics, pharmacokinetics, adverse effects, and pharmacotherapeutic principles of anesthetic, antimicrobial, antineoplastic, endocrine, and other therapeutic agents. Includes toxicology and treatment of poisonings.

7614. Research Procedures I (2) P: Consent of chair; admission to graduate program in the Department of Pharmacology and Toxicology. Scheduled, fixed time assignment of new graduate students to the research laboratories of various department faculty members. Introduces new students to research programs of each department faculty member; prepares them for selection of an appropriate dissertation advisor and also develops and assesses basic research skills.

7665. Pedagogy in Pharmacology (2) P: Successful completion of doctoral candidacy exam in Dept. of Pharmacology; consent of chair. Instruction, mentoring, and supervision in teaching of topics in pharmacology to health science, doctoral, and/or medical students.

7680. Toxicology (3) P: PHLY 6700; BIOL 5800 or equivalent; consent of chair. Principles of toxicology and the mechanisms that underlie toxic effects from the subcellular to the organism level will be discovered. In addition, patterns of toxicity of specific chemicals will be discussed, as well as how those results can be employed in risk assessment.

7777. Practical Problems in Biometry (3) P: College algebra; consent of chair or course director. Provides working knowledge of experimental design, analysis of variance, and other techniques.

8601. Medical Pharmacology I* (5) Lectures, small-group conferences, and computer-assisted labs. P: BIOC 7300; PHLY 7702; consent of chair. Survey of pharmacodynamics, pharmacokinetics, adverse effects, and pharmacotherapeutic principles of drugs affecting autonomic, cardiovascular, respiratory, renal, and central nervous systems.

8602. Medical Pharmacology II (5) Lectures, small-group conferences, and clinical practicum. P: BIOC 7300; PHLY 7702; consent of chair. Survey of pharmacodynamics, pharmacokinetics, adverse effects, and pharmacotherapeutic principles of anesthetic, antimicrobial, antineoplastic, endocrine, and other therapeutic agents. Includes toxicology and treatment of poisonings.

9000. Dissertation (3-12) May be repeated. May count maximum of 18 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

PHAR Banked Courses

6650. Advanced Topics in Pharmacology (2)

6655. Pharmacological Regulation and Identification of Receptors (3)

DEPARTMENT OF PHYSIOLOGY

Robert M. Lust, Chairperson, 6N-98 Brody

PHLY: PHYSIOLOGY

6330. Human Physiology (5) P: BIOL 1050, 1051; CHEM 1120. Physiological principles fundamental to living tissue. All body systems studied as they relate to normal and pathological conditions in humans.

6700. Medical Physiology* (8) P: Consent of chair. Foundation in principles of normal function of human body. Emphasis on human physiology. Basic physiological processes in health covered through lectures, conferences, demonstrations, and experimental lab sessions, with special emphasis to integrated nature of organ system function.

6725. Membrane Transport Processes (2) P: Calculus; physical chemistry; consent of chair. Current theories of electrolyte and non-electrolyte transport processes at cellular and organ levels.

6730. Cellular Neurophysiology* (3) P: Calculus; physical chemistry; consent of chair. Development of theoretical and experimental evidence underlying modern concepts of bioelectric phenomena. Current concepts of membrane structure, metabolism, resting and action potentials, ionic fluxes, and techniques used in electrophysiological research. Seminars with emphasis on critical evaluation of pertinent original research papers.

6735. Renal, Acid-Base Physiology (2) P: BIOC 7301; PHLY 6700; or 7701, 7702; consent of chair. Selected topics.

6738. Special Topics in Endocrinology (2) May be repeated. P: BIOC 7301; PHLY 6700, 7701, 7702; consent of chair. Selected topics may include adrenal, reproductive, pituitary or thyroid physiology. Lectures and formal seminar presentation.

7701. Graduate Cellular Physiology (3) P: BIOC 7301 or equivalent; PHLY 7702 or equivalent. Advanced study of eukaryotic cell function. Emphasis on membrane biophysics, signal transduction, and control of proliferation and differentiation.

7702. Graduate Organ Systems Physiology (5) P: BIOC 7301 or equivalent; consent of chair. Advanced survey of physiological principles underlying cardiovascular, respiratory, renal, and endocrine systems.

7703. Graduate Neuroscience (4) P: BIOC 7301, ANAT 7202/MCBI 7410; or consent of chair. Principles of neuroscience including current research at the system, cellular, molecular, and genetic levels.

SECTION 8: CURRICULA

7704. Physiological Proteogenomics (4) P: ANAT 7202 or MCBI 7410; BIOC 7301; PHLY 7701, 7702; or equivalent level course; consent of course director. Advanced study of Proteogenomics as tool for elucidating functional mechanisms in whole organism. Bioinformatics as an approach to understanding genome/proteome data, and animal models for testing hypotheses on functions of specific gene products. State-of-the-art analytical and synthetic approaches to biomedical problems presented.

7705. Translational Physiology (3) P: PHLY 6700; or 7701, 7702; consent of chair. Translational research bridges gap from research laboratory to clinic. Physiological basis of diseases of cardiovascular, respiratory, and renal systems. Examines integrated function of organ systems and how current research hopes to delay or completely prevent the progression of disease.

7710. Advanced Topics in Physiology* (3) May be repeated. P: PHLY 7702; consent of chair. Selected research topics.

7715. Seminar in Physiology* (1) May be repeated. P: PHLY 7701, 7702; consent of chair. Selected topics of current interest.

7730. Medical Neuroscience (5) Same as ANAT 7215 P: Consent of chair. Comprehensive survey of structure and function of human nervous system, including introduction to clinical neuroscience. Lab includes dissection of human brain and study of prosected specimens.

7733. Sensory Systems Neurophysiology (3) P: PHLY 6700; or 7701, 7702; consent of chair. Basic principles of functional organization of somatic and special sensory systems. Emphasis on synaptic processing of sensory information.

7740. Introduction to Research* (3) May be repeated. P: Consent of chair. Collaborative or independent research in variety of physiology specialty areas, including research in preparation for doctoral dissertation.

8710. Advanced Topics in Physiology (2) May be repeated. P: PHLY 7702; consent of chair. Selected research topics.

8720. Respiratory Physiology (2) P: PHLY 7701, 7702, 7704, 7705; consent of chair. Selected topics in lung mechanics, pulmonary function testing, pathophysiology, and pathogenesis.

9000. Dissertation (3-12) May be repeated. May count maximum of 18 s.h.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

PHLY Banked Courses

6050. Human Physiology for Advanced Nursing Practice (3)

DEPARTMENT OF RADIATION ONCOLOGY

Ron Allison, Chairperson, 167 Leo W. Jenkins Cancer Center

RONC: RADIATION ONCOLOGY

6718. Therapeutic Radiological Physics (3) Same as PHYS 6718 P: Consent of chair. Production, application, and measurement of electromagnetic radiation and high energy particle beams in therapeutic practice. Emphasis on conceptual, instrumental, and methodological aspects of therapeutic radiology.

6992. Radiation Therapy Physics (3) Same as PHYS 6992 P: PHYS 6718 or RONC 6718. Radiation dose calculation and measurement of high energy photon and electron beams, high and low dose rate brachytherapy sources in clinical radiation therapy, cavity theory in ion chamber calibrations of photon and electron beams. Quality assurance, acceptance testing and commissioning of equipment for clinical radiation therapy (linear accelerators, HDR, TLD, simulator, CT scanner).

6993. Clinical and Medical Dosimetry (2) Same as PHYS 6993 P: PHYS 6992 or RONC 6992. Practical patient dosimetry problems in radiation oncology. Irregular field calculations, two- and three-dimensional treatment planning, isodose distribution, high and low dose rate brachytherapy planning for intracavitary, and interstitial radioactive sources.

7370. Biological Effects of Radiation (4) Formerly RONC 5370 Same as BIOL 7370 P: BIOL 1100, 1101, 1200, 1201; or consent of instructor. Biological effects resulting from interactions of radiation and matter for scientifically, technically, and medically oriented students.

INTERDISCIPLINARY HEALTH SCIENCES EDUCATION

IRHE: INTERDISCIPLINARY RURAL HEALTH EDUCATION

6000. Introduction to Interdisciplinary Virtual Team Work (3) Provides foundation for acquisition of knowledge and skills in interdisciplinary virtual health care team communications and functions within clinical and community environments.

6100. The Clinical Consulting Team (3) Employs health care professionals knowledge and skills of health care team function. Prepares health care professionals to examine models for clinical consultation, formulate, and serve as clinical consultant team within rural environments.

6300. Interdisciplinary Health Sciences Theory (3) Concepts and models that inform interdisciplinary/interprofessional health care theory and practice.

INTERDEPARTMENTAL

INTE: INTERDEPARTMENTAL

6200. Statistics and Computing for Biomedical Research (3,3) 2 1-hour lectures and 1 3-hour lab per week. P: BS in a science discipline or consent of instructor. Key statistical methods. Hands-on experience utilizing computer-based tools. Topics such as lab data acquisition, data summarization, graphical display, computer interfacing, and use of SAS, SPSS, BMDP, and STATPAK for data management and statistical analysis.

NEUROSCIENCE

NEUR: NEUROSCIENCE

6900. Cellular and Molecular Neuroscience (3) Formerly NEUR 5000 P: Consent of instructor. Introduces cellular mechanisms and molecular basis of neuron and glial function and interaction. Topics include membrane trafficking, action potentials, receptors, and signal transduction, gene transcription factors, neuroimmunology, and developmental neuroscience.

6901. Behavioral and Integrative Neuroscience (3) Formerly NEUR 5001 P: Consent of instructor. Introduces neural systems and neural basis of behavior. Topics include basic neuroanatomy; computational neuroscience, learning and memory; sensory and motor systems, neural basis of affective behavior, consciousness and cognitive neuroscience, neural plasticity, and brain lateralization and language.

SECTION 8: CURRICULA

INTERDISCIPLINARY DOCTORAL PROGRAM IN BIOLOGICAL SCIENCES (IDPBS)

Donald R. Hoffman, Interim Program Director

The interdisciplinary doctoral program in biological sciences brings together students and faculty from multiple disciplines to study a broad variety of interesting biological phenomena. The interdisciplinary program is 59-66 s.h., including 11-12 s.h. from the general and molecular/cellular core curricula, at least **30 s.h.** from the research core and at least 18 s.h. from a specific concentration. The concentrations are: biology; biomedical science; and pharmaceutical chemistry. Other appropriate graduate-level courses may be added by agreement of the research advisor, graduate program director, and the IDPBS advisory committee.

Core Curriculum for IDPBS

General Core	8 s.h.
BISC/BIOL/CHEM 8815 (1 s.h., taken 3 times)	3 s.h.
HUMS 7004	2 s.h.
BIOS 7022 or PSYC 6430 or PHAR 7777	3 s.h.
Molecular/Cellular Core.....	3-4 s.h.
Choose 3-4 s.h. from the following;	
ANAT 7202; BIOC 7301, 7310; BIOL 7480, 7481, 7870; CHEM 6535; MCBI 7410	
Research Core	30-36 s.h.
Must complete the minimum hours specified in each of the three courses below:	
BISC/BIOL/CHEM 8810	3-6 s.h.
BISC/BIOL/CHEM 8830	10-15 s.h.
BIOL/CHEM/PATH 9000	12-18 s.h.
Concentration: See program director for concentration requirements.....	18 s.h.

BISC: BIOLOGICAL SCIENCES

8810. Methods and Techniques in Experimental Biological Sciences (3) May be repeated. P: Consent of course director. One semester rotation through research laboratories supervised by program faculty members.

8815. Seminar in Biological Sciences (1) May be repeated for credit. P: Consent of course director. Presentations on research or critical review of current literature topics by students in IDPBS program. Seminar presentation.

8820. Current Topics in Biomedical Research (2) May be repeated. P: Consent of course director. Topics reflect new scientific developments.

8830. Introduction to Research (5) May be repeated. P: Consent of course director. Assignment to faculty preceptor during second year of graduate school. Design of experimental protocols and participation in preceptor's research program.

COLLEGE OF NURSING

Sylvia Brown, Acting Dean and Associate Dean for Graduate Programs, 4205L Health Sciences Building
Martha Engelke, Associate Dean for Research and Scholarship, 4210C Health Sciences Building
Alta Andrews, Associate Dean for Community Partnerships and Practice, 4205H Health Sciences Building
Martha Alligood, PhD Director, 4165S Health Sciences Building
Mary Ann Rose, Interim Chair, Department of Graduate Nursing Science, 2113 Health Sciences Building

MASTER OF SCIENCE IN NURSING

The master of science in nursing program prepares graduates for advanced practice nursing and for leadership roles in a variety of community based or acute care provider agencies. The MSN program offers eight concentrations:

Adult Nursing Practitioner (online)	Nurse Anesthesia
Clinical Nurse Specialist in Adult Health (online)	Nursing Education (online)
Family Nurse Practitioner (online)	Nursing Leadership (online)
Neonatal Nurse Practitioner (online)	Nurse Midwifery (online)

Part-time study is available. Certificate programs are available for post-master's study in selected areas. The program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006; telephone 212-363-5555.

The nurse midwifery concentration is also accredited by the Accreditation Commission for Midwifery Education (ACME) formerly called the American College of Nurse-Midwives, Division of Accreditation, 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910; telephone 240-485-1800.

The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Park Ridge, IL 60068; telephone 847-692-7050.

A RN/MSN option is available for registered nurses who do not have a baccalaureate degree in nursing.

The Alternate Entry (AE) MSN option is a plan of study leading to the MSN degree for individuals who have earned a baccalaureate degree in another field. The program is divided into 2 phases: Phase I (Pre-licensure) includes graduate courses that include content and experiences that are required to take the Registered Nurse Licensure examination (NCLEX-RN) and preparation for advanced study in nursing. Phase I only begins in fall semesters and full-time enrollment is required. Successful completion of the NCLEX-RN and licensure as a Registered Nurse is required prior to entering Phase II clinical concentration courses. Students may enroll in core classes during the first semester of Phase II, while obtaining credentials. Phase II will include courses in a selected clinical concentration.

ADMISSION

Admission to the master of science in nursing degree program requires the student to meet the minimum admission requirements for graduate study as established by the university and the following requirements established by the College of Nursing.

- a baccalaureate degree in nursing from an accredited program
- a minimum GPA of 2.5 in undergraduate studies and a minimum GPA of 3.0 in nursing major
- acceptable score on the Graduate Record Examinations (GRE) or Miller Analog Test (MAT) within the past five years (GRE score preferred for Nurse Anesthesia concentration applicants)
- currently hold a nonrestricted license to practice as a registered nurse (RN) in North Carolina or a NCSBN compact state (The out-of-state student must procure a North Carolina RN license before enrolling in clinical courses.)
- a statement describing the applicant's interest in graduate study, career goals, and the MSN degree's relationship to those goals
- three professional references
- a personal interview with a member of the graduate faculty

Applicants for the nurse midwifery concentration, in addition to the general admission criteria, must have one year RN experience (labor and delivery preferred), demonstrate a commitment to practice with under served populations, and one of the references should be from a health care provider knowledgeable about the applicant's nursing practice.

SECTION 8: CURRICULA

Applicants for the family nurse practitioner concentration, and adult nurse practitioner, in addition to the general admission criteria, must have one year RN experience and provide a third reference from a health care provider knowledgeable about the applicant's nursing practice. Application deadline is April 1 for the FNP and May 1 for ANP options.

Applicants for the nurse anesthesia concentration, in addition to the general admission criteria, must have one-year adult critical care experience, completion of a supplemental nurse anesthesia admissions packet, a total of four professional references (two on forms provided in nurse anesthesia admissions packet), and an interview with the Nurse Anesthesia Admissions Committee. Application deadline is May 31 for this option.

Applicants for the neonatal nurse practitioner concentration, in addition to the general admission criteria, must have two years of current practice experience in a critical-care environment for high risk neonatal care RN experience and provide a third reference from a health care provider knowledgeable about the applicant's nursing practice.

Applicants may take core courses while gaining the required RN experience for admission into selected concentrations.

Applicants for admission to the (AE) MSN option must meet general admission requirements. Additional requirements include:

- Completion of prerequisite courses – Chemistry, Human Anatomy & Physiology, Microbiology, Human Growth & Development, Nutrition, Ethics, and Statistics.
- A minimum 3.0 GPA in undergraduate major
- Current nonrestricted license to practice as a RN in N.C. or a NCSBN compact state prior to entering Phase II clinical concentration courses.

Application deadline for the (AE) MSN option is February 1.

Completed applications will be considered as they are received, with the exception of Nurse Anesthesia, FNP, ANP, and the (AE) MSN option.

Applicants for the nursing education, nursing leadership, and clinical nurse specialist concentrations must have a minimum of one year RN experience prior to enrolling in specialty courses.

Applicants for the clinical nurse specialist concentration, in addition to the general admission criteria, must provide a third reference from a health care provider knowledgeable about the applicant's nursing practice.

Applicants for the nursing leadership concentration, in addition to the general admission criteria, must provide a third reference from a health care provider knowledgeable about the applicant's nursing practice, and must have a basic accounting course that may be taken after admission or exempted with the approval of the concentration director.

Applicants for admission to the RN/MSN option will be evaluated using the following criteria.

- a minimum 3.0 GPA in undergraduate studies and a minimum 3.0 GPA in the nursing major in the previous nursing program
- one year RN experience
- an acceptable score on the GRE or the MAT within the past five years
- current nonrestricted license to practice as a RN in North Carolina or a NCSBN compact state
- a statement describing the applicant's interest in graduate study, career goals, and the MSN degree's relationship to those goals
- three professional references
- a personal interview with the director of RN/BSN studies and a member of the College of Nursing graduate faculty

PROGRAM PREREQUISITES

A course in statistics with a grade of C or higher and basic computer skills with both applications software and the Internet are prerequisites for all concentrations. A course in basic accounting is a prerequisite for the nursing leadership concentration.

Students in the (AE) MSN option must complete all cognate requirements prior to beginning the program. Admission to the (AE) MSN option does not guarantee entry into a specific graduate concentration.

Students in the RN/MSN option must complete all foundations curriculum and cognate requirements prior to beginning under-graduate nursing courses. Separate application is made to the graduate program in the first or second semester of study in the RN/MSN option. Students enrolled in the RN/MSN option must maintain a 3.0 GPA in the 15 s.h. of undergraduate nursing courses to be eligible to continue in this option. Admission to the RN/MSN option does not guarantee entry into a specific graduate concentration.

DEGREE REQUIREMENTS

Depending upon the concentration area chosen within the degree program, the master of science in nursing requires 36-68 s.h. credit as follows. Concentrations are clustered as administrative, clinical, and education.

Administrative:

- Nursing Leadership – Acute Care Health Systems, 41 s.h.
- Nursing Leadership – Community Based Health Systems, 41 s.h.
- Nursing Leadership – Educational Systems, 41 s.h.

Clinical:

- Adult Nurse Practitioner, 45 s.h.
- Clinical Nurse Specialist in Adult Health, 42 s.h.
- Family Nurse Practitioner, 50 s.h.
- Neonatal Nurse Practitioner, 41 s.h.
- Nurse Anesthesia, 68 s.h.
- Nurse Midwifery, 46 s.h.

Education:

- Nursing Education, 36 s.h.

Requirements:

1. Common core: NURS 6001, 6002, 6003, 6993, 6994..... 12 s.h.
2. Cluster core (Choose appropriate cluster for concentration.).....8-20 s.h.
Administrative (9 s.h.): NURS 6971, 6973, 6974
Clinical (12 s.h.): NURS 6050 or 6110*; 6112* or 6208; 6610, 6611(*6110, 6112 acceptable for midwifery concentration only; *6417, *6418, *6419 acceptable for neonatal concentration only)
Clinical for Nurse Anesthesia (20 s.h.): NURS 6610, 6810, 6811, 6813; PTHE 7002
Education (9 s.h.): Select 9 s.h. of course work in consultation with advisor from the following courses: NURS 6050, 6110, 6611, 6021, 6022, 6023, 6035, 6208, 6214, 6224, 6968, 7271
3. Concentration area (Choose one area.)..... 15-32 s.h.
Administrative (18-21 s.h.):
 Nursing Leadership – Acute Care Health Systems (20 s.h.): NURS 6977, 6978, 6983, 6984, 6985, 3 s.h. electives
Clinical (18-36 s.h.):
 Adult Nurse Practitioner (24 s.h.): 6612, 6613, 6614, 6615, 6618, 6621, 6622, 6623
 Clinical Nurse Specialist in Adult Health (18s.h.): NURS 6959, 6960, 6961, 6962; 6 s.h. clinical specialty courses
 Family Nurse Practitioner (29 s.h.): NURS 6612, 6613, 6614, 6615, 6616, 6617, 6618, 6619, 6620
 Neonatal Nurse Practitioner (22 s.h.): NURS 6420, 6421, 6422, 6423, 6424, 6425
 Nurse Anesthesia (36 s.h.): NURS 6805, 6806, 6812, 6814, 6815, 6816, 6817, 6818, 6819, 6820, 6821, 6822, 6823, 6824
 Nurse Midwifery (22 s.h.): NURS 6109, 6113, 6115, 6116, 6117, 6118
 Nursing Leadership – Community Based Health Systems (20 s.h.): NURS 6310, 6311, 6977, 6978, 6983, 6984
 Nursing Leadership – Educational Health Systems (20 s.h.) NURS 6903, 6904, 6909, 6977, 6978, 6983
Education (15 s.h.):
 Nursing education (15 s.h.): NURS 6903, 6904, 6905; 6909; 3 s.h. elective or cognate
4. Students in the nursing education concentration who have limited teaching experience may be required to take NURS 6908.

Enrollment is necessary for continued research advisement. A comprehensive assessment is required for graduation for all MSN degree-seeking students.

SECTION 8: CURRICULA

Students in the RN/MSN option must complete the following undergraduate courses prior to enrolling in any graduate nursing courses—NURS 3020, 3021, 3510, 3900, 4210, 4211.

POST MSN CERTIFICATE PROGRAMS

Seven post-MSN certificate options (adult nurse practitioner; clinical nurse specialist; family nurse practitioner; neonatal nurse practitioner; nurse-anesthesia; nurse midwifery; and nursing education) offer advanced practice education, qualifying those who complete the clinical options to take national certification exams. In addition, the nursing education post-master's certificate prepares nurses for beginning teaching roles in nursing education.

ADMISSION REQUIREMENTS

- A master's degree in nursing from an accredited program
- A current non-restricted license to practice as a registered nurse (RN) in North Carolina or an NCSBN-compact state. Individual advisement will be necessary for licensure regulations for online out-of-state students.
- A personal statement describing the applicant's interest in graduate study, career goals, and the certificate's relationship to those goals.
- Three professional references with one reference from an individual who is knowledgeable of the applicant's nursing practice
- One year clinical experience as an RN
- A personal interview with a member of the graduate faculty

Applicants for the nurse midwifery post-master's certificate, in addition to the general admission criteria, must have one year RN experience (labor and delivery preferred).

Applicants for the nurse anesthesia post-master's certificate, in addition to the general admission criteria, must have one year adult critical care experience as a RN, completion of a supplemental nurse anesthesia admission packet, a total of four professional references (two on forms provided in the nurse anesthesia admissions packet) and an interview with Nurse Anesthesia Admissions Committee. Courses in physiology and chemistry/biochemistry within five years are highly recommended. Acceptable score on GRE or MAT within past 5 years (GRE preferred).

Applicants for the neonatal post-master's certificate, in addition to the general admission criteria, must have two years of current practice experience as a RN in a critical care environment for high-risk neonatal care.

Applicants for the post-master's certificate options in adult nurse practitioner; clinical nurse specialist; family nurse practitioner; neonatal nurse practitioner; and nurse midwifery must have had graduate level courses in pathophysiology (reproductive physiology for nurse midwifery), health assessment and pharmacology within the past five years or approval by the concentration director; otherwise, students will be required to take these courses as part of the post-master's certificate requirement.

Adult Nurse Practitioner: NURS 6621,6622,6623 10-33 s.h.
Depending on student's needs and past education, additional course work from the following may be required: NURS 6050,6610,6611,6612,6613,6614,6615,6618, or equivalent clinical courses .

Clinical Nurse Specialist: NURS 6959, 6960, 6961, 6962 12-30 s.h.
Depending on student's needs and past education, additional course work from the following may be required: NURS 6208, 6050, 6610, 6611, 6214, 6224 or equivalent clinical courses.

Family Nurse Practitioner: NURS 6616, 6617, 6619, 6620 15-38 s.h.
Depending on student's needs and past education, additional course work from the following may be required: NURS 6050, 6610, 6611, 6612, 6613, 6614, 6615, 6618

Neonatal Nurse Practitioner: NURS 6420, 6421, 6422, 6423, 6424, 6425 20-29 s.h.
Depending on student's needs and past education, additional course work from the following may be required: NURS 6417,6418,6419

Nurse Anesthesia: NURS 6610, 6805, 6806, 6810, 6811, 6812, 6813, 6814, 6815, 6816, 6817, 6818, 6819, 6820, 6821, 6822, 6823, 6824; PTHE 7002 56 s.h.

Nurse Midwifery: NURS 6109, 6110, 6112, 6113, 6115, 6116, 6117, 6118.....25-34 s.h.
Depending on student's needs and past education, additional course work from the following may be required: NURS 6110,6610,6611

Nursing Education: NURS 6903, 6904, 6905, 690912-15 s.h.
Depending on student's needs, past education, and teaching experience, additional course work from the following may be required: NURS 6908.

DOCTOR OF PHILOSOPHY IN NURSING

The doctor of philosophy in nursing prepares nurse researchers and scholars to explore, develop, and move forward the scientific bases of nursing practice and education. Students are prepared to conduct research in the domains of nursing science. The curriculum is enriched through cognate study in the social, behavioral, and biological sciences; interdisciplinary research; and the integration of technology in program delivery. Dissertation research prepares graduates to contribute discoveries to the body of nursing and health care knowledge. The location and mission of the school as well as the expertise of the faculty provide a unique opportunity for the discovery of knowledge related to nursing and health issues in rural underserved areas. Upon graduation, students are prepared to assume leadership positions as researchers, administrators in public and private health care organizations, policy makers and analysts, and university faculty.

The BSN to PhD option is a plan of study leading to the PhD degree. This graduate level option blends the doctoral curriculum with two different MSN concentrations – the nursing education concentration or the nursing leadership concentration. It reduces the number of master's level courses required in the traditional MSN program and facilitates completion of the PhD in Nursing.

ADMISSION REQUIREMENTS

- Satisfactory performance on the Graduate Record Exam (GRE) within five years prior to admission.
- Written statement of personal career, educational, and scholarship goals.
- Three written professional references from individuals with expertise to comment on the applicant's capability for research and scholarship (for example, university professors, employers). At least one of the references must be from a doctorally-prepared nurse.
- A master's degree in nursing from an accredited school. (Applicants without a MSN must have a BSN from an accredited program.) See below for details on the BSN to PhD admission requirements.
- Grade-point average of 3.2 on a 4.0 scale on all graduate work.
- Evidence of current unrestricted license to practice as a nurse in North Carolina or a NCSBN compact state. Students on foreign student visas must present evidence of professional standing in their respective countries.
- Satisfactory performance on Test of English as a Foreign Language (TOEFL) where English is not the first language.
- Computer competency, with proficiency in basic software. The school requires that all students use e-mail and World Wide Web access for communication and course work.
- A graduate statistics course which included inferential statistics.
- A current curriculum vita.
- A representative example of scholarly work done by the applicant.
- A personal interview with two members of the Graduate Faculty to include a discussion of congruence between the students research interests/career goals and the expertise and research of faculty.

Applicants for admission to the BSN to PhD option must meet general admission requirements for the PhD program. Additional requirements include:

- Minimum GPA of 3.3 and no grade below B on all previous coursework.
- BSN from an accredited nursing program.
- Recommendation of the Director for the MSN concentration selected and the PhD Program Director.
- Completion of at least two calendar years of full time employment experience or the equivalent in clinical nursing practice as a registered nurse prior to entering the doctoral program of study.
- A graduate statistics course which includes inferential statistics prior to enrolling in doctoral courses.

APPLICATION

The PhD in nursing program admits 6-8 students each year. Applications for study to begin in the fall semester will be accepted until March 1 or until seats are filled. BSN to PhD applications for spring semester are due September 1 or until seats are filled. Applicants are expected to ensure that the Graduate School and the College of Nursing receive all supporting credentials by the final filing date. Applicants are evaluated in five areas: GPA, GRE, references, essay, and interview. Completed applications are considered as they are received. All completed applications received by the final filing date will be given careful consideration. Interviews are conducted as completed applications are received. Each applicant will be notified in writing of the admission decision after the admission process is completed.

Preference is given to those who demonstrate a capacity for creative inquiry, critical thinking, scholarship, and leadership. In the case of equally qualified applicants, preference will be given to individuals who intend to pursue doctoral study on a full-time basis. Students will be assigned an academic advisor at the time of admission. All admitted PhD students are required to attend a College of Nursing orientation session in August.

DEGREE REQUIREMENTS

Students are required to complete a minimum of 54 semester hours beyond the master's degree (includes a minimum of 6 s.h. for dissertation) with the exception of BSN to PhD students who are required to complete between 74 and 80 semester hours. As in other research-focused programs of doctoral study, students in this program may expect to enroll in more than the minimum required credit hours and to be aware that study opportunities that focus on particular areas of study are in addition to the basic program requirements. Additional study is individualized and depends on the student's background and graduate preparation as well as the employment role identified as a career focus. This program of study enrolls both full- and part-time students. Since enrollments in doctoral programs tend to be small, students need to closely adhere to the plan of study, as courses are offered once a year. To deviate from the plan of study will mean a delay of one or more semesters before course enrollment is again possible.

BSN to PhD Nursing Education Course Requirements:

- Nursing Education Concentration Courses – NURS 6001, 6002, 6003, 6903, 6904, 6905, 6909, 6993, 6994, Graduate Statistics, Cognate Courses (6 s.h. minimum) 33 s.h.
- PhD in Nursing Core – NURS 7004, 8001 (Candidacy Exam), 8220, 8225, 8226, 8227, 8235, 8240, 8241, 8255 (7 s.h. minimum), 8260, 8265, 9000 (6 s.h. minimum)..... 42 s.h.
- TOTAL..... 75 s.h.**

BSN to PhD Nursing Leadership Course Requirements:

- Nursing Leadership Concentration Courses – NURS 6001, 6002, 6003, 6610, 6620 or COHE 6000, 6971, 6973, 6978, 6983, 6993, 6994, Graduate Statistics..... 34 s.h.
- PhD in Nursing Core – NURS 7004, 8001 (Candidacy Exam), 8220, 8225, 8226, 8227, 8235, 8240, 8241, 8255 (7 s.h. minimum), 8260, 8265, 9000 (6 s.h. minimum)..... 42 s.h.
- TOTAL..... 76 s.h.**

PhD in Nursing Requirements:

- Core Courses: NURS 7004, 8220, 8225, 8226, 8227, 8235, 8240, 8241, 8255 (7 s.h. minimum), 8260, 8265,9000 (6 s.h. minimum)..... 42 s.h.
- Elective Courses..... 6 s.h.
- Cognate Courses..... 6 s.h.
- TOTAL..... 54 s.h.**

Graduate credits earned at other institutions may be accepted in partial fulfillment of the requirements for the doctoral program. Courses offered for transfer credit will be evaluated individually relative to Graduate School requirements, program requirements, and the student's plan of study. Transfer of more than 9 s.h. credit from another institution must be approved prior to admission. After admission, twenty percent of the courses may be completed at an approved university.

PhD students must complete at least five semesters in residence. Residency requirement must be completed prior to admission to candidacy.

Students must maintain a grade point average of 3.0 (on a 4.0 scale) throughout the program. Academic progress will be evaluated at the end of each semester by the academic advisor, who is responsible for notifying the associate dean for graduate programs if a student's academic status is in jeopardy.

PhD students apply to take a candidacy examination upon completion of all required nursing courses with the exception of the dissertation. This examination must be successfully completed within five years of matriculation.

Students are required to conduct an original research project, which adds to the body of knowledge in nursing, and to communicate the research in a written dissertation and an oral defense of the dissertation within six years of admission. With endorsement of the dissertation committee and the associate dean for graduate programs, students may request one extension of not more than two semesters, summers included.

NURS: NURSING

5620. International Health Care (3) P: Graduate status or senior by consent of instructor. Issues, philosophy, and cultural differences in health care from international perspective. Compares US health care to that in other nations.

6001. Philosophical Perspectives and Theoretical Bases of Advanced Nursing Practice (3) P: Graduate student status or consent of instructor. Examines philosophical perspectives, theories, and concepts from nursing and related fields that relate to advanced nursing practice.

6002. Advanced Nursing Practice in Complex Health Care Organizations (3) P: Graduate status or consent of instructor. Examines political, legal, and economic influences on health care organizations, advanced nursing practice, and quality of care.

6003. Research Utilization Seminar (2) P: NURS 6001, 6002, 6994. Focuses on knowledge and skill competencies basic to use of research findings in advanced nursing practice.

6006. Selected Topics (1,2,3) May be repeated for a maximum of 6 s.h. P: Consent of instructor. Current issues and trends in nursing and health care.

6007. Health Appraisal of Individuals, Families, and Communities (6) P: Admission to alternate entry MSN: Phase I pre-licensure. Provides knowledge and skills to conduct a comprehensive, holistic, and theory-based health appraisal of individuals within context of families and communities.

6008. Professional Nursing Foundations (6) P: Admission to alternate entry MSN: Phase I pre-licensure program in nursing. Provides knowledge and skills related to physiological challenges, including principles of pharmacological and nursing interventions.

6013. Dimensions of Professional Nursing Practice (3) P: Admission to alternate entry MSN: Phase I, or consent of instructor. Considers historical and contemporary issues affecting theoretical, philosophical, and scientific basis of professional nursing practice.

6016. Comprehensive Care of Individuals Experiencing Alterations In Health I (7) P: NURS 6007, 6008, 6013 or consent of instructor. Provides theoretical foundations and clinical experiences in providing nursing care to individuals experiencing selected alterations in health throughout life span.

6017. Comprehensive Care of Individuals Experiencing Alteration In Health II (7) P: NURS 6016 or consent of instructor. Provides theoretical foundations and clinical experiences in providing nursing care to individuals experiencing selected alterations in health throughout life span.

6018. Clinical Capstone (5) P: NURS 6017. Directed nursing practice in identified area of interest based on application of previous learning.

6019. Leadership and Community Service Learning (5) P: NURS 6018 or consent of instructor. Integrates principles of nursing leadership/management and population focused community health nursing, including service learning experience.

SECTION 8: CURRICULA

- 6021. Concepts of Palliative Care (3)** Interdisciplinary examination of theoretical and empirical evidence on palliative care.
- 6022. Perspectives on Death and Dying for Professionals (3) Formerly NURS 5011. Same as GERO 6022 and SOCW 6022.** Interdisciplinary exploration of issues related to death, dying, and bereavement.
- 6023. Ethnogeriatrics and Health Care (3)** Interdisciplinary overview of culturally competent care for elders.
- 6029. Advanced Integrated Specialties (3)** Examines diverse concepts of importance in various nursing specializations.
- 6035. Interdisciplinary Rural Health (3)** Theoretical base and skills for interdisciplinary rural health practice.
- 6050. Human Physiology for Advanced Nursing Practice (3) Same as PHL 6050** P: Admission to NURS graduate program or consent of instructor. In-depth analysis of normal physiological processes across life span. Focus on pathophysiology and critical analysis for student's area of study. Emphasis on correlation of concepts with clinical manifestations.
- 6109. Introductory Nurse-Midwifery Professional Roles and Issues (2)** Historical, theoretical, and scientific foundations of nurse-midwifery.
- 6110. Reproductive Physiology (3)** P: Admission to NURS graduate program or consent of instructor. Underlying biological principles and concepts related to human reproductive cycle, genetics, maternal-fetal-placental unit, and neonate.
- 6112. Nurse-Midwifery Management: Introduction to Primary Care for Well Women (3)** P: NURS 6110; admission to nurse-midwifery concentration. Focuses on American College of Nurse-Midwives (ACNM) core competencies for promoting health in essentially healthy women. Supervised on-site practicum by clinical preceptor.
- 6113. Nurse-Midwifery Management: Antepartal Care (4)** P: NURS 6110, 6112. Focuses on ACNM core competencies for promoting health in essentially healthy women and their families during the antepartal period including management of antepartal complications. Supervised on-site practicum by clinical preceptor.
- 6115. Nurse-Midwifery Management: Intrapartal Care (4)** C: NURS 6116. Focuses on ACNM core competencies for promoting health in essentially healthy women during labor and birth including management of intrapartal complications. Supervised on-site practicum by clinical preceptor.
- 6116. Nurse-Midwifery Management: Postpartal Care and Neonatal Care (3)** C: NURS 6115. Focuses on ACNM core competencies for promoting health in essentially healthy neonates and women during the puerperium including management of postpartum and neonatal complications. Supervised on-site practicum by clinical preceptor.
- 6117. Nurse-Midwifery Management: Integration Practicum (7)** P: NURS 6115, 6116. Comprehensive nurse-midwifery management of neonates and healthy women throughout their lifespan.
- 6118. Integration of Nurse-Midwifery Professional Roles and Issues (2)** P: NURS 6115, 6116. Roles and responsibilities of professional nurse-midwifery.
- 6208. Concepts of Health Promotion and Disease Prevention for Advanced Nursing Practice (3)** P: Admission to nursing graduate program or consent of instructor. Role of advanced practice nurse in health promotion and primary prevention.
- 6214. Chronic Health Problems: Concepts and Theories for Advanced Nursing Practice (3)** Focuses on knowledge, theory, and research relevant to adult clients experiencing chronic health problems.
- 6224. Acute Health Problems: Concepts and Theories for Advanced Nursing Practice (3)** Focuses on knowledge, theory, and research relevant to adult clients experiencing acute health problems.
- 6310. Advanced Community Health Nursing I (3)** P: NURS 6001, 6002, 6994; or consent of instructor. Examines the role of the community health nurse leader in the application of program planning models to assess the health status of communities or populations and develop health care programs.

6311. Advanced Community Health Nursing II (3) Examines the leadership role of the community health nurse in planning and directing the implementation and evaluation of interdisciplinary, community-based health care programs.

6330. Advanced Community Health Nursing Practicum I (3) 9 lab hours per week. P/C: NURS 6310 or consent of instructor. Applies community health nursing concepts and clinical and/or leadership skills in community settings. Individualized practicum based on student's learning needs and career goals.

6331. Advanced Community Health Nursing Practicum II (3) 9 lab hours per week. P: Community health theory courses; NURS 6025, 6045, 6330, 6994; P/C: NURS 6311. Applies community health nursing concepts and clinical and/or leadership skills in community settings. Individualized practicum based on student's learning needs and career goals.

6405. Seminars in Issues in Nursing Education (2) P: NURS 6400. Current and practical issues.

6417. Development Physiology for Advanced Neonatal and Pediatric (3) P: Admission to NURS graduate program or consent of instructor. Developmental changes in morphological processes and normal and abnormal physiology in humans from conception through adolescence.

6418. Health Assessment for Advanced Nursing Practice of Neonatal and Pediatric Patients (3) For advanced practice nurse. P: Admission to NURS graduate program or consent of instructor. Comprehensive assessment of neonatal and pediatric clients using diagnostic reasoning process.

6419. Clinical Pharmacology for Advanced Neonatal and Pediatric Nursing Practice (3) P: Admission to NURS graduate program or consent of instructor. Pharmacological knowledge basic to assessment and management skills for advanced clinical nursing practice related to newborns and pediatric patients with common acute and chronic health problems.

6420. Advanced Neonatal Nursing: Research and Theory I (3) P: NURS 6417, 6418. Focuses on management of the prenatal and postnatal environments, anticipated health problems experienced by infants and implications for the infants and their families.

6421. Advanced Neonatal Nursing Practicum I (2) P/C: NURS 6420. Provides intensive neonatal clinical experiences for neonatal nurse practitioner students.

6422. Advanced Neonatal Nursing: Research and Theory II (3) P: NURS 6420. Focuses on neonatal nurse practitioner management of disorders of organ systems.

6423. Advanced Neonatal Nursing Practicum II (4) P/C: NURS 6422. Provides intensive clinical experiences for neonatal nurse practitioner students.

6424. Advanced Neonatal Nursing: Research and Theory III (3) P: NURS 6422. Focuses on the integration of advanced knowledge to care for the infant and the family.

6425. Advanced Neonatal Nursing Practicum III (5) P/C: NURS 6424. Provides intensive clinical experiences for neonatal nurse practitioner students.

6500. Independent Study in Nursing (1,2,3) May be repeated for a maximum of 9 s.h. P: Consent of advisor. Nontraditional, faculty-approved projects relating to clinical and functional areas of study.

6521. Readings and Research in Nursing (1,2,3) May be repeated for a maximum of 6 s.h. P: Completion of core NURS courses or consent of instructor. Research and concepts in nursing practice, education, and management. Based on student's area of specialization, interests, and needs.

6610. Health Assessment for Advanced Nursing Practice (3) P: Admission to NURS graduate program or consent of instructor. Advanced assessment, critical thinking, and decision-making skills essential to evaluation of health status, health risks, illnesses, and functional/dysfunctional health patterns of individuals and family members throughout life span.

6611. Clinical Pharmacology for Advanced Nursing Practice (3) P: Admission to NURS graduate program or consent of instructor. In-depth presentation of pharmacologic principles to manage pharmacologic agents safely and effectively. Specialty labs address specific applications.

SECTION 8: CURRICULA

6612. Advanced Nursing Practice with Families in Primary Health Care (2) P: Admission to FNP concentration or consent of concentration director. Advanced practice psychosocial/cultural context for interpretation of family patterns and processes. Emphasizes utilization of family systems theory and techniques within the nurse practitioner's scope of practice.

6613. Advanced Nurse Practitioner Role Development (2) P: Admission to FNP concentration; NURS 6614, 6615, 6616, 6617, 6618, or consent of instructor. Leadership role within health care delivery system, nursing profession, and society.

6614. Advanced Practice Nursing with Families: Young and Middle-Aged Adults (3) P: Admission to FNP concentration; NURS 6610, 6611, or consent of concentration director. Theoretical, scientific, and contemporary knowledge base to provide a framework for assessment and management of primary health care needs of culturally diverse families with young and middle-aged adults.

6615. Advanced Practice Nursing with Families: Older Adults (3) P: Admission to FNP concentration; NURS 6610, 6611, C: NURS 6614 or consent of concentration director. Theoretical, scientific, and contemporary knowledge base to provide a framework for assessment and management of primary health care needs of culturally diverse families with older adults.

6616. Advanced Practice Nursing with Families: Childbearing Clients (2) P: Admission to FNP concentration; NURS 6614, 6615, or consent of concentration director. Theoretical, scientific, and contemporary knowledge base to provide a framework for assessment and management of primary health care needs of culturally diverse families with childbearing members.

6617. Advanced Practice Nursing with Families: Childbearing Clients (4) P: Admission to FNP concentration; NURS 6614, 6615, or consent of concentration director. Theoretical, scientific, and contemporary knowledge base to provide a framework for assessment and management of primary health care needs of culturally diverse families with infants, children and adolescents.

6618. Advanced Practice Nursing: Primary Care of Adults (4) P: Admission to FNP concentration; P or C: NURS 6614, 6615, or consent of concentration director. Demonstrate competencies in provision health care to adult clients in culturally diverse families. The student practices under the direct supervision of on-site clinical preceptors.

6619. Advanced Practice Nursing: Primary Care of Childbearing and Childrearing Families (4) P: Admission to FNP concentration; NURS 6614, 6615; P or C: NURS 6616, 6617 or consent of concentration director. Demonstrate competencies in provision of primary health care to culturally diverse childbearing and childrearing families. The student practices under the direct supervision of on-site clinical preceptors.

6620. Advanced Practice Nursing: Synthesis in Primary Care of Families (5) P: Admission to FNP concentration; NURS 6619 or consent of concentration director. Clinical synthesis experience across the lifespan for family nurse practitioner students. The student practices under the direct supervision of on-site clinical preceptors.

6621. Advanced Practice Nursing: Care of Adults (3) P: NURS 6610, 6611, 6614, 6615 or consent of concentration director. Theoretical, scientific, and contemporary knowledge base to provide a framework for assessment and management of health care needs of culturally diverse adults with acute and/or chronic illness.

6622. Advanced Practice Nursing: Care of Adults with Acute with Acute and Chronic Illness (3) P: Consent of concentration director. Demonstrates competencies in providing health care to culturally diverse adult clients with acute and chronic illnesses. The student practices under the direct supervision of on-site clinical preceptors.

6623. Advanced Practice Nursing: Specialty Care of Adults (4) P: NURS 6622 or consent of concentration director. Demonstrates competencies in providing health care to culturally diverse adult clients with complex illnesses in a selected population. The student practices under the direct supervision of on-site clinical preceptors.

6805. Advanced Pharmacology for Nurse Anesthesia I (3) P: Admission to nurse anesthesia concentration; C: NURS 6813. Survey of pharmacodynamics, pharmacokinetics, adverse effects and pharmacotherapeutic principles of anesthesia, antimicrobial, antieoplastic, endocrine, and other therapeutic agents.

6806. Advanced Pharmacology for Nurse Anesthetists II (4) P: NURS 6814, 6817; PTHE 7002; C: NURS 6811, 6819. Surveys pharmacodynamics, pharmacokinetics, adverse effects, and pharmacotherapeutic principles of drugs affecting the autonomic, cardiovascular, respiratory, renal, and central nervous systems.

6810. Human Physiology for Nurse Anesthetists (5) P: Admission to nurse anesthesia concentration; C: NURS 6805, 6813. In-depth analysis of normal processes across the lifespan. Provides physiological basis for practice with emphasis on correlation of these concepts with clinical manifestations.

6811. Anesthesia Pharmacology (3) P: NURS 6814, 6817; PTHE 7002; C: NURS 6806. Chemical and physical principles involved in administration of anesthesia, including uptake and distribution, and toxicology of anesthetic drugs and agents.

6812. Professional Aspects of Nurse Anesthesia (2) P: NURS 6822, 6824; C: NURS 6823. Historic, legal, ethical, and international issues important to contemporary nurse anesthesia practice.

6813. Chemistry and Physics of Anesthesia (4) P: Admission to nurse anesthesia concentration; C: NURS 6805. Aspects of chemistry, biochemistry, and physics applicable to human and mechanical systems involved in delivering safe anesthesia care.

6814. Basic Principles of Nurse Anesthesia (3) P: Admission to nurse anesthesia concentration; NURS 6805, 6810; C: NURS 6717; PTHE 7002. Fundamentals of anesthesia practice, including basic techniques, procedures for administering anesthesia, assessment of patient status, and case management.

6815. Advanced Principles of Nurse Anesthesia I (2) P: Admission to nurse anesthesia concentration; NURS 6806, 6811, 6819; C: NURS 6820. Anesthesia concepts for increasingly complex patients with alterations in one or more organ system. Includes principles of increasingly advanced surgical and radiological procedures.

6816. Advanced Principles of Nurse Anesthesia II (2) P: Admission to nurse anesthesia concentration; NURS 6815, 6820; C: NURS 6818, 6821. Advanced principles of cardiothoracic and vascular anesthesia, infection control, trauma anesthesia, and management of the patient with acute and chronic endocrine disease.

6817. Clinical Correlations I (1) P: Admission to nurse anesthesia concentration; NURS 6805, 6810, 6813; C: NURS 6814; PTHE 7002. Links anesthesia-related information with specific topics in anatomy. Explores regional anesthesia.

6818. Clinical Correlations II (1) P: Admission to the nurse anesthesia concentration, NURS 6815, 6820. Links research and advanced principles courses examining research in obstetrics, pediatrics, cardiothoracic and neurosurgical anesthesia.

6819. Clinical Practicum in Nurse Anesthesia I (1) P: Admission to nurse anesthesia concentration; NURS 6814, 6817; C: NURS 6806, 6811. Introduces clinical practice in operating room environment, including basic skills such as monitoring, preoperative assessment, positioning, induction agents, and sequence and airway management.

6820. Clinical Practicum in Nurse Anesthesia II (3) P: Admission to nurse anesthesia concentration; NURS 6806, 6811, 6819; C: NURS 6815. Defines physiological, pharmacological, and biochemical concepts in beginning application of anesthesia principles.

6821. Clinical Practicum in Nurse Anesthesia III (4) P: Admission to nurse anesthesia concentration; NURS 6820; C: NURS 6816, 6818. Explores physiological, pharmacological, and biochemical concepts in complex clinical application of anesthesia principles.

6822. Clinical Practicum in Nurse Anesthesia IV (4) P: Admission to nurse anesthesia concentration; NURS 6818, 6821; C: NURS 6824. Advanced clinical applications regarding anesthetic preparation, anesthesia equipment setup, airway management, anesthetic management, patient monitoring, and regional anesthesia.

6823. Clinical Practicum in Nurse Anesthesia V (4) P: Admission to nurse anesthesia concentration; NURS 6822; C: NURS 6812. Advanced clinical practice utilizing all anesthesia principles to provide independent responsibility for patient care.

6824. Advanced Principles of Nurse Anesthesia III (2) P: Admission to nurse anesthesia concentration; NURS 6816, 6818, 6821; C: NURS 6822. Advanced concepts of anesthetic management. Emphasis on renal, endocrine, pediatric, and obstetric cases, regional anesthesia, and chronic pain management.

SECTION 8: CURRICULA

- 6903. Curriculum Development in Nursing (3) Formerly NURS 6400** Foundations, principles, and contemporary issues related to curriculum development in nursing education.
- 6904. Educational Concepts, Theories, and Strategies in Nursing (3)** P/C: NURS 6903 or consent of instructor. Explores learning theories and educational strategies used by nurse educators.
- 6905. Nursing Education Role Practicum I (3)** P: NURS 6904 or consent of instructor; P/C: NURS 6909 or consent of instructor. Guided practicum with nurse educators in academic and health care settings.
- 6908. Nursing Education Role Practicum II (3)** P: NURS 6905 or consent of instructor. Collaborative implementation and evaluation of comprehensive educational project.
- 6909. Evaluation in Nursing Education (3)** P: NURS 6903 or consent of instructor. P/C: NURS 6904 or consent of instructor. Focuses on evaluation of students, faculty, curricula, and programs in nursing education.
- 6959. Clinical Nurse Specialist Theory and Role Development (3)** Focuses on the core competencies, essential characteristics, and the conceptual model guiding CNS practice.
- 6960. Clinical Nurse Specialist Practicum I (3)** P: NURS 6959; subspecialty course (e.g., education, oncology, etc.) Applies CNS knowledge and skills to specialty clinical practice. Students under direct supervision of on-site clinical preceptors.
- 6961. Clinical Nurse Specialist Practicum II (3)** P: NURS 6959, 6960; by consent of faculty. Applies CNS knowledge and skills to specialty clinical practice. Students practice with increasing independence under supervision of on-site clinical preceptors.
- 6962. Clinical Nurse Specialist Practicum III (3)** P: NURS 6959, 6960, 6961; by consent of faculty. Applies CNS knowledge and skills to specialty clinical practice. Students practice with increasing independence and with minimal consultation and collaboration with preceptor.
- 6968. Oncology Nursing Practice I (3)** Provides scientific base for provision of research/theory-based care in oncology nursing.
- 6969. Oncology Nursing Practice II (3)** P: NURS 6968. Prepares student to provide advanced oncology nursing care based on research/theory.
- 6971. Health Policy, Law, and Regulation (3)** P/C: NURS 6001, 6002, 6983. Overview of health policy, law and regulation which relate to the delivery of health care in the United States.
- 6973. Management of Human Resources and Professional Relationships in Health Systems (3)** P/C: NURS 6001, 6002, 6994, 6971 or consent of instructor. Focuses on the theoretical, legal/ethical, and practical dimensions of human resources management in health systems.
- 6974. Financial Management and Decision Making in Health Systems (3)** P/C: NURS 6001, 6002, 6994, 6984, Basic Accounting course or consent of instructor. Focuses on practical applications of financial concepts in making nursing decisions and accomplishing service delivery goals in the current health system.
- 6977. Nursing Leadership Practicum I (4)** P/C: NURS 6001, 6002 and consent of instructor. Application of organizational and administrative theory, ethics, and clinical service and outcome management concepts within nursing and health systems.
- 6978. Nursing Leadership Practicum II (4)** P/C: NURS 6001, 6002, 6994, 6977 and consent of instructor. Application of organizational and administrative theory within nursing and health systems in a selected focus area.
- 6981. Qualitative Methods and Data Analysis in Health Research (3)** Open to graduate students in other disciplines. P: NURS 6994 or equivalent research course. Various data analysis techniques for qualitative research. Data collection, organization, and first-level analysis.

6983. Administrative and Organizational Theory and Ethics: Applications in Nursing and Health Systems (3) P/C: NURS 6001, 6002, or permission of instructor. Examines organizational, administrative, and ethical theory that relate to the leadership of nursing and health systems.

6984. Informatics for Advanced Nursing Practice (3) Application of informatics systems to practice, research, education, and administration of nursing.

6985. Management of Clinical Services Delivery and Outcomes (3) P/C: NURS 6001, 6002, 6971, 6994, or consent of the instructor. Explores the elements of nursing leadership in health systems essential to planning, organizing, staffing, directing, and evaluating patient care delivery outcomes.

6993. Advanced Nursing Synthesis (1) P: Consent of graduate advisor. Seminar for synthesis of graduate nursing concepts.

6994. Research Methods for Advanced Nursing (3) P: Graduate student status or consent of instructor. Research methods and design as basis for clinical and organizational decision making and scientific inquiry. Quantitative and qualitative research methodology and development of biopsychosocial approaches to study of phenomena.

6998. Nursing Research Practicum (3) P: NURS 6994. Focus on student's ability to participate in research project, use scientific inquiry, and solve problems related to nursing practice. Participate with faculty mentor in research endeavor consistent with student's career goals.

7000. Thesis (3) May be repeated. May count maximum of 3 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

7004. Research Ethics for a Complex World (2) Same as HUMS 7004 and GRAD 7004 Concerned with issues associated with scientific research, institutional responsibilities of scientists and critical skills for evaluation of ethical aspects of research.

7100. Qualitative Research: Analysis and Interpretation (3) Same as HLTH 7100, OCCT 7100 P: NURS 8235 or consent of instructor. Application and evaluation of qualitative research design and methods, including data collection, management, and analysis approaches, and the art and science of interpretation.

7270. Introduction to Historical Nursing Research (3) Uses historical analysis to understand development of nursing.

7271. Complementary and Alternative Therapies in Nursing Practice (3) P: Consent of chair. Evaluates the integration of complementary and alternative therapies into nursing care.

7272. American Nursing Traditions of the Eighteenth and Nineteenth Centuries (3) Nursing history and traditions, with a focus on the art of constructing caring communities, and the science of creating healing environments.

8006. Selected Topics (1,2,3) May be repeated for a maximum of 6 s.h. P: Consent of program director. Current issues in nursing science and nurse scientist roles.

8220. Philosophy of Science (3) P: Admission to the PhD in nursing program or consent of program director. Examines nature and evolution of philosophic bases of nursing science and practice.

8225. Development of Nursing Knowledge (3) P: NURS 8220 or consent of program director. Considers inductive and deductive approaches to theory development. Integrates relationships among research, theory, and knowledge development.

8226. Statistical Methods for Nursing Research I (3) P: Admission to the PhD in nursing program or consent of program director. Examines use of statistics for descriptive purpose, testing proposed relationships, predictions, and determining causality.

SECTION 8: CURRICULA

8227. Statistical Methods for Nursing Research II (3) P: NURS 8226 or consent of program director. Examines multivariate statistical methods including multivariate analysis of variance, exploratory and confirmatory factor analysis, path analysis, and structural equation modeling.

8235. Qualitative Methods (3) P: NURS 8225 or consent of program director. Considers assumptions, principles, methods, and outcomes through analysis of variety of qualitative approaches to research.

8240. Quantitative Methods (3) P: NURS 8227 or consent of program director. Considers assumptions, principles, methods, and outcomes through analysis of a variety of quantitative approaches to research.

8241. Instrumentation and Measurement (3) P: NURS 8240 or consent of program director. Examines processes involved in designing, testing, and selecting instruments and other devices for measurement of nursing phenomena.

8255. Directed Research (1,2,3) May be repeated. Minimum 7 s.h. is required; maximum 12 s.h. may count. P: NURS 8235 and/or NURS 8240 or consent of program director. Mentorship and interdisciplinary research experience under guidance of nursing faculty member.

8260. State of Clinical Nursing Science (3) P: NURS 8235 and 8240 or consent of program director. Focuses on selected domains of knowledge relevant to clinical nursing science.

8265. Evolving Clinical Nursing Science (3) P: NURS 8260 or consent of program director. Formulate approaches to implement identified directions for knowledge development in clinical nursing science.

8500. Independent Study (1-3) May be repeated. May count a maximum of 6 s.h. P: Consent of instructor. Independent exploration of area(s) of interest in nursing science.

9000. Dissertation Research (3-12) May be repeated. Minimum of 6 s.h. required; maximum of 12 s.h. may count. P: Successful completion of candidacy examination. Original research investigation on a significant aspect of nursing science.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

NURS Banked Courses

5000. Nursing Care for Families: A Systems Perspective (3)

5011. Perspectives on Death and Dying (3)

5025. Computer Applications in Nursing (2)

5327. Women's Health (3)

5460, 5461. Patient Education for Interdisciplinary Health Care Providers (3,0)

5900. School Nursing Practice (3)

6009. Health Assessment of School Age Children and Adolescents (3)

6011. School Health Program Management (3)

6012. Vulnerable School Age and Adolescent Populations (3)

6111. Health Assessment of the Adult Female (1)

6209. Management of Health Promotion and Disease Prevention in Adult Health Nursing (2)

6215. Management of Chronic Adult Health Problems (2)

6216. Clinical Nursing II: Parent-Child Nursing (2)

6217. Clinical Nursing II Practicum: Parent-Child Nursing (2)

6218. Clinical Nursing II: Psychiatric/Mental Health Nursing (2)

6219. Clinical Nursing II Practicum:

Psychiatric/Mental Health Nursing (2)

6225. Management of Acute Adult Health Problems (2)

6226. Clinical Nursing III: Parent-Child Nursing (2)

6227. Clinical Nursing III Practicum: Parent-Child Nursing (2)

6228. Clinical Nursing III: Psychiatric/Mental Health Nursing (2)

6229. Clinical Nursing III Practicum:

Psychiatric/Mental Health Nursing (2)

6321. School Health Nursing: Principles and Practice (3)

6380. Interdisciplinary Practice: Services for Children with Serious Emotional Disturbances and Their Families (3)

6410. Methods of Evaluation in Nursing (3)

6906. Nursing Management (3)

6907. Practicum in Nursing Management (3)

6970. Quality and Cost Management of Nursing (3)

6972. Organizational Behavior in Nursing Administration (2)

6979. Clinical Services Administration III (4)

COLLEGE OF TECHNOLOGY AND COMPUTER SCIENCE

David White, Interim Dean, Suite 100, Science and Technology Building

The College of Technology and Computer Science is comprised of the Departments of Computer Science, Construction Management, Engineering, and Technology Systems.

DEPARTMENT OF COMPUTER SCIENCE

John Placer, Chairperson, Suite 124-C, Science and Technology Building

MS IN COMPUTER SCIENCE

Applicants to the master of science degree in computer science must meet the admission requirements of the Graduate School, have an undergraduate degree in computer science or a related field, be able to demonstrate significant study in computer science, including a study of computer architecture and software design, be proficient programmers in at least one high-level programming language, submit three letters of recommendation, and have satisfactory scores on the general portion of the Graduate Record Examinations. Applicants whose native language is not English must additionally submit a satisfactory score on the Test of English as a Second Language (TOEFL).

Each applicant's credentials will be reviewed by the director of graduate studies, who will determine if undergraduate deficiencies are present and, if so, will prescribe a method for their removal and determine a precondition for admission.

Minimum degree requirement is **30 s.h.** of credit as follows:

1. Core courses (12 s.h.): CSCI 6120, 6230, 6420, and one of 5210 or 5220; an additional 18 s.h. selected from CSCI courses numbered 5000 or above, including 3-6 s.h. of thesis or research project. At least 15 s.h. must be in courses numbered 6000 or above. Up to 6 s.h. of the following courses can count toward the 18 hours of CSCI elective courses:
 - SENG 6240. Software Architecture and Design (3) (P/C: SENG 6230)
 - SENG 6250. Software Systems Modeling and Analysis (3) (P/C: SENG 6230)
 - SENG 6270. Software Verification and Validation (3) (P/C: SENG 6230)
2. A minimum cumulative GPA of 3.0 must be submitted for all graduate courses. No more than 6 s.h. of course work evaluated as C may be counted toward the degree.
3. Satisfactory score on a comprehensive examination covering 12 s.h. of course work.
4. Following successful completion of the comprehensive examination, the student must design and complete CSCI 6995 or 7000 under the direction of an advisor. The project or thesis must be successfully defended before the student's examination committee.
5. Students must attend at least five research seminars and present at least one research seminar during the course of study.
6. A minimum cumulative GPA of 3.0 must be submitted for all graduate courses. No more than 6 s.h. of course work evaluated as C may be counted toward the degree.

CSCI: COMPUTER SCIENCE

5002. Logic for Mathematics and Computer Science (3) Same as MATH 5002 P: CSCI 3310 or CSCI 3510 or MATE 3223 or 2775 or MATH 2427 or 2775 or 3256 or PHIL 3580 or equivalent. Methods of mathematical logic important in mathematics and computer science applications.

5210. Operating Systems II (3) P: CSCI 4630 or consent of instructor. Theory and practice of concurrent processes in computer operating systems. Process scheduling. Memory and auxiliary storage management.

5220. Program Translation (3) P: CSCI 4627 or consent of instructor. Formal language specification for programming languages. Advanced parsing techniques. Code generation and optimization.

5501, 5502, 5503. Independent Study (1,2,3) Minimum of 3-6 hours per week depending on nature of work assigned. P: CSCI 3601 or equivalent or consent of instructor. Advanced computer science students study topics that supplement regular curriculum.

SECTION 8: CURRICULA

5774. Programming for Research (3) Same as MATH 5774 For graduate student who wishes to use computer science to meet required research skills in his or her dept. May not count toward MATH major or minor. P: General statistics course or consent of instructor. Emphasis on minimum-level programming skill and use of statistical packages.

5800. Artificial Intelligence (3) P: CSCI 3310 or CSCI 3510 or consent of instructor. Fundamental problems and techniques of artificial intelligence. Heuristic search. Concepts of expert systems.

6100. Cryptography and Information Security (3) P: Consent of instructor. Cryptographic techniques to provide secrecy and authenticity of information communicated over an insecure channel; private-key cryptography, public-key cryptography and deployed cryptography.

6120. Computer Systems Architecture (3) P: CSCI 4520 or consent of instructor. Sequential architectures, instruction sets, addressing modes, and control structures. Introduces parallel architectures.

6130. Networking and Telecommunication (3) P: CSCI 6120 or consent of instructor. Theory and case studies of modern networking protocols and telecommunication methods. Local area and long-haul networks.

6140. Mobile Communications and Wireless Security (3) P: CSCI 6130; or consent of instructor. Signals, access protocols, application requirements, and security issues with a focus on digital data transfer.

6220. Topics in Language Design (3) P: CSCI 3675 or consent of instructor. Semantics and implementation characteristics of languages supporting modern computing paradigms such as functional programming, logic programming, constraint programming, and object-oriented programming.

6230. Software Engineering Foundations (3) Same as SENG 6230 P: Consent of instructor. Software project development using software engineering principles and current software development techniques.

6300. Cryptographic Protocols (3) P: CSCI 6100; or consent of instructor. Design and analysis of cryptographic protocols for various tasks; emphasis on applications beyond providing secrecy and authenticity of messages.

6410. Design and Analysis of Algorithms (3) P: CSCI 3650 or consent of instructor. Methods of designing efficient algorithms, case studies. Analysis of complexity of algorithm.

6420. Computability and Complexity (3) P: CSCI 4602 or consent of instructor. Computability, Church's thesis, formal models of computation. Introduces complexity theory.

6600. Data Base Management Systems (3) P: CSCI 3700 or consent of instructor. Theory and techniques of data base management systems. Examines implementations of DBMS.

6710. Developing e-Commerce Systems (3) P: CSCI 6230; or consent of instructor. Introduces use of concepts, technologies, and building blocks from computer science, practical software engineering, and business development in building e-Commerce systems. Systematic life-cycle approach to developing successful e-Commerce systems essential to wide range of organization and software developers.

6810. Topics in Artificial Intelligence (3) P: CSCI 5800 or consent of instructor. Study of state of the art in selected topic on artificial intelligence.

6820. Computer Graphics (3) P: CSCI 3800 or consent of instructor. Principles and techniques of image rendering. Use of image rendering software.

6905. Topics in Computer Science (3) May be repeated once with change of topic. P: Consent of instructor. Current topic in computer science.

6995. Research Project (3) P: Approval of director of graduate studies. Student selects, investigates, and reports to faculty on challenging research project.

7000. Thesis (3) May be repeated. May count maximum of 3 s.h.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

CSCI Banked Courses

5726. Scientific Programming (1)

6605. Data Structure and Algorithm Design (3)

6603. Microcomputer Programming (3)

MS IN SOFTWARE ENGINEERING

The College of Technology and Computer Science offers a master's of science in software engineering that is available online and on campus. The program prepares students to be able to specify, implement, and manage large software system projects from initial concept to the end of product life that are on time, on budget, and meet functional requirements.

ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the Graduate School. Acceptance to the master of science degree in software engineering is based on satisfactory undergraduate grades, scores on either the Miller Analogy Test or the Graduate Record Examinations, and letters of reference. Applicants whose native language is not English must additionally submit a satisfactory score on the Test of English as a Foreign Language. Completion of an undergraduate degree in computer science, software engineering, computer engineering, electrical engineering, information systems or a related discipline is recommended for admission. Students from other disciplines or applicants with limited technical expertise are evaluated on a case-by-case basis by the program admissions committee. In some cases, remedial undergraduate courses or additional graduate courses are required as a precondition for admission. Online students in the program are required to have fully functional computer hardware and full Internet connectivity. Requirements for completing the master of science in software engineering are described below.

Minimum degree requirement is **30 s.h.** of credit as follows:

- I. Core.....18-21 s.h.
 - SENG 6230. Software Engineering Foundations (3)
 - SENG 6235. Software Project Management (3) (P/C: SENG 6230)
 - SENG 6240. Software Architecture and Design (3) (P/C: SENG 6230)
 - SENG 6270. Software Verification and Validation (3) (P/C: SENG 6230)
 - SENG 6280. Process Management and Lifecycle Modeling (3) (P/C: SENG 6230)
 - SENG 6290. Software Engineering Project (3) (P/C: SENG 6230; or consent of instructor) or SENG 7000. Thesis (3) (P: SENG 6230 and consent of instructor)
2. Electives.....9-12 s.h.
 - CSCI 5220. Program Translation (3) (P: CSCI 4627 or consent of instructor)
 - CSCI 6130. Networking and Telecommunications (3) (P: CSCI 6120; or consent of instructor)
 - CSCI 6140. Mobile Communication and Wireless Security (3) (P: CSCI 6130; or consent of instructor)
 - CSCI 6600. Database Management Systems (3) (P: CSCI 3700; or consent of instructor)
 - CSCI 6710. Developing e-Commerce Systems (3) (P: Consent of instructor)
 - SENG 6250. Software Systems Modeling and Analysis (3) (P/C: SENG 6230)
 - SENG 6260. Software Metrics and Quality Management (3) (P/C: SENG 6230)
 - Up to 6 s.h. from the following list:
 - CSCI 5210. Operating Systems II (3) (P: CSCI 4630; or consent of instructor)
 - CSCI 5800. Artificial intelligence (3) (P: CSCI 3310 or CSCI 3510 or consent of instructor)
 - CSCI 6100. Cryptography and Information Security (3) (P: Consent of instructor)
 - CSCI 6120. Computer Systems Architecture (3) (P: CSCI 4520; or consent of instructor)
 - CSCI 6410. Design and Analysis of Algorithms (3) (P: CSCI 3650; or consent of instructor)
 - CSCI 6420. Computability and Complexity (3) (P: CSCI 4602; or consent of instructor)

A minimum cumulative GPA of 3.0 must be submitted for all graduate courses. No more than 6 s.h. of course work evaluated as C may be counted toward the degree.

SECTION 8: CURRICULA

SENG: SOFTWARE ENGINEERING

6230. Software Engineering Foundations (3) Same as CSCI 6230 P: CSCI 4200 or consent of instructor. Software project development using software engineering principles and current software development techniques.

6235. Software Project Management (3) P/C: SENG 6230. Advanced methods and techniques to initiate, plan, and control large and complex software development projects.

6240. Software Architecture and Design (3) P/C: SENG 6230. Software development issues related to software architecture and design. Examines software development and implementation

6250. Software Systems Modeling and Analysis (3) P/C: SENG 6230. Methods for the construction of software including formal notation language and its application to the analysis and specification of software system requirements.

6260. Software Metrics and Quality Management (3) P/C: SENG 6230. Software quality metrics associated with process and product metrics. Examines development of software using various types of metrics and models employed in the field of software quality engineering.

6270. Software Verification and Validation (3) P/C: SENG 6230. Verification and validation strategies and techniques throughout the software life-cycle, including processes that assure the desired software and documentation are developed and maintained.

6280. Process Management and Lifecycle Modeling (3) P/C: SENG 6230. Foundations of software management and support over the complete life cycle including maturity models, change management, and optimization.

6290. Software Engineering Project (3) P/C: SENG 6230 or consent of instructor. Practical process-based and industry-oriented view of software engineering practices. Exposure to research, software development, and implementation of professional level software.

7000. Thesis (3) P: SENG 6230 and consent of instructor. May be repeated. May count maximum of 6 s.h.

DEPARTMENT OF CONSTRUCTION MANAGEMENT

Douglas W. Kruger, Chairperson, 119 Rawl Building

The Department of Construction Management offers graduate courses leading to the master's degree. The department is a proponent of collaborative network-based learning and offers its graduate program online. Graduates from this program are prepared to manage rapidly changing technologies and technical systems.

MASTER OF CONSTRUCTION MANAGEMENT (MCM)

Applicants to the master of construction management must meet the admission requirements of the Graduate School, have an undergraduate degree in construction management or a related field, show strength in experience at the management level, and have completed a minimum of three years of construction experience after degree completion. Students from other disciplines may also be accepted but must typically have a minimum of ten years of construction experience. All applicants must submit a portfolio to demonstrate type and extent of construction experience. The portfolio will be the primary evaluation tool for final admission of all applicants. A faculty committee will evaluate each portfolio. Students accepted into the program shall meet the proscribed computer system, software, and Internet connectivity to verify their compliance with construction management online requirements.

The master of construction management requires **30 s.h.**: CMGT 6600, 6610, 6620, 6630, 6640, 6650, 6660, 6662, 6664, 6700.

CMGT: CONSTRUCTION MANAGEMENT

5503. Independent Study: Construction (3) May be repeated for credit with consent of chair. Research-oriented. Problem solving with tools, materials, and processes of construction industry.

6600. Critical Analysis and Evaluation of Construction Documentation (3) P: Acceptance into the MCM program. Methods of critically analyzing project data associated with construction design, process application, and project control problems and formulating logical solutions through a variety of documentation sources.

6610. Advanced Computer Applications in Construction (3) P/C: CMGT 6600. Understanding emerging computing and information technologies in construction management and engineering.

6620. Human Resources and Training (3) P: CMGT 6600. Study of human resources in construction business environments; the theories of human behavior and how it is influenced by leadership, organization, environment, motivation, and culture.

6630. Advanced Applications in Construction Scheduling (3) P: CMGT 6600. Managing construction scheduling, project control, and strategic planning and analysis of single and multiple projects.

6640. Land Use Management and Development (3) P: CMGT 6600. Principles and practice of site planning and infrastructure design for large urban developments, with relevant aspects of land use theory and implications for site planning.

6650. Global Management of Construction (3) P: CMGT 6600. Special problems and procedures related to international construction projects; impact of social, cultural, legal, and financial aspects of international contracting; logistics of labor, materials, and equipment in a foreign environment.

6660. Quality Control Systems (3) P: CMGT 6600. Developing and implementing methods of controlling and evaluating quality control in all processes of construction.

6662. Legal Implications of Design and Construction (3) P: CMGT 6600. Risk liability in construction industry, contract case law, tort law, negligence, products liability, and role of liability insurance and professional liability of designers and building contractors.

6664. Advanced Cost Estimating/Cost Analysis (3) Incorporates emerging estimating and cost control measures in construction industry. Conceptual and definitive estimating, cost developing, cost analysis methods, project delivery implications, international work implications, and computer applications and modeling.

6670. Special Topics in Construction (3) P: Consent of chair. Exploration and research in personal areas of interest.

6700. Research Capstone Seminar (3) P: CMGT 6610; consent of instructor. Provides graduate students in construction management an opportunity to conduct independent study and research for the non-thesis master's degree program.

DEPARTMENT OF TECHNOLOGY SYSTEMS

Elmer C. Poe, Interim Chairperson, Suite 200, Science and Technology Building

The Department of Technology Systems offers graduate programs leading to the graduate certificate, the master of science, and a consortium-based doctor of philosophy. The department is a leading proponent of collaborative network-based learning and offers many of its graduate programs online. Graduate certificates for computer network professional and website developer and information assurance are offered. Master's degree programs include study in digital communications, computer networking management, industrial distribution and logistics, information security, manufacturing systems, occupational safety, and performance improvement. A five-university consortium offers a PhD in technology management. Graduates from all of these programs are prepared to manage rapidly changing technologies and technical systems. Students are expected to be proficient in use of a personal computer and have access to high speed internet service.

GENERAL ADMISSION REQUIREMENTS

Applicants must meet the admission requirements of the Graduate School. Acceptance into any master's degree program in the Department of Technology Systems is based on satisfactory undergraduate grades, scores on a graduate test such as the Miller Analogy Test or the Graduate Record Examinations (GRE), and letters of reference. Completion of an undergraduate degree in a field related to the desired concentration or significant related technical experience are required for admission. Students with limited technical expertise or a non related baccalaureate degree are evaluated on a case-by-case basis by the Department Graduate Admissions Committee. In some cases, remedial undergraduate courses or additional graduate courses are required to complement the graduate program.

MS IN OCCUPATIONAL SAFETY

The master of science in occupational safety requires **30 s.h.** credit and is comprised of courses that build upon expertise in foundational regulatory and technical aspects of occupational safety. Required courses include: SAFT 6040, 6250, 6290, 6310, 6402, 6288; and EHST 6700 and 6701 or SAFT 6805. Electives from EHST, ITEC, SAFT or other areas are selected as approved by the Graduate Program Coordinator. Students who are deficient in the foundational regulatory and technical aspects of occupational safety may be required to take additional courses. Program pre-requisites include chemistry with lab and statistics.

Non-thesis option: SAFT 6995; 6 s.h. of approved electives.
Thesis option: BIOS 702 I; SAFT 7000; 3 s.h. of approved electives.

MS IN TECHNOLOGY SYSTEMS

Minimum degree requirement is **30 s.h.** of credit as follows:

- 1. Common core: ITEC 6000, 6050, 6200, 6406 12 s. h.
- 2. Concentration area (Choose one)..... 18 s.h.
 - Computer networking management:*
ICTN 6823, 6850, 6865, 6875, 6880, 6885
 - Digital communications technology:*
ICTN 6810, 6820, 6823, 6830, 6840, 6850
 - Environmental planning and development:*
PLAN 5025, 5065, 6020, 6029, 6301, 6305
 - Industrial Distribution and Logistics:*
IDIS 6500, 6535, 6545; ITEC 6001, 6600; approved elective from ICTN, IDIS, ITEC, SAFT
 - Information Security:*
ICTN 6823, 6865, 6870, 6873, 6878, 6883
 - Manufacturing Systems:*
IDIS 6535; ITEC 6001, 6002, 6003, 6600; approved elective from ICTN, IDIS, ITEC, SAFT
 - Performance Improvement*
EDTC 6010, 6020, 6045, 7125; ITEC 6001; approved elective from EDTC, ICTN, IDIS, ITEC, MGMT, PSYC
 - Quality Systems:*
IDIS 6535; ITEC 6001, 6110, 6112, 6600; approved elective from ICTN, IDIS, ITEC, SAFT

The master of science degree program is designed to serve the needs of students who possess a baccalaureate degree in technology systems and related technology oriented disciplines. The program of study includes course work composed of four core courses, and six in the area of specialization. All students are required to apply theory to practice through analytical projects and research papers involving industry problems and applications. Concentrations are currently available in computer networking management, digital communication technology, industrial distribution and logistics, information security, performance improvement, environmental planning, and manufacturing systems. The emphasis of the master of science degree program is on technology management, application to practice, and creative problem solving in technology driven industry and business.

The core consists of courses which emphasize the fundamental skills and knowledge deemed important by industrial employers and technology managers. Graduates must be able to use information processing systems to more effectively communicate, process information, access data, and solve problems in industry; evaluate the performance of technical systems and interpret

the significance of data pertaining to product quality and reliability; be familiar with contemporary issues relating to people and technology in competitive, world-class markets; identify and apply techniques for organizing resources to enhance productivity and accomplish objectives in a cost-efficient and timely manner; and serve as effective leaders and managers.

Students with limited technical expertise are evaluated on a case-by-case basis. In some instances, remedial undergraduate courses or additional graduate courses are required to complement the graduate program. All courses are offered in an online format for all concentrations. Students must have access to current computing technology and full Internet access. Additional details regarding platforms and connectivity are available by contacting the Department of Technology Systems.

Computer Networking Management

Courses in this concentration emphasize advanced technologies used in the design, implementation, administration, monitoring, optimization, and maintenance of data communication and computer networking systems in industry.

Digital Communications Technology

Courses in this concentration emphasize a broad understanding of communication theory and practice in the transmission of digital data, including signal generation, conditioning, transmission, error detection and correction, and the underlying technologies used to retrieve, process, store, and analyze data in organizations.

Environmental Planning and Development

Courses serving the needs of students to provide training that will equip the student to work in the coastal regions across the nation, developing sustainable building and hazard mitigation codes as well as maximizing the recreational opportunities while minimizing the impact on the environment.

Industrial Distribution and Logistics

This concentration prepares students for the evolving and changing technology management techniques and theories in the area of distribution and logistics. Focus is on understanding, modeling, analyzing, and improving the supply chain and its related elements.

Information Security

Courses in this concentration prepare students to design and manage a system for securing and protecting the integrity of information in governmental, private, and non-profit data network systems.

Manufacturing Systems

Courses in this concentration emphasize the design, management, and control of human and technological operations systems primarily applied to manufacturing systems.

Performance Improvement

This concentration serves students with a human resource and organizational performance improvement career interest. Courses focus on a systems view of how to develop and implement significant improvement in organizational performance in a technology driven organization.

Quality Systems

This concentration prepares students for upper-level positions in quality management fields. The program provides industry-based, problem-solving experiences in the application of technology, planning, productivity improvement, quality, statistical analysis, and management systems.

Thesis Option

For students interested in a research focus, the MS in technology systems provides a thesis option with six credit hours of the required thirty hours dedicated to the development of independent research. Students should identify a thesis advisor early and develop an abstract of the research topic and the contribution. The MS thesis option committee will consist of three members.

PHD IN TECHNOLOGY MANAGEMENT

The School of Industry and Technology is one of five universities collaborating to provide an online PhD program in technology management. The degree is awarded through Indiana State University and is designed to prepare scholars for leadership positions in education, industry, government, and business. The program consists of a minimum of **90 s.h.** beyond the baccalaureate. Students are required to successfully complete preliminary and comprehensive examinations, design and conduct original research, and defend a doctoral dissertation. An individualized program of study and applied research internship is also required.

The program involves five areas of required study: technical core (15 s.h.), research core (27 s.h.), technical specialization (30 s.h.), internship (6 s.h.), and cognates (12 s.h.). Additional courses may be required to address deficiencies. ITEC 6050 is a prerequisite to all distance learning programs. Design of each candidate's program of study is dependent on their goals and background experiences.

Four technical specializations are currently available: digital communication systems, construction management, manufacturing systems, quality systems, and human resource development. ECU provides the lead on specializations in digital communication and manufacturing systems. Students identify a "home university" based on their technical specialization and/or geographic location.

CERTIFICATE PROGRAMS

Computer Network Professional Certificate Program

The computer network professional certificate program prepares graduates for employment in the computer networking industry. The skills developed in the course work lead to successful careers as network administrator, data communication manager, communication specialist, etc.

The program is structured to achieve this objective through 15 s.h. of advanced course work. Information in the courses is cumulative; therefore the program requires 18 months to complete.

The computer network professional certificate program is offered online via the Internet. Students in the program are required to have fully functional computer hardware and full Internet connectivity. Additional details regarding platforms are available by contacting the Department of Technology Systems, College of Technology and Computer Science.

Required courses: ICTN 6800, 6810, 6820, 6823, 6830.

Information Assurance Certificate Program

The information assurance certificate program prepares graduates for employment in various levels of information technology industry. The skills included in the course work are required to be successful in such positions as information security specialist, network security analyst, and information security manager.

The program is structured to achieve this objective through 15 s.h. of advanced course work. Information in the course is cumulative; therefore the program requires three semesters to complete.

The information assurance certificate program is offered online via the Internet. Students in the program are required to have fully functional computer hardware and full Internet connectivity.

Due to the nature of the advanced skills, the prerequisites of this program include the knowledge of basic data communication, computer networking, and computer operation as evidenced by one of the following: COMPTIA Network+ certification or Cisco CCNA certification or equivalent course work. The prerequisite requirement can also be achieved by taking several ECU courses.

Required courses: ICTN 6800, 6823, 6865, 6873, 6878.

Lean Six Sigma Certificate Program

The lean six sigma certificate program prepares graduates for employment in industry in a variety of jobs related to quality or process improvement. The skills developed in the course work can lead to successful careers as a lean six sigma facilitator,

continuous improvement manager, project leader, and similar positions. The program is structured to achieve this objective through internet-based, online advanced course work. Students are required to have high-speed internet connections.

Minimum certificate requirement is 15 s.h. of credit as follows:

Choose 12 s.h. from the following: ITEC 6001, 6002, 6003, 6110, 6112.

Choose 3 s.h. from the following: ITEC 6001, 6002, 6003, 6110, 6112, 6600, 6535, 6545.

Any individual course may be taken only once for application towards the MS degree requirements and the certificate requirements. All prerequisites must be satisfied on a course by course basis.

The courses are scheduled to allow completion of the certificate program in 18 months.

Transfer hours are not accepted in the lean six sigma certificate program.

Performance Improvement Certificate Program

Applicants to the Certificate in Performance Improvement must currently have a bachelors degree. Students may transfer up to 9 semester hours as a non degree student toward the graduate MS in Instructional Technology or an MS in Performance Systems Improvement. Graduate School retention standards will apply. Required courses: EDTC 6010, 6020, 6125, ITEC 6001, 6200, 6050

Website Developer Certificate Program

The website developer certificate program prepares graduates for employment as website developers and managers. The skills learned in this certificate program are required to be successful in jobs with titles such as web master, web designer, etc.

The program is structured to achieve this objective through 15 s.h. of advanced course work. Information in the courses is cumulative; therefore the program requires eighteen months to complete.

The website developer certificate program is offered online via the Internet. Students in the program are required to have fully functional computer hardware and full Internet connectivity. Additional details regarding platforms are available by contacting Department of Technology Systems in the College of Technology and Computer Science.

Required courses: ICTN 6800, 6815, 6825, 6835, 6845.

ICTN: INFORMATION AND COMPUTER TECHNOLOGY

6200. Information Technology Project Management (3) Skills and knowledge required to manage information technology projects including project planning, cost analysis, human factors, project network diagrams, and risk management.

6800. Internet Research Methods (3) Collaboration methods that emphasize problem-solving in industry and other technical environments.

6805. Computer Networking Hardware (3) Hardware components used in modern networking environment. Emphasis on operational characteristics and specification of each component used in computer network.

6810. Communication Technology (3) P/C: ICTN 6800 or ITEC 6050, 6805 or equivalent experience. Analysis of design, development, and operation of contemporary technical systems used by industry to transmit, process, retrieve, preserve, and store information.

6815. Network Media Services (3) Internet connectivity required. P/C: ICTN 6800 or 6050. Study of design and implementation of multimedia technology applied to enterprise website strategy. Topics include design of multimedia objects and technology for deploying media rich environment.

6820. Networking Technology for Industry (3) P: ICTN 6810. Design, implementation, and maintenance of industrial computer networks.

6823. Information Security Management (3) P/C: ICTN 6800 or 6050; 6810 or consent of instructor; ITEC 6050. Survey of information security terms, concepts, principles, and applications in data networking environment.

SECTION 8: CURRICULA

6825. Dynamic Web Services (3) P: ICTN 6815. Modern technologies for providing dynamic contents with enterprise websites. Topics include creation and management of dynamics web services.

6830. Advanced Networking Technology (3) P: ICTN 6810. Advanced topics in computer networking technology used in industry. Problem-solving activities dealing with installation, configuration, and security of internet and intranet services.

6835. Enterprise Web Services (3) P: ICTN 6825. Study of integrated web services to a successful enterprise web presence. Topics include development of web site with multiple integrated services, website performance, and security consideration.

6840. Communication Strategies for Industry (3) P: ICTN 6830. Models and techniques advocated by leaders in field of communications to provide basis for improving exchange of information at all levels of industrial organization.

6845. Web Site Development (3) P: ICTN 6835. Latest technology in developing successful web sites on Internet as related to industry and business applications, including protocols, standards, and programming tools.

6850. Managing Technological Change (3) P/C: ICTN 6800 or ITEC 6050. Operational policies and related legal issues for information technology systems in organizations. Topics cover government and industry regulations, policies applied to information technology, industry, development of enterprise polices on effective and legal use of information technology, and other polices related to information technology environment.

6853. Cryptography Algorithms and Applications (3) P/C: ICTN 6800 or ITEC 6050. Key cryptographic terms, concepts, principles, and applications in networked environment.

6855. Networked Commerce Systems (3) P/C: ICTN 6800 or ITEC 6050. Design and implementation of network-based commerce systems. Considers infrastructure support issues.

6860, 6861, 6862. Special Topic in Technology (1,2,3) May be repeated for credit with consent of director of graduate studies. Research in trends, problems, and issues related to field of industrial technology.

6865. Fundamental Network Security (3) P: ICTN 6800 or ITEC 6050. Survey of security challenge to data communication and computer network. Topics include evaluation of network security threats, fundamental configuration of enterprise network devices, and enterprise network security policy development.

6870. Advanced Network Security (3) P: ICTN 6865. Advanced technology for providing secure access to enterprise information network and resources. Topics include Virtual Private Network (VPN) implementation, intrusion detection system implementation and configuration, and organizational security models.

6873. Network Intrusion Detection and Incident Response (3) P: ICTN 6865. State-of-art intrusion detection technology for protecting data network from malicious attack.

6875. Emerging Technology (3) Internet connectivity required. P: ICTN 6865. State-of-art technologies for accessing enterprise data communication network infrastructure. Topics include wireless, WLAN, broadband Internet access, web application on mobile units, and Storage Area Network.

6878. Legal and Ethical Issues in Information Technology (3) P: ICTN 6823. Surveys legal environment of information technology and issues relating to privacy, policy, and unauthorized computer and network intrusion, as covered by federal, state, and local regulations.

6880. Advanced Topics in Information Infrastructure Design (3) P: ICTN 6865. Advanced features in providing reliable information infrastructure for organizations. Topics include current and future development of dynamic routing and switching protocols, such as OSPF, BGP, MLS, etc. Covers issues on IPv6 and its deployment.

6883. System Integrity for Information Technology (3) P: ICTN 6873. Capstone to provide systematic approaches to design and deployment of comprehensive information integrity measures for data network systems.

6885. Network Management Technology (3) P: ICTN 6880. Current technologies to address enterprise-wide data communication network management. Topics include planning and deploying hardware and software solution for enterprise network management.

7001. Thesis: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting thesis research may only register for this course during the summer.

9001. Dissertation: Summer Research (1) May be repeated. No credit may count toward degree. Students conducting dissertation research may only register for this course during the summer.

IDIS: INDUSTRIAL DISTRIBUTION

6500. Collaborative Planning in the Supply Network (3) P/C: ITEC 6050. Detailed analysis of collaboration among supply network partners; specifically collaborative planning and forecasting for replenishment (CPFR).

6515. Logistical Security and Safety Management (3) P/C: ITEC 6050. Covers logistical issues involved with laws and regulations internationally and in US. Includes safety issues involved in logistics such as container security as well as new laws that have affected logistics since inception of Homeland Security.

6525. Transportation Logistics Management (3) P/C: ITEC 6050. Comprehensive examination of critical issues involved in domestic and international transportation management. Provides insight into most important laws, rules, regulations, treaties, and practices remaining in today's deregulated transportation environment.

6535. Supply Chain Logistics Management (3) P/C: ITEC 6050. Examines critical issues involved in supply chain logistics management. Issues such as e-business, procurement and outsourcing, supply chain distribution strategies, and latest technology trends in supply chain logistics management discussed.

6545. Global Logistics Management (3) P/C: ITEC 6050. Examines critical issues involved in global logistics management. Customs, global trading documentation, security issues, NAFTA and free trade, risk management, homeland security issues, and strategic global trade and business options discussed.

ITEC: INDUSTRIAL TECHNOLOGY

5100. Internship in Industrial Technology (3) Supervised internship. P: Consent of graduate director. Placement in industrial or technical firm. Requires journal of related activities and final report.

6000. Statistical Applications in Industry (3) P/C: ITEC 6050. Applies statistical quality control and assurance systems in technology context, including manufacturing, construction, and electronics.

6001. Process Analysis and Change Initiatives (3) P/C: ITEC 6050. Change and the analytic processes required to identify, document, define, and measure requirements and limitations for any manufacturing or service system. Methods for system improvement will be introduced.

6002. Lean Manufacturing (3) P/C: ITEC 6050. Study of the fundamental lean manufacturing techniques based on the Toyota Production System including Takt time, 5S, and other methods to minimize waste.

6003. Advanced Lean Techniques (3) P/C: ITEC 6050 and ITEC 6002. Study of advanced lean manufacturing techniques based on the Toyota Production System including manufacturing cell development and other advanced methods to minimize waste.

6010. Readings in Industry (3) P/C: ITEC 6050; consent of director of graduate studies. Comprehensive study of contemporary topics of importance. Reading, seminar discussion, written critiques, and conferencing between student and instructor.

6050. Strategies for Technical Management and Communications (3) Collaborative learning methods that emphasize problem-based learning, heuristics devices, and critical thinking to solve engineering and engineering-related problems.

SECTION 8: CURRICULA

6100. Practicum in Industrial Technology (3) May be repeated for maximum of 12 s.h. May count maximum of 3 s.h. P: ITEC 6400; P/C: ITEC 6050; consent of director of graduate studies. Capstone industry-based project. Supervised by committee of ITEC graduate faculty. Final report with formal electronic presentation.

6101. Tools and Materials of Industry (3) P/C: ITEC 6050. Production of consumer goods in modern industry. Includes processes.

6110. Data and Trend Analysis for Quality (3) P/C: ITEC 6000. Statistical methodologies including scatter plots, run charts, correlation, linear regression, and multivariate analysis. Six Sigma techniques for DMAIC.

6112. Statistical Analysis for Quality (3) P/C: ITEC 6000. Topics include statistical thinking, data analysis, presentation of data, design of experiments and analysis of variance. Statistical methods will be related to Six Sigma quality initiatives and appropriate phases of DMAIC.

6200. Technology Project Management (3) P/C: ITEC 6050. Comprehensive systems used to control projects to achieve technical, managerial, and economic objectives. Emphasis on management controls, computer applications, human factors, and productivity.

6295. Digital Communications for Technology (3) Investigation and utilization of tools, techniques, and technical systems for transmitting information related to problems and issues of contemporary industry using digital technologies.

6400. Research in Industrial Technology (3) P/C: ITEC 6050. Applications-oriented study of nature of research in industry and selected strategies of research methodology. Focuses on interpreting engineering data, information retrieval systems, evaluation of industrial research reports, and preparation of industrial-type research proposal.

6406. Capital Project and Cost Analysis for Technology (3) P/C: ITEC 6050. Methods employed by technical managers to develop a business case for capital projects.

6407. Computer Integrated Manufacturing and Automation (3) P/C: ITEC 6050. Design, preparation, programming, and evaluation of systems with emphasis on contemporary and emerging applications of various technologies.

6600. Quality Systems (3) P/C: ITEC 6050. Quality management systems are appraised, including Baldrige, ISO, Six Sigma and other industry specific models. Statistical techniques and continuous improvement is also reinforced.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

8100, 8101. Research Internship (3,3) P: Enrollment in ISU Consortium PhD in technology management offered by Indiana State University. Predissertation project(s) addressing technology systems.

9000. Dissertation (3-12) May be repeated. May count maximum of 9 s.h.

ITEC Banked Courses

6300. Applications of Vibration Analysis (3)	6408, 6409. Automated Systems and
6404. Materials Selection and Application (3)	Laboratory (3,0)

MANF: MANUFACTURING

5504. Independent Study: Manufacturing (3) May be repeated for credit with consent of chair. P: Consent of instructor. Research-oriented problem solving with tools, materials, and processes of manufacturing industries.

MANF Banked Courses

5060. Organic Matrix Composite Materials (3) **5090, 5091. Fluid Power Circuits (3,0)**

SAFT: OCCUPATIONAL SAFETY**6001. Regulatory Aspects of Occupational and Environmental Safety (3) Formerly SAFT 6260**

Overview and application of regulations affecting occupational and environmental safety.

6002. Technical Aspects and Field Audits in Occupational Safety (3) Formerly SAFT 6280 P/C: SAFT

6001 or consent of instructor: Comprehension and application of the technical aspects of safety to occupational settings.

6040. Critical Thinking and Research Methods in Occupational Safety (3) Application of critical thinking and research methods to the field of occupational safety.

6250. Occupational Ergonomics (3) P/C: SAFT 6040 or consent of instructor: Focus on dimensions of occupational ergonomics practice and applications intended to reduce worker/hardware/environmental interface problems in order to enhance worker performance while minimizing adverse physiological effects.

6282. Design for Safety and the Environment (3) P/C: SAFT 6001, 6002; or consent of instructor: Overview and application of strategy formulation, technical tools, and management tactics required to integrate safety and environmental principles into earliest life-cycle stages of products, processes, and technologies.

6288. Contemporary Issues in Occupational Safety (3) P/C: SAFT 6001, 6040; or consent of instructor: Examination of current topics in occupational safety.

6290. Fire Protection and Prevention (3) Prevention and control of fires through building construction, life safety code compliance, detection and alarm, and extinguishing methods. Examines occupancy types and fuels.

6292. Industrial Safety (3) P/C: SAFT 6001 or consent of instructor: Causes and prevention of occupational accidents and health hazards. Emphasis on organization and operation of safety programs and development of safety awareness.

6310. Loss Prevention and Workers' Compensation (3) P/C: SAFT 6001, 6040; or consent of instructor: Advanced study of risk management strategies in workers compensation system in reducing corporate financial losses. An overview of insurance and commercial general liability.

6320. Environmental Operations and Hazardous Materials (3) P/C: SAFT 6001 or consent of instructor: Measures applicable to handling, storage, and transportation of hazardous materials and disposal of waste. Examines emergency and disaster preparedness models.

6402. Applied Safety Management (3) P/C: SAFT 6001, 6040; or consent of instructor: Practical application of principles of supervisory safety management as related to supervision at various levels in line organization of manufacturing, construction, and service industries.

6410. Systems Safety Analysis (3) P/C: SAFT 6001 or consent of instructor: Applications-oriented study of recognition and evaluation of hazards in industrial environment. Formulation of control systems for alleviation of work related accidents and injuries.

6500. Field Audits in Occupational Safety (3) P/C: SAFT 6001 or consent of instructor: Review and critique of safety operations in factories, construction sites, and/or government agencies.

6805. Occupational Safety Monitoring and Control (3) P/C: SAFT 6001 or consent of instructor: Discovery, recognition, monitoring, and control of harmful agents in work place.

6901, 6902, 6903. Special Topics in Occupational Safety (1, 2, 3) May be repeated for credit with or consent of MSOS Program Coordinator: May count maximum 6 s.h. Research in trends, problems, and issues related to field of occupational safety.

6995. Practicum in Occupational Safety (3) P/C: Completion of all course work for the MSOS Program degree requirement or consent of MSOS Program Coordinator: A supervised industry-based project.

7000. Thesis (3) May be repeated. May count maximum of 6 s.h.

THOMAS HARRIOT COLLEGE OF ARTS AND SCIENCES**Department of Anthropology**

Linda D. Wolfe, Professor and Chairperson (PhD, University of Oregon)
Christine Avenarius, Assistant Professor (PhD, University of Cologne)
Eric Bailey, Professor (PhD, Wayne State University)
John R. Bort, Associate Professor (PhD, University of Oregon)
Charles R. Ewen, Professor (PhD, University of Florida)
I. Randolph Daniel, Jr., Professor (PhD, University of North Carolina, Chapel Hill)
David C. Griffith, Professor (PhD, University of Florida)
Jeffrey Johnson, Adjunct Professor (PhD, University of California, Irvine)
Jami Leibowitz, Teaching Associate Professor (PhD, University of Connecticut)
Holly F. Mathews, Professor (PhD, Duke University)
Megan Perry, Assistant Professor (PhD, University of New Mexico)
Benjamin Saidel, Assistant Professor (PhD, Harvard University)

Department of Biology

Thomas J. McConnell, Professor and Interim Chairperson (PhD, University of Florida)
Jason E. Bond, Associate Professor (PhD, Virginia Polytechnic Institute and State University)
Mark M. Brinson, Professor (PhD, University of Florida)
Anthony A. Capehart, Associate Professor (PhD, Wake Forest University)
David R. Chalcraft, Assistant Professor (PhD, University of Illinois)
Robert R. Christian, Professor (PhD, University of Georgia)
Lisa M. Clough, Assistant Professor (PhD, State University of New York, Stony Brook)
Hal J. Daniel III, Professor (PhD, University of Southern Mississippi)
Mary A. Farwell, Associate Professor (PhD, University of California, Berkeley)
Thomas L. Feldbush, Professor (PhD, Ohio State University)
Alexandros G. Georgakilas, Assistant Professor (PhD, University of Athens)
Carol Goodwillie, Associate Professor (PhD, University of Washington)
Paul W. Hager, Visiting Assistant Professor (PhD, University of California, Berkeley)
Jingling Huang, Assistant Professor (PhD, University of Georgia)
Claudia L. Jolls, Associate Professor (PhD, University of Colorado)
Alfred C. Lamb III, Professor (PhD, University of Georgia)
Joseph J. Luczkovich, Associate Professor (PhD, Florida State University)
Thomas J. McConnell, Professor (PhD, University of Florida)
Susan B. McRae, Visiting Assistant Professor (PhD, University of Cambridge)
Ronald J. Newton, Professor and Associate Dean of the Graduate School (PhD, Texas A&M University)
Anthony S. Overton, Assistant Professor (PhD, University of Maryland, Eastern Shores)
Cindy Putnam-Evans, Professor (PhD, University of Georgia)
Enrique Reyes, Associate Professor (PhD, Louisiana State University)
Roger A. Rulifson, Professor (PhD, North Carolina State University)
Jean-Luc Scemama, Assistant Professor (PhD, University of Toulouse)
Margit Schmidt, Visiting Assistant Professor (PhD, Ruprecht Karls University)
Charles A. Singhas, Assistant Professor (PhD, University of Virginia)
Edmund J. Stellwag, Associate Professor (PhD, Medical College of Virginia)
John W. Stiller, Associate Professor (PhD, University of Washington)
Kyle G. Summers, Associate Professor (PhD, University of Michigan)
Leonard F. Sutton, Jr., Visiting Assistant Professor (PhD, North Carolina State University)
Terry L. West, Associate Professor (PhD, Duke University)
Alan R. White, Professor and Dean, Harriot College of Arts and Sciences, (PhD, University of North Carolina, Chapel Hill)
Nancy M. White, Associate Professor (PhD, North Carolina State University)
Yong Zhu, Assistant Professor (PhD, Tokyo University)

SECTION 9: GRADUATE FACULTY

Department of Chemistry

William E. Allen, Associate Professor (PhD, University of North Carolina, Chapel Hill)
Brian Love, Associate Professor (PhD, Princeton University)
Robert C. Morrison, Professor (PhD, University of Nebraska)
Art A. Rodriguez, Professor (PhD, University of North Texas)
Andrew L. Sargent, Professor (PhD, Texas A&M University)
Yu Yang, Professor (PhD, University of Mainz)

Associate Graduate Faculty

Colin Burns, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Allison S. Danell, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Rickey Hicks, Professor (PhD, Virginia Commonwealth University)
Shouquan Huo, Assistant Professor (PhD, Nanjing University)
Yumin Li, Assistant Professor (PhD, Nanjing University of Science and Technology)
Kwang Hun Lim, Assistant Professor (PhD, State University of New York, Stony Brook)
Andrew T. Morehead, Assistant Professor (PhD, Duke University)
Tim Romack, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Ann Spuches, Assistant Professor (PhD, Yale University)

Department of Economics

Richard E. Ericson, Professor and Chairperson (PhD, University of California, Berkeley)
Carson W. Bays, Professor (PhD, University of Michigan)
Okmyung Bin, Associate Professor (PhD, Oregon State University)
John A. Bishop, Professor (PhD, University of Alabama)
Andrzej Grodner, Assistant Professor (PhD, Syracuse University)
Mohammad R. Jahan-Parvar, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Jamie Lynette Kruse, Professor (PhD, University of Arizona)
Craig E. Landry, Associate Professor (PhD, University of Maryland)
Haiyong Liu, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Xuan Liu, Assistant Professor (PhD, Duke University)
Randall E. Parker, Professor (PhD, University of Kentucky)
Philip A. Rothman, Professor (PhD, New York University)
Nicholas G. Rupp, Associate Professor (PhD, Texas A&M University)
Lester A. Zeager, Professor (PhD, University of Pittsburgh)

Department of English

Michael A. Palmer, Professor of History, Interim Chair (PhD, Temple University)
Michael Aceto, Associate Professor (PhD, University of Texas)
Donald A. Albright, Associate Professor (MFA, University of North Carolina, Greensboro)
Ellen L. Arnold, Associate Professor (PhD, Emory University)
Margaret Bauer, Professor (PhD, University of Tennessee)
Lida Cope, Associate Professor (PhD, University of Arizona)
Seodial Deena, Professor (PhD, Indiana University of Pennsylvania)
Julie Fay, Professor (MFA, University of Arizona)
Ronald W. Hoag, Professor (PhD, University of North Carolina, Chapel Hill)
James C. Holte, Professor (PhD, University of Cincinnati)
James W. Kirkland, Professor (PhD, University of Tennessee)
Roberta Martin, Associate Professor (PhD, University of Colorado)
Donald E. Palumbo, Professor (PhD, University of Michigan)
Robert Siegel, Associate Professor (MFA, Brooklyn College)
Catherine Smith, Professor (PhD, University of North Carolina, Chapel Hill)
O. Bruce Southard, Associate Professor (PhD, Purdue University)
Sherry G. Southard, Associate Professor (PhD, Purdue University)
Charles W. Sullivan III, Professor (PhD, University of Oregon)

Sandra K. Tawake, Associate Professor (PhD, University of Hawai'i)
Richard C. Taylor, Associate Professor (PhD, Pennsylvania State University)
Janice K. Tovey, Associate Professor (PhD, Purdue University)
Reginald Watson, Associate Professor (PhD, Indiana University of Pennsylvania)

Associate Graduate Faculty

William Banks, Assistant Professor (PhD, Illinois State University)
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Slobodanka Dimova, Assistant Professor (PhD, Purdue University)
Thomas E. Douglass, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Michele S. Eble, Assistant Professor (PhD, Georgia State University)
Helena M. Feder, Assistant Professor (PhD, University of California, Davis)
William Hallberg, Associate Professor (MFA, Bowling Green State University)
Dana Harrington, Associate Professor (PhD, University of Texas)
Gregg A. Hecimovich, Assistant Professor (PhD, Vanderbilt University)
Brent Henze, Associate Professor (PhD, Pennsylvania State University)
Thomas Herron, Assistant Professor (PhD, University of Wisconsin)
Ylce Irizarry, Assistant Professor (PhD, Pennsylvania State University)
Donna Kain, Assistant Professor (PhD, Iowa State University)
Donna Lillian, Assistant Professor (PhD, York University)
Marianne Montgomery, Assistant Professor (PhD, University of Virginia)
Joyce Middleton, Associate Professor (PhD, University of Maryland)
Kenneth Parille, Assistant Professor (PhD, University of Virginia)
Wendy Sharer, Associate Professor (PhD, Pennsylvania State University)
E. Thomson Shields, Associate Professor (PhD, University of Tennessee)
Nicole Sidhu, Assistant Professor (PhD, Rutgers University)
Laureen Tedesco, Associate Professor (PhD, Texas A&M University)
Luke Whisnant, Associate Professor (MFA, Washington University in St. Louis)
David Wilson-Okamura, Assistant Professor (PhD, University of Chicago)

Department of Foreign Languages and Literatures

Frank Romer, Professor and Chairperson (PhD, Stanford University)
Debra Anderson, Associate Professor (PhD, Louisiana State University)
Michael F. Bassman, Associate Professor (PhD, University of Connecticut)
Steven Cerutti, Associate Professor (PhD, Duke University)
Juan Daneri, Assistant Professor (PhD, Washington University)
Stephen V. Dock, Associate Professor (PhD, Vanderbilt University)
Paul Fallon, Assistant Professor (PhD, University of Kansas)
Charles Fantazzi, Visiting Professor (PhD, Harvard University)
Frederic H. Fladenmuller, Associate Professor (PhD, University of North Carolina, Chapel Hill)
John Given, Assistant Professor (PhD, University of Michigan)
Sylvie Debevec Henning, Professor (PhD, Case Western Reserve University)
Birgit Jensen, Associate Professor (PhD, Ohio State University)
Dale Knickerbocker, Professor (PhD, State University of New York, Stony Brook)
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Purificacion Martinez, Associate Professor (PhD, State University of New York, Stony Brook)
Elena Murenina, Assistant Professor (PhD, Saratov State University)
Marcela Ruiz-Funes, Associate Professor (PhD, Virginia Polytechnic Institute and State University)
Michael J. Schinasi, Associate Professor (PhD, University of Washington)
Peter Standish, Professor (PhD, University of Bristol)
John A. Stevens, Associate Professor (PhD, Duke University)
Jill Twark, Associate Professor (PhD, University of Wisconsin)
Jennifer Valko, Assistant Professor (PhD, University of California, Davis)

SECTION 9: GRADUATE FACULTY

Associate Graduate Faculty

Katherine Ford, Assistant Professor (PhD, Emory University)

David Smith, Assistant Professor (PhD, University of North Carolina, Chapel Hill)

Department of Geography

Ronald L. Mitchelson, Professor and Chairperson (PhD, Ohio State University)

Derek H. Alderman, Associate Professor (PhD, University of Georgia)

Paul A. Gares, Professor (PhD, Rutgers University)

Holly Hapke, Associate Professor (PhD, Syracuse University)

Scott A. Lecce, Associate Professor (PhD, University of Wisconsin)

Deirdre M. Mageean, Associate Professor (PhD, Open University)

E. Jeffrey Popke, Associate Professor (PhD, University of Kentucky)

Yong Wang, Associate Professor (PhD, University of California, Santa Barbara)

Mulatu Wubneh, Professor (PhD, Florida State University)

Associate Graduate Faculty

Thomas Allen, Associate Professor (PhD, University of North Carolina, Chapel Hill)

Jennifer Arrigo, Assistant Professor (PhD, Boston University)

Thomas W. Crawford, Assistant Professor (PhD, University of North Carolina, Chapel Hill)

Scott Curtis, Assistant Professor (PhD, University of Wisconsin)

Daniel Marcucci, Assistant Professor (PhD, University of Pennsylvania)

Hong-Bing Su, Assistant Professor (PhD, University of California, Davis)

Thad Wasklewicz, Associate Professor (PhD, Arizona State University)

Department of Geological Sciences

Stephen Culver, Professor and Chairperson (PhD, University of Wales)

D. Reide Corbett, Associate Professor (PhD, Florida State University)

David P. Lawrence, Associate Professor (PhD, State University of New York, Binghamton)

David J. Mallinson, Assistant Professor (PhD, University of South Florida)

Richard L. Mauger, Professor (PhD, University of Arizona)

Siddhartha Mitra, Assistant Professor (PhD, College of William and Mary)

Michael O'Driscoll, Assistant Professor (PhD, Pennsylvania State University)

Stanley R. Riggs, Professor (PhD, University of Montana)

Catherine A. Rigsby, Professor (PhD, University of California, Santa Cruz)

Richard K. Spruill, Associate Professor (PhD, University of North Carolina, Chapel Hill)

J.P. Walsh, Assistant Professor (PhD, University of Washington)

Terri L. Woods, Associate Professor (PhD, University of South Florida)

Associate Graduate Faculty

Donald W. Neal, Associate Professor (PhD, West Virginia University)

Department of History

Gerald J. Prokopowicz, Associate Professor and Acting Chairperson (PhD, Harvard University)

Lawrence E. Babits, Professor (PhD, Brown University)

Charles W. Calhoun, Professor (PhD, Columbia University)

David C. Dennard, Associate Professor (PhD, Northwestern University)

Michael J. Enright, Professor (PhD, Wayne State University)

Michael B. Gross, Associate Professor (PhD, Brown University)

David E. Long, Associate Professor (PhD, Florida State University)

Michael A. Palmer, Professor and Interim Chairperson, Department of English (PhD, Temple University)

Anthony J. Papalas, Professor (PhD, University of Chicago)

Donald H. Parkerson, Professor (PhD, University of Illinois, Chicago)

Bradley A. Rodgers, Professor (PhD, Union Institute)

Timothy J. Runyan, Professor (PhD, University of Maryland)

Todd L. Savitt, Professor (PhD, University of Virginia)
Carl E. Swanson, Associate Professor (PhD, University of Western Ontario)
Angela T. Thompson, Assistant Professor (PhD, University of Texas)
John A. Tilley, Associate Professor (PhD, Ohio State University)
John A. Tucker, Professor (PhD, Columbia University)
Kenneth E. Wilburn, Assistant Professor (DPhil, Oxford University)
Karin L. Zipf, Associate Professor (PhD, University of Georgia)

Associate Graduate Faculty

Wade G. Dudley, Teaching Associate Professor (PhD, University of Alabama)
Richard L. Hernandez, Jr., Assistant Professor (PhD, Stanford University)
Christopher A. Oakley, Assistant Professor (PhD, University of Tennessee)
Nathan T. Richards, Assistant Professor (PhD, University of Flinders)
Chad Ross, Teaching Assistant Professor (PhD, University of Missouri)
Mona L. Russell, Assistant Professor (PhD, Georgetown University)
David J. Stewart, Assistant Professor (PhD, Texas A&M University)
Anoush F. Terjanian, Assistant Professor (PhD, Johns Hopkins University)

Department of Mathematics

Salman Abdulali, Professor (PhD, State University of New York, Stony Brook)
Ivana Alexandrova, Assistant Professor (PhD, University of California, Berkeley)
Chal Benson, Professor (PhD, Yale University)
Robert L. Bernhardt, Professor (PhD, University of Oregon)
Christopher Carolan, Associate Professor (PhD, University of Iowa)
Chris Jantzen, Associate Professor (PhD, University of Chicago)
Elias Katsoulis, Professor (PhD, University of Athens)
Soumaya M. Khuri, Professor (PhD, Yale University)
David Pravica, Professor (PhD, University of Toronto)
Njina Randriampiry, Assistant Professor (PhD, Kansas State University)
Gail Ratcliff, Professor (PhD, Yale University)
M. S. Ravi, Associate Professor (PhD, University of Rochester)
Heather Ries, Associate Professor (PhD, State University of New York, Binghamton)
Zachary Robinson, Professor (PhD, Harvard University)
Said Elmahdy Said, Associate Professor (PhD, North Carolina State University)
Pramath Sastry, Assistant Professor (PhD, Purdue University)
Alexandra Shlapentokh, Professor (PhD, New York University)
Michael Spurr, Professor (PhD, Tulane University)

Department of Philosophy

George W. S. Bailey, Associate Professor and Chairperson (PhD, University of Miami)
Calvin Mercer, Associate Professor (PhD, Florida State University)
James LeRoy Smith, Professor (PhD, Tulane University)

Department of Physics

John C. Sutherland, Professor and Chairperson (PhD, Georgia Institute of Technology)
Martin Bier, Associate Professor (PhD, Clarkson University)
George Bissinger, Professor (PhD, University of Notre Dame)
Orville Day, Visiting Associate Professor (PhD, Brigham Young University)
Michael Dingfelder, Assistant Professor (PhD, Eberhard-Karls University)
Xin-Hua Hu, Associate Professor (PhD, University of California, Irvine)
James M. Joyce, Professor (PhD, University of Pennsylvania)
Edson Luiz B. Justiniano, Associate Professor (PhD, Kansas State University)
Ruth Kempf, Professor (PhD, Rensselaer Polytechnic Institute)
John Kenney, Associate Professor (PhD, State University of New York, Stony Brook)
Gregory Lapicki, Professor (PhD, New York University)

SECTION 9: GRADUATE FACULTY

Yong-Qing Li, Associate Professor (PhD, Chinese Academy of Science)
Jun Qing Lu, Associate Professor (PhD, University of California, Irvine)
Edward J. Seykora, Professor (PhD, North Carolina State University)
Jefferson L. Shinpaugh, Associate Professor (PhD, Kansas State University)
Mark W. Sprague, Associate Professor (PhD, University of Mississippi)
Larry H. Toburen, Professor (PhD, Vanderbilt University)

Department of Political Science

Brad Lockerbie, Professor and Chairperson (PhD, University of Iowa)
Steve Ballard, Chancellor and Professor (PhD, Ohio State University)
David P. Conradt, Professor (PhD, Brown University)
Thomas F. Eamon, Associate Professor (PhD, University of North Carolina, Chapel Hill)
Lauriston King, Associate Professor (PhD, University of Connecticut)
William R. Mangun, Professor (PhD, Indiana University)
Bonnie G. Mani, Professor (PhD, Virginia Commonwealth University)
Jalil Roshandel, Associate Professor (PhD, Université des Science Sociales)
Carmine P. Scavo, Associate Professor (PhD, University of Michigan)
Nancy J. Spalding, Associate Professor (PhD, Binghamton University)
Robert J. Thompson, Associate Professor (PhD, University of Oklahoma)

Associate Graduate Faculty

Alethia Cook, Assistant Professor (PhD, Kent State University)
Jody Baumgartner, Assistant Professor (PhD, Miami University)
Rhonda Evans Case, Assistant Professor (PhD, University of Texas)
Peter Francia, Assistant Professor (PhD, University of Maryland)
Jonathan Morris, Assistant Professor (PhD, Purdue University)
Marie Olson Lounsbury, Assistant Professor (PhD, Wayne State University)
Anjali Sahay, Teaching Assistant Professor (PhD, Old Dominion University)

Department of Psychology

Kathleen A. Row, Professor and Chairperson (PhD, University of North Carolina, Chapel Hill)
Laura Anderson, Assistant Professor (PhD, State University of New York, Buffalo)
Shahnaz Aziz, Assistant Professor (PhD, Bowling Green State University)
Larry M. Bolen, Professor (EdD, University of Georgia)
Mark C. Bowler, Assistant Professor (PhD, University of Tennessee)
Michael B. Brown, Professor (PhD, Virginia Polytechnic Institute and State University)
Rosina C. Chia, Professor (PhD, University of Michigan)
John G. Cope, Professor (PhD, Virginia Polytechnic Institute and State University)
C. Ervin Davis, Assistant Professor (PhD, University of Kentucky)
Robert Denney, Assistant Professor (PhD, Indiana University)
Lois-Lynn S. Deuel, Assistant Professor (PhD, University of Miami)
Christyn Dolbier, Assistant Professor (PhD, University of Texas)
Laura E. Edwards, Assistant Professor (PhD, University of North Carolina, Greensboro)
Marion A. Eppler, Associate Professor (PhD, Emory University)
D. Erik Everhart, Associate Professor (PhD, Virginia Polytechnic Institute and State University)
Jeannie A. Golden, Assistant Professor (PhD, Florida State University)
Cathy W. Hall, Professor (PhD, University of Georgia)
Clement J. Handron, Assistant Professor (DMin, Andover Newton Theological School)
Beverly Harju, Associate Professor (PhD, California School of Professional Psychology)
E. Marsha Ironsmith, Associate Professor (PhD, State University of New York, Stony Brook)
Amy Lyndon, Assistant Professor (PhD, University of North Carolina, Greensboro)
Susan M. McCammon, Professor (PhD, University of South Carolina)
Scott Methe, Assistant Professor (PhD, University of Massachusetts)
G. Michael Poteat, Associate Professor (PhD, University of Tennessee)
Samuel F. Sears, Professor (PhD, University of Florida)

T. Christoher Riley-Tillman, Assistant Professor (PhD, Syracuse University)
Tuan Tran, Assistant Professor (PhD, University of South Carolina)
Cecelia Valrie, Assistant Professor (PhD., University of North Carolina, Chapel Hill)
Nathaniel Vietor, Visiting Assistant Professor (PhD, University of Houston)
Christy Walcott, Assistant Professor (PhD, Illinois State University)
A. G. Walker, Assistant Professor (PhD, Bowling Green State University)
Theodore Whitley, Visiting Professor (PhD, Duke University)
Karl L. Wuensch, Professor (PhD, Miami University)

Department of Sociology

Donald E. Bradley, Assistant Professor (PhD, University of Texas)
Richard J. Caston, Professor (PhD, Duke University)
Mamadi K. Corra, Assistant Professor (PhD, University of South Carolina)
Bob Edwards, Associate Professor (PhD, Catholic University of America)
Charles E. Garrison, Professor (PhD, University of Kentucky)
Andrew Jacobs, Assistant Professor (PhD, Michigan State University)
Jeffrey C. Johnson, Professor (PhD, University of California, Irvine)
Arunas Juska, Associate Professor (PhD, Lithuanian Academy of Sciences; PhD, Michigan State University)
Sitawa Kimuna, Assistant Professor (PhD, Kansas State University)
David Knox, Professor (PhD, Florida State University)
Robert Lee Maril, Professor (PhD, Washington University)
James P. Mitchell, Professor (PhD, Oklahoma State University)
Linda Mooney, Associate Professor (PhD, University of Akron)
Rebecca Powers, Associate Professor (PhD, Louisiana State University)
Christa Reiser, Associate Professor (PhD, North Carolina State University)
Martin Schultz, Associate Professor (PhD, Southern Illinois University)
Marieke Van Willigen, Associate Professor (PhD, Ohio State University)
Kenneth R. Wilson, Associate Professor (PhD, Purdue University)

Associate Graduate Faculty

Christopher Mansfield, Professor (PhD, Florida State University)

PROFESSIONAL SCHOOLS

COLLEGE OF ALLIED HEALTH SCIENCES

Stephen W. Thomas, Professor and Dean (EdD, University of Arizona)

Department of Biostatistics

Paul W. Vos, Professor and Chair (PhD, University of Chicago)

Graduate Faculty

Donald Holbert, Professor (PhD, Oklahoma State University)

Suzanne Hudson, Associate Professor (PhD, University of Oregon)

Kevin F. O'Brien, Professor and Associate Dean (PhD, University of North Carolina, Chapel Hill)

Department of Clinical Laboratory Science

William Richard Bamberg, Professor and Chair (PhD, Florida State University)

Graduate Faculty

Kathleen Schulman, Clinical Assistant Professor (MS, CW Post University)

Patricia Karen Sullivan, Associate Professor (PhD, Virginia Commonwealth University)

Department of Communication Sciences and Disorders

Gregg D. Givens, Professor and Chair (PhD, Florida State University)

Graduate Faculty

Rose Allen, Associate Professor (PhD, Wichita State University)

Deborah Bengala, Clinical Associate Professor (MS, Western Michigan University)

Kathleen Treole Cox, Associate Professor (PhD, Ohio State University)

Deborah Culbertson, Associate Professor (PhD, University of Iowa)

Meta Downes, Associate Professor (MA, MS, East Carolina University)

John Heilmann, Assistant Professor (PhD, University of Wisconsin)

Monica Hough, Professor (PhD, Kent State University)

Sherri Jones, Associate Professor (PhD, University of Nebraska)

Timothy A. Jones, Professor (PhD, University of California, Davis)

Joseph Kalinowski, Associate Professor (PhD, University of Connecticut)

Michael P. Rastatter, Professor (PhD, Bowling Green State University)

Martha L. Smith, Clinical Professor (PhD, East Carolina University)

Andrew Stuart, Professor (PhD, Dalhousie University)

Marianna Walker, Associate Professor (PhD, North Carolina State University)

Department of Health Services and Information Management

Elizabeth Layman, Professor and Chair (PhD, Georgia State University)

Graduate Faculty

Paul D. Bell, Associate Professor (PhD, North Carolina State University)

Myra Brown, Associate Professor (MS, East Carolina University)

Robert J. Campbell, Assistant Professor (EdD, University of Pittsburgh)

Donald Ensley, Associate Professor (PhD, Michigan State)

Susie T. Harris, Clinical Instructor (MBA, East Carolina University)

Michael H. Kennedy, Associate Professor (PhD, Rensselaer Polytechnic Institute)

Robert Kulesher, Assistant Professor (PhD, University of Delaware)

Thomas Ross, Assistant Professor (PhD, St. Lewis University)

Patricia D. Royal, Assistant Professor (EdD, East Carolina University)

Bonita S. Sasnett, Assistant Professor (EdD, East Carolina University)

Xiaoming Zeng, Assistant Professor (PhD, University of Pittsburgh)

Department of Occupational Therapy

Leonard Trujillo, Associate Professor and Chair (PhD, Texas A&M University)

Graduate Faculty

Anne E. Dickerson, Professor (PhD, Florida International University)

Carol Lust, Assistant Professor (EdD, North Carolina State University)

Jane Painter, Associate Professor (EdD, North Carolina State University)

Timothy Reistetter, Assistant Professor (PhD, Texas Woman's University)

Beth Velde, Professor and Assistant Dean (PhD, University of Calgary)

Department of Physical Therapy

Denis Brunt, Professor and Chair (EdD, University of Oregon)

Graduate Faculty

Bruce C. Albright, Professor (PhD, Virginia Commonwealth University)

Leslie K. Allison, Assistant Professor (PhD, University of Maryland)

Walter Jenkins, Associate Professor (DHS, University of Indianapolis)

Terry Jones, Assistant Professor (PhD, University of Kansas)

Peggy McMillen, Clinical Assistant Professor (MPAS, PA-C, University of Nebraska)

Wayne Scott, Assistant Professor (PhD, University of Delaware)

Dorsey (Blaise) Williams, Assistant Professor (PhD, University of Delaware)

Department of Physician Assistant Studies

Larry Dennis, Associate Professor and Chair (MPAS, PA-C, University of Nebraska Medical Center)

Graduate Faculty

Kelly Brilliant, Clinical Assistant Professor (MPH, PA-C, Nova Southeastern University)

Spencer Cole, Clinical Assistant Professor (MPAS, PA-C, University of Nebraska)

Julie Daniel-Yount, Clinical Assistant Professor (MHS, PA-C, Duke University)

Patricia Hodson, Clinical Associate Professor (DPT, Simmons College)

Carolyn Pugh, Clinical Assistant Professor (MHS, PA-C, Duke University)

David Swansiger, Clinical Assistant Professor (MPAS, PA-C, University of Nebraska)

Department of Rehabilitation Studies

Paul P. Alston, Professor and Chair (PhD, University of Georgia)

Graduate Faculty

Martha H. Chapin, Associate Professor (PhD, Michigan State University)

Mary Crozier, Assistant Professor (EdD, College of William and Mary)

Lloyd R. Goodwin, Jr., Professor (PhD, Florida State University)

Nathalie Mizelle, Assistant Professor (PhD, University of Wisconsin)

Shari Sias, Assistant Professor (PhD, College of William and Mary)

Steven Sligar, Assistant Professor (EdD, Northern Illinois University)

Mark A. Stebnicki, Associate Professor (RhD, Southern Illinois University)

SECTION 9: GRADUATE FACULTY

Paul Toriello, Assistant Professor (RhD, Southern Illinois University)

Daniel Wong, Professor (PhD, University of Northern Colorado)

COLLEGE OF BUSINESS

Frederick Niswander, Professor and Dean (PhD, Texas A&M University)

Department of Accounting

Dan Schisler, Professor and Chair (PhD, Memphis State University)

Graduate Faculty

Lisa Austen, Assistant Professor (PhD, University of Florida)

John Cal Christian, Associate Professor (PhD, Florida State University)

Denise Dickins, Assistant Professor (PhD, Florida Atlantic University)

Edwin A. Doty, Jr., Associate Professor (PhD, University of Massachusetts)

Joseph Hagan, Associate Professor (PhD, Georgia State University)

James M. Kohlmeyer, Assistant Professor (PhD, University of South Florida)

Mark G. McCarthy, Professor (PhD, University of South Carolina)

Brian O'Doherty, Associate Professor (PhD, University of Florida)

John T. Reisch, Associate Professor (PhD, University of South Carolina)

Mark Rieman, Assistant Professor (PhD, Washington State University)

Douglas Schneider, Professor (PhD, University of Georgia)

Larry P. Seese, Associate Professor (PhD, University of South Carolina)

Department of Finance

Scott Below, Associate Professor and Chair (PhD, University of Kentucky)

Graduate Faculty

Jaclyn Beierlein, Assistant Professor (PhD, University of Utah)

Eli Beracha, Assistant Professor (PhD, University of Kansas)

James F. Buck, Associate Professor (DBA, Florida State University)

Kaysia Campbell, Assistant Professor (PhD, Georgia State University)

Brett D. Cotten, Assistant Professor (PhD, Florida State University)

Stanley G. Eakins, Professor (PhD, Arizona State University)

Donald C. Guy, Professor (PhD, University of Illinois)

James E. Holloway, Professor (JD, University of North Carolina, Chapel Hill)

Jack E. Kams, Professor (SJD, Loyola University)

James Kleckley, Lecturer (PhD, University of South Carolina)

Robert S. Prati, Assistant Professor (PhD, Florida State University)

Stuart Rosenstein, Assistant Professor (PhD, University of Colorado)

David Rosenthal, Assistant Professor (PhD, Indiana State University)

Frederick P. Schadler, Associate Professor (PhD, University of South Carolina)

Stanley R. Stansell, Professor (PhD, University of Georgia)

Samuel I. Tibbs, Assistant Professor (PhD, University of Tennessee)

Department of Management

Joseph M. Tomkiewicz, Professor and Chair (PhD, Temple University)

Graduate Faculty

Tope Adeyemi-Bello, Professor (PhD, University of Arkansas)

Kenneth E. Bass, Professor (DBA, Louisiana Technical University)

Amy M. Capehart, Assistant Professor (DBA, Louisiana Technical University)

Shanan Gibson, Assistant Professor (PhD, Virginia Polytechnic Institute and State University)

W. Lee Grubb, Assistant Professor (PhD, Virginia Commonwealth University)

Michael Harris, Assistant Professor (EdD, North Carolina State University)

R. Eugene Hughes, Professor (DBA, University of Kentucky)
 Judith R. Hunt, Associate Professor (PhD, University of Tennessee)
 Roy L. Simerly, Professor (PhD, Virginia Polytechnic Institute and State University)
 James O. Smith, Associate Professor (PhD, University of Mississippi)

Department of Management Information Systems

Richard D. Hauser, Jr., Associate Professor and Chair (PhD, Florida State University)

Graduate Faculty

John H. Bradley, Associate Professor (PhD, University of Texas, Arlington)
 Richard L. Kerns, Professor (PhD, University of Virginia)
 Benda L. Killingsworth, Associate Professor (PhD, University of South Carolina)
 Henry Newkirk, Associate Professor (PhD, University of Kentucky)
 Margaret T. O'Hara, Associate Professor (PhD, University of Georgia)
 Ravi Paul, Assistant Professor (PhD, Clemson University)
 Paul Schwager, Assistant Professor (PhD, Auburn University)
 Elaine D. Seeman, Assistant Professor (PhD, Indiana State University)

Department of Marketing and Supply Chain Management

Kenneth Anselmi, Associate Professor and Chair (PhD, University of Nebraska, Lincoln)

Graduate Faculty

Cuneyt Altinoz, Assistant Professor (PhD, North Carolina State University)
 Margaret M. Capen, Professor (PhD, University of South Carolina)
 Reid Claxton, Associate Professor (PhD, University of Arkansas)
 Margaret P. Conchar, Assistant Professor (PhD, University of Georgia)
 Richard E. Cook, Visiting Instructor (PhD, Wayne State University)
 Scott Dellana, Associate Professor (PhD, University of Missouri)
 Susan K. DelVecchio, Associate Professor (PhD, Virginia Polytechnic Institute and State University)
 Richard Gooner, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
 John F. Kros, Assistant Professor (PhD, University of Virginia)
 Kenneth R. MacLeod, Associate Professor (PhD, University of South Carolina)
 Roger P. McIntyre, Professor (PhD, Arizona State University)
 Havva J. Meric, Associate Professor (PhD, University of North Carolina, Chapel Hill)
 Steven S. Nadler, Assistant Professor (PhD, University of Alabama)
 Tony Polito, Assistant Professor (PhD, University of Georgia)
 William Swart, Professor (PhD, Georgia Institute of Technology)
 Judy A. Wagner, Assistant Professor (PhD, Virginia Polytechnic Institute and State University)
 David A. West, Associate Professor (PhD, University of Rhode Island)
 Beverly Wright, Assistant Professor (PhD, Georgia State University)
 James Zemanek, Professor (PhD, Texas A&M University)

SECTION 9: GRADUATE FACULTY

COLLEGE OF EDUCATION

Linda Patriarca, Dean (PhD, Michigan State University)

Graduate Faculty

Sunday Ajose, Associate Professor (PhD, University of South Carolina)
Patricia J. Anderson, Professor (EdD, University of Georgia)
Terry Atkinson, Associate Professor (PhD, University of North Carolina, Greensboro)
Lynn K. Bradshaw, Professor (EdD, North Carolina State University)
Carol A. Brown, Associate Professor (EdD, University of Memphis)
Kermit G. Buckner, Professor (EdD, University of North Carolina, Greensboro)
Ann Bullock, Associate Professor (PhD, Virginia Commonwealth University)
Thomas A. Caron, Assistant Professor (PhD, University of Victoria)
Joseph C. Ciechalski, Professor (EdD, North Carolina State University)
Frank E. Crawley, Professor (EdD, University of Georgia)
Mary Lynne Davis, Associate Professor (PhD, University of Pittsburgh)
Sharon M. deBeck, Associate Professor (EdD, East Carolina University)
Elizabeth C. Doster-Taft, Associate Professor (PhD, University of Georgia)
Charles S. Duncan, Professor (PhD, University of Arizona)
Melissa Engleman, Professor (EdD, University of Kansas)
Todd Finley, Associate Professor (PhD, University of Minnesota)
Christine Fitch, Assistant Professor (EdD, University of Massachusetts, Amherst)
David A. Gabbard, Professor (EdD, University of Cincinnati)
Joseph Scott Glass, Assistant Professor (PhD, University of North Carolina)
Harold Griffin, Associate Professor Emeritus (PhD, University of Texas)
Plummer Alston Jones, Professor (PhD, University of North Carolina, Chapel Hill)
Elizabeth S. Knott, Associate Professor (EdD, North Carolina State University)
Mark L'Esperance, Associate Professor (PhD, University of North Carolina, Greensboro)
Carolyn Ledford, Associate Professor (EdD, University of Pittsburgh)
James O. McDowelle, Professor (EdD, University of Virginia)
Cheryl McFadden, Associate Professor (EdD, Widener University)
James A. McKernan, Professor (PhD, Ulster University)
Rhea Miles, Associate Professor (PhD, University of Virginia)
Katherine E. Misulis, Associate Professor (PhD, Syracuse University)
Vivian W. Mott, Professor (PhD, University of Georgia)
Alfred P. Muller, Professor Emeritus (PhD, Florida State University)
Dorothy H. Muller, Associate Professor (PhD, Florida State University)
Veronica S. Pantelidis, Professor (PhD, Florida State University)
Betty Peel, Associate Professor (PhD, Virginia Polytechnic Institute and State University)
Henry A. Peel, Professor (EdD, University of North Carolina, Chapel Hill)
James W. Pinkney, Professor (PhD, University of Iowa)
David A. Powers, Professor Emeritus (EdD, University of Alabama)
Ronald Preston, Associate Professor (PhD, Indiana University)
Sidney Rachlin, Professor (EdD, University of Georgia)
Mary W. Schmidt, Professor Emerita (PhD, Pennsylvania State University)
Christine Shea, Professor (PhD, University of Illinois)
Marilyn Sheerer, Professor and Interim Provost and Vice Chancellor for Academic and Student Affairs (PhD, Ohio University)
Rose Sinicrope, Associate Professor (Virginia Polytechnic Institute and State University)
Joy Stapleton, Associate Professor (PhD, University of Tennessee)
William A. Sugar, Associate Professor (PhD, Indiana University)
John Swope, Associate Professor and Associate Dean (EdD, University of Kentucky)
Charles Thompson, Professor (EdM, EdD, Harvard University)
Michael R. Vitale, Professor (PhD, Florida State University)
Ivan G. Wallace, Professor (EdD, University of Georgia)
Louis Warren, Professor (PhD, University of Georgia)

Florence S. Weaver, Professor (PhD, Florida State University)
Sarah Williams, Associate Professor (PhD, University of North Carolina, Chapel Hill)
Nancy Zeller, Professor (PhD, Indiana University)

Associate Graduate Faculty

Jillian Ardley, Assistant Professor (PhD, Florida State University)
Dan Boudah, Associate Professor (PhD, University of Kansas)
Jamin P. Carson, Assistant Professor (PhD, University of Texas)
Kristen C. Cuthrell, Assistant Professor (EdD, Wilmington College)
Chan Evans, Assistant Professor (PhD, North Carolina State University)
Johna L. Faulconer, Assistant Professor (EdD, North Carolina State University)
Alice Feret, Assistant Professor (EdD, Virginia Polytechnic Institute and State University)
Elizabeth Fogarty, Assistant Professor (PhD, University of Connecticut)
Amy Good, Assistant Professor (PhD, University of Virginia)
Carol Greene, Assistant Professor (PhD, Virginia Polytechnic Institute and State University)
Robin Griffith, Assistant Professor (PhD, Texas Tech University)
William Grobe, Associate Professor (EdD, State University of New York, Buffalo)
Allen Guidry, Assistant Professor (EdD, University of North Carolina, Chapel Hill)
Gwen Guy, Assistant Professor (PhD, University of North Carolina, Greensboro)
Hal Holloman, Assistant Professor (PhD, University of South Carolina)
Tara Jeffs, Assistant Professor (PhD, George Mason University)
Laura King, Assistant Professor (PhD, University of Central Florida)
Jane C. Manner, Associate Professor (EdD, Florida International University)
Barbara Marson, Teaching Assistant Professor (PhD, University of North Carolina)
Melissa N. Matusevich, Assistant Professor (PhD, Virginia Polytechnic Institute and State University)
Lanette C. Moret, Teaching Assistant Professor (EdD, East Carolina University)
Katherine O'Connor, Assistant Professor (EdD, University of North Carolina, Chapel Hill)
Michael Pooch, Associate Professor (PhD, Kent State University)
Marjorie C. Ringler, Assistant Professor (EdD, University of Florida)
Diane Rodriguez, Associate Professor (PhD, Fordham University)
William Rouse, Associate Professor (EdD, East Carolina University)
Sandra Seay, Assistant Professor (EdD, East Tennessee State University)
David J. Siegel, Associate Professor (PhD, University of Michigan)
Sue Steinweg, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Elizabeth Swaggerty, Assistant Professor (PhD, University of Tennessee)
Karen S. Voytecki, Assistant Professor (PhD, University of South Florida)
Jennifer B. Williams, Assistant Professor (PhD, North Carolina State University)
Peggy Yates, Assistant Professor (PhD, Regents University)
Alana M. Zambone, Assistant Professor (PhD, Vanderbilt University)
Guili Zhang, Assistant Professor (PhD, University of Florida)

SECTION 9: GRADUATE FACULTY

COLLEGE OF FINE ARTS AND COMMUNICATION

School of Art and Design

Michael Drought, Professor and Director (MFA, University of Wisconsin)

Graduate Faculty

Kelly Adams, Associate Professor (MFA, East Carolina University)
Alice Arnold, Associate Professor (EdD, University of Illinois)
Cynthia A. Bickley-Green, Associate Professor (PhD, University of Georgia)
Carl R. Billingsley, Associate Professor (MFA, University of Wisconsin, Milwaukee)
Beth Blake, Associate Professor (MFA, Ohio University)
Jessica Christie, Associate Professor (PhD, University of Texas)
Linda Darty, Professor (MFA, East Carolina University)
Michael A. Dorsey, Professor (MFA, Bowling Green University)
Michael H. Duffy, Associate Professor (PhD, University of Illinois)
Scott Eagle, Associate Professor (MFA, East Carolina University)
Michael W. Ehlbeck, Professor (MFA, University of Florida)
Ray E. Elmore, Jr., Associate Professor (MFA, University of Michigan)
Seo Eo, Associate Professor (MFA, Indiana University)
Abdul-Shakoor Farhadi, Professor (MA Arch, North Carolina State University)
Ronald S. Graziani, Associate Professor (PhD, University of California, Los Angeles)
Paul J. Hartley, Professor (MFA, East Carolina University)
Nancy House, Associate Professor (PhD, Ohio State University)
Mi-Sook Hur, Associate Professor (MFA, University of Wisconsin)
Hanna Jubran, Professor (MFA, University of Wisconsin, Milwaukee)
Gilbert W. Leebrick, Associate Professor (MFA, Clemson University)
Jacquelyn Leebrick, Associate Professor (MFA, Clemson University)
Punam Madhok, Associate Professor (PhD, University of Illinois)
Craig D. Malmrose, Professor (MFA, Rochester Institute of Technology)
Joan Mansfield, Associate Professor (MFA, East Carolina University)
Phil Phillips, Professor (EdD, University of Illinois)
Sharon Pruitt, Associate Professor (PhD, Ohio State University)
A. Robert Rasch, Professor (MA, University of Maryland)
Terry Smith, Professor (MFA, Cranbrook Academy of Art)
Jim Tisnado, Associate Professor (MFA, Ohio University)
Carl Twarog, Associate Professor (MFA, Massachusetts College of Art)
Michael Voors, Professor (MFA, Eastern Michigan University)
Catherine C.E. Walker, Professor (MFA, East Carolina University)
Christine Zoller, Associate Professor (MFA, University of Georgia)

Associate Graduate Faculty

Robert Ebendorf, Carol Grottes Belk Distinguished Professor (MFA, University of Kansas)
Audrey Kilgore, Assistant Professor (MFA, East Carolina University)
Timothy Lazure, Associate Professor (MFA, University of Massachusetts, Dartmouth)
Gunnar Swanson, Assistant Professor (MFA, California State University)
Jan-Ru Wan, Assistant Professor (MFA, University of Wisconsin)

School of Communication

Linda G. Kean, Associate Professor and Acting Director (PhD, University of Wisconsin)

Graduate Faculty

T. Harrell Allen, Professor (PhD, Ohio State University)
Barbara C. Bullington, Visiting Instructor (MS, Shippensburg University)
Hsaio Chu, Assistant Professor (MFA, University of North Carolina, Greensboro)
Christina Chung, Assistant Professor (PhD, University of Southern Mississippi)

Michael Dermody, Visiting Instructor (MS, Ithaca College)
Rebecca Dumlao, Associate Professor (PhD, University of Wisconsin)
Cindy Elmore, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Festus Eribo, Professor (PhD, University of Wisconsin)
Todd Fraley, Assistant Professor (PhD, University of Georgia)
Charles H. Grant, III, Assistant Professor (PhD, University of South Florida)
Erick Yates Green, Assistant Professor (MFA University of Southern California)
Pamela Davis Hopkins, Visiting Instructor (MA, Pennsylvania State University)
John W. Howard, III, Assistant Professor (PhD, Bowling Green State University)
Tim Hudson, Professor and Director (PhD, Temple University)
Bill Loving, Associate Professor (JD, Southern Methodist University)
Brian Massey, Assistant Professor (PhD, Florida State University)
David McCarty, Assistant Professor (PhD, University of Texas)
Aysel Morin, Assistant Professor (PhD, University of Nebraska)
Alison Miller, Assistant Professor (PhD, University of Southern Mississippi)
Carey Martin, Associate Professor (PhD, Florida State University)
Laura Prividera, Assistant Professor (PhD, Bowling Green State University)
Sachiyo Shearman, Assistant Professor (PhD, Michigan State University)
Eric Shouse, Assistant Professor (PhD, University of South Florida)
Geoffrey Thompson, Visiting Instructor (MA, University of Florida)
Bernard Timberg, Associate Professor (PhD, University of Texas)
Tami K. Tomasello, Assistant Professor (PhD, Florida State University)
Linda Vangelis, Assistant Professor (PhD, University of South Florida)

School of Music

J. Christopher Buddo, Director (DMA, University of Iowa)

Graduate Faculty

Jeff Bair, Associate Professor (DMA, University of North Texas)
Daniel Bara, Associate Professor, (DMA, University of Rochester)
Charles F. Bath, Professor (DMA, University of Michigan)
Joanne Bath, Professor (MM, University of Michigan)
George Broussard, Professor (MM, Northwestern University)
Jennifer Bugos, Associate Professor (PhD, University of Florida)
Mary A. Burroughs, Professor (DMA, University of Illinois)
Amy Carr-Richardson, Associate Professor (PhD, Florida State University)
Kerry Carlin, Associate Professor (DME, Indiana University)
Robert Scott Carter, Professor (DMA, University of Cincinnati)
Carroll V. Dashiell, Jr., Associate Professor (MM, Howard University)
Henry C. Doskey, Associate Professor (DM, Indiana University)
Elliot P. Frank, Professor (DM, Florida State University)
Ara Gregorian, Associate Professor (MM, Juilliard School of Music)
Christopher Grymes, Assistant Professor (MM, East Carolina University)
Christine Gustafson, Professor (DM, University of Texas)
Michelle Hairston, Professor (EdD, University of Georgia)
Linda High, Associate Professor (EdD, University of North Carolina, Greensboro)
Thomas J. Huener, Associate Professor (PhD, University of Iowa)
C. Gregory Hurley, Associate Professor (PhD, University of Wisconsin)
Edward Jacobs, Associate Professor (DMA, Columbia University)
Christopher B. Knighten, Professor (DMA, University of Colorado)
John Kramar, Associate Professor (MM, Curtis Institute of Music)
Barbara C. Memory, Associate Professor (PhD, Michigan State University)
Kevin N. Moll, Associate Professor (PhD, Stanford University)
Sharon Munden, Associate Professor (MM, University of Illinois)
John B. O'Brien, Professor (DMA, University of Southern California)
Mario Rey, Associate Professor (PhD, Florida State University)

SECTION 9: GRADUATE FACULTY

Mark Richardson, Assistant Professor (PhD, Florida State University)
Keiko Sekino, Assistant Professor (DMA, Johns Hopkins University)
Perry Smith, Associate Professor (DMA, University of Kentucky)
Mark Taggart, Professor (DMA, Cornell University)
Britton E. Theurer, Professor (DMA, Florida State University)
A. Louise Toppin, Professor (DMA, University of Michigan)
J. Christopher Uffers, Associate Professor (MM, Indiana University)
Jonathan Wacker, Associate Professor (DM, Indiana University)
Jeffrey Ward, Assistant Professor (DMA, Shenandoah University)

COLLEGE OF HEALTH AND HUMAN PERFORMANCE

Glen G. Gilbert, Professor and Dean (PhD, Ohio State University)

Department of Exercise and Sport Science

Peter Farrell, Professor and Chairperson (PhD, University of Arizona)

Graduate Faculty

Boni B. Boswell, Associate Professor (PhD, Texas Woman's University)
Ronald Cortright, Associate Professor (PhD, Kent State University)
Paul DeVita, Professor (PhD, University of Oregon)
James T. Decker, Associate Professor (PhD, Ohio State University)
Timothy Gavin, Associate Professor (PhD, Indiana University)
Scott E. Gordon, Associate Professor (PhD, Pennsylvania State University)
Robert Hickner, Professor (PhD, Karolinska Institute)
Tibor Hortobagyi, Professor (PhD, University of Massachusetts)
Joseph A. Houmard, Professor, Director Human Performance Laboratory (PhD, Ball State University)
Matthew Mahar, Professor (EdD, University of Houston)
P. Darrell Neufer, Associate Professor (PhD, East Carolina University)
Thomas S. Raedeke, Associate Professor (PhD, University of Oregon)

Associate Graduate Faculty

Stacey Altman, Associate Professor (JD, University of Alabama)
Katrina DuBose, Assistant Professor (PhD, University of South Carolina)
Dana Espinosa, Associate Professor (PhD, Texas Woman's University)
Katrina Karvinen, Assistant Professor (PhD, University of Alberta)
Mark Moore, Assistant Professor (PhD, University of Pittsburgh)
Nicholas Murray, Associate Professor (PhD, University of Florida)

Department of Health Education and Promotion

David White, Professor and Chairperson (EdD, University of Tennessee)

Graduate Faculty

Victor Aeby, Associate Professor (EdD, University of Georgia)
Robert C. Barnes, Associate Professor (EdD, University of Tennessee)
David H. Chenoweth, Professor (PhD, Ohio State University)
W. Michael Felts, Professor (PhD, University of Maryland)
Mary A. Glascoff, Professor (EdD, West Virginia University)
Sharon M. Knight, Professor and Associate Dean (PhD, University of Florida)
Suezanne T. Orr, Associate Professor (PhD, University of North Carolina, Chapel Hill)
Michelle Wallen, Instructor (MPH, University of North Carolina, Greensboro)
Kathleen (Katie) Walsh, Associate Professor (EdD, University of Southern California)

Associate Graduate Faculty

Alice Anderson, Assistant Professor (PhD, Bowling Green University)
Craig Becker, Assistant Professor (PhD, Arizona State University)
Hans H. Johnson, Assistant Professor (EdD, Montana State University)
Anthony Kulas, Assistant Professor (PhD, University of North Carolina, Greensboro)
Michael McCammon, Teaching Instructor (MA, East Carolina University)
Judith Taylor, Assistant Professor (PhD, University of Alabama)

Department of Recreation and Leisure Studies

Joseph Fridgen, Professor and Chairperson (PhD, University of California)

Graduate Faculty

David Loy, Associate Professor (PhD, University of Georgia)
Susan A. McGhee, Associate Professor and Associate Dean (PhD, University of Maryland)
Carmen Russoniello, Associate Professor (PhD, Gonzaga University)
Thomas K. Skalko, Professor (PhD, University of Maryland)
Cheryl Stevens, Associate Professor (PhD, Ohio State University)
Hans Vogel song, Associate Professor (PhD, Pennsylvania State University)
Richard S. T. Williams, Associate Professor (EdD, University of Georgia)

Associate Graduate Faculty

Nelson Cooper, Assistant Professor (PhD, Clemson University)
Joseph P. Flood, Assistant Professor (PhD, University of Minnesota)
Janet A. Funderburk, Assistant Professor (PhD, Indiana University)
Kindal Shores, Assistant Professor (PhD, Texas A&M University)
Robert C. Wendling, Associate Professor (PhD, Texas A&M University)

COLLEGE OF HUMAN ECOLOGY

Margie L. Gallagher, Professor and Interim Dean (PhD, University of California, Davis)

Department of Child Development and Family Relations

Cynthia E. Johnson, Professor and Chair (PhD, Ohio State University)

Graduate Faculty

Sharon Ballard, Associate Professor (PhD, University of Tennessee)
Elizabeth Carroll, Assistant Professor (JD, Mississippi College)
David A. Dosser, Jr., Professor (PhD, University of Georgia)
Archana Hedge, Assistant Professor (PhD, University of North Carolina, Greensboro)
E. Wayne Hill, Professor (PhD, University of North Carolina, Greensboro)
Jennifer L. Hodgson, Associate Professor (PhD, Iowa State University)
Angela Lamson, Associate Professor (PhD, Iowa State University)
Edward Markowski, Professor Emeritus (PhD, Florida State University)
Linda Mitchell, Associate Professor (PhD, Michigan State University)
Mary Pickard, Associate Professor (PhD, Kansas State University)
Susan Reichelt, Assistant Professor (PhD, Iowa State University)
Natalie Sira, Assistant Professor (PhD, Virginia Polytechnic Institute and State University)
Jane King Teleki, Professor (PhD, Oklahoma State University)
Sandra L. Triebenbacher, Associate Professor (PhD, University of Tennessee)
Carmel White, Assistant Professor (PhD, Kansas State University)
Mark White, Associate Professor (PhD, Kansas State University)
Barbara Woods, Assistant Professor (PhD, Ohio State University)

SECTION 9: GRADUATE FACULTY

Department of Criminal Justice

James F. Anderson, Professor and Chair (PhD, Sam Houston State University)

Graduate Faculty

Madhava Bodapati, Associate Professor (PhD, Sam Houston State University)

Mary S. Jackson, Professor (PhD, Case Western Reserve University)

Gerald M. Jones, Professor (PhD, Sam Houston State University)

John Krebs, Assistant Professor (PhD, University of Michigan)

Hamid Kusha, Assistant Professor (PhD, University of Kentucky)

Nancy Mangels, Assistant Professor (PhD, University of Missouri, Kansas City)

Elizabeth Gail Sharpe Marsal, Assistant Professor (PhD, Walden University)

Department of Hospitality Management

Graduate Faculty

James A. Chandler, Associate Professor (PhD, University of Tennessee)

David L. Edgell, Sr., Professor (PhD, University of Cincinnati)

Dori Finley, RD, Professor (PhD, University of Missouri)

David Rivera, Assistant Professor (PhD, Texas Tech University)

Marcia Taylor, Assistant Professor (PhD, Virginia Polytechnic Institute and State University)

Mel Weber, Assistant Professor (PhD, University of Missouri)

Department of Interior Design and Merchandising

Graduate Faculty

Runying Chen, Associate Professor (PhD, Ohio State University)

Patricia Lindsey, Associate Professor Emeritus (PhD, Virginia Polytechnic Institute and State University)

Ginger Woodard, Associate Professor (PhD, University of North Carolina, Greensboro)

Department of Nutrition and Dietetics

William Forsythe, Professor and Chair (PhD, Michigan State University)

Graduate Faculty

Sarah Colby, Assistant Professor (PhD, University of North Carolina, Greensboro)

Melanie Duffrin, Associate Professor (PhD, Ohio State University)

Sylvia Escott-Stump, Clinical Instructor (MA, Indiana University of Pennsylvania)

Nancy Hamis, Clinical Instructor (MS, East Carolina University)

Kimberly Heidal, Assistant Professor (PhD, University of Nebraska)

Barbara Malinauskas, Assistant Professor (PhD, Auburn University)

Roman Pawlak, Assistant Professor (PhD, North Carolina State University)

SCHOOL OF SOCIAL WORK

Graduate Faculty

Lessi Bass, Associate Professor (DSW, Howard University)

Tracy Carpenter-Aeby, Associate Professor (PhD, University of Georgia)

Vickie D. Causby, Associate Professor (PhD, Florida State University)

Linner W. Griffin, Professor (EdD, University of Houston)

David Harrison, Professor (PhD, University of Minnesota)

John Pierpont, Associate Professor (PhD, University of Kansas)

Richard Pozzuto, Associate Professor (PhD, University of Oregon)

BRODY SCHOOL OF MEDICINE

Phyllis N. Horns, Interim Dean and Interim Vice Chancellor (DSN, University of Alabama, Birmingham)

Graduate Faculty

Abdel Abdel-Rahman, Professor (PhD, Leeds University)
 Shaw M. Akula, Assistant Professor (PhD, South Dakota State University)
 Hisham A. Barakat, Professor (PhD, University of Massachusetts)
 Donald W. Barnes, Professor (PhD, Medical College of Virginia)
 Fred E. Betrand, Assistant Professor (PhD, University of Alabama)
 Arthur Bode, Professor (PhD, University of North Carolina, Chapel Hill)
 Kori Brewer, Associate Professor (PhD, East Carolina University)
 Hubert W. Burden, Professor (PhD, Tulane University)
 Robert G. Carroll, Professor (PhD, University of Medicine and Dentistry of New Jersey)
 Joseph M. Chalovich, Professor (PhD, University of Illinois)
 Yan-Hua Chen, Assistant Professor (PhD, Emory University School of Medicine)
 John D. Christie, Professor (PhD, Rutgers University)
 James P. Coleman, Associate Professor (PhD, North Carolina State University)
 Joseph G. Cory, Professor (PhD, Florida State University)
 Doyle M. Cummings, Professor (PhD, Philadelphia College of Pharmacy and Science)
 M. Saeed Dar, Professor (PhD, Medical College of Virginia)
 Jian Ding Dean, Associate Professor (MD, Shanxi College; PhD, University of South Carolina)
 James E. DeVente, Assistant Professor (MD, PhD, East Carolina University)
 Larry Dobbs, Associate Professor (MD, PhD, University of Kansas)
 G. Lynis Dohm, Professor (PhD, Kansas State University)
 Ronald W. Dudek, Professor (PhD, University of Minnesota)
 Maria Ruiz-Echevarria, Assistant Professor (PhD, Centro de Investigaciones Biologicas)
 Donald J. Fletcher, Professor (PhD, Emory University)
 Paul L. Fletcher, Jr., Associate Professor (PhD, Vanderbilt University)
 Richard A. Franklin, Associate Professor (PhD, University of Illinois)
 James E. Gibson, Research Professor (PhD, University of Iowa)
 Carl E. Haisch, Professor (MD, University of Washington)
 L. Robert Hanrahan, Jr., Associate Professor (MD, State University of New York)
 Charles A. Hodson, Professor (PhD, Iowa State University)
 Donald R. Hoffman, Professor (PhD, California Institute of Technology)
 S. Gregory Iams, Professor (PhD, Ohio State University)
 Tatyana Ivanova-Nikolova, Assistant Professor (PhD, USSR Academy of Sciences)
 Roberta M. Johnke, Associate Professor (PhD, Duke University)
 Cynda A. Johnson, Professor (MD, University of California, Los Angeles)
 Ronald S. Johnson, Professor (PhD, Northwestern University)
 Timothy A. Johnson, Professor (PhD, University of North Carolina, Chapel Hill)
 George J. Kasperek, Professor (PhD, Oregon State University)
 Laxmansa C. Katwa, Associate Professor (PhD, University of Mysore)
 Brett D. Keiper, Assistant Professor (PhD, Brandeis University)
 Anne E. Kellogg, Associate Professor (MD, University of Louisville)
 Cheryl B. Knudson, Professor (PhD, University of Southern California)
 Warren Knudson, Professor (PhD, University of Illinois)
 Peter Kragel, Professor (MD, Georgetown University)
 John Lehman, Professor and Vice Chancellor for Research and Graduate Studies (PhD, University of Pennsylvania, The Wistar Institute)
 Isabelle Lemasson, Assistant Professor (PhD, University Montpellier)
 Michael Lewis (MD, West Virginia University; PhD, Virginia Polytechnic Institute and State University)
 Thomas M. Louis, Professor (PhD, Michigan State University)
 Robert M. Lust, Professor (PhD, Texas Tech University)
 Qun Lu, Associate Professor (PhD, Emory University)

SECTION 9: GRADUATE FACULTY

Janet Malek, Assistant Professor (PhD, Rice University)
Achut Malur, Assistant Professor (PhD, Free University of Brussels)
Mark D. Mannie, Professor (PhD, Northwestern University)
Christopher Mansfield, Professor (PhD, Florida State University)
Daniel W. Martin, Assistant Professor (PhD, University of Texas, San Antonio)
Robert Martensen, Professor (PhD, University of California, San Francisco)
James A. McCubrey, Professor (PhD, University of Wisconsin)
Brian A. McMillen, Professor (PhD, University of Illinois, Chicago)
Barbara Muller-Borer, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Alexander Murashov, Associate Professor (MD, Moscow 2nd and Medical Institute; PhD, Academy of Medical Sciences)
Phillip H. Pekala, Professor (PhD, Virginia Polytechnic Institute and State University)
Everett C. Pesci, Associate Professor (PhD, University of Kentucky)
Richard H. Ray, Professor (PhD, Medical College of Georgia)
Lorita Rebellato-deVente, Associate Professor (PhD, East Carolina University)
Randall H. Renegar, Professor (PhD, University of Florida)
Jacques Robidoux, Assistant Professor (PhD, University of Montreal)
Roy Martin Roop, Professor (PhD, Virginia Polytechnic Institute and State University)
Rachael Roper, Assistant Professor (PhD, University of Rochester)
Maria Ruiz-Echevarria, Assistant Professor (PhD, Centro de Investigaciones Biologicas)
Ruth A. Schwalbe, Assistant Professor (PhD, University of Minnesota)
Edward R. Seidel, Professor (PhD, University of Alabama, Birmingham)
Brian M. Shewchuk, Assistant Professor (PhD, Pennsylvania State University)
Claudio H. Sibata, Professor (PhD, University of Wisconsin)
George Sigounas, Professor (PhD, Boston University)
C. Jeffrey Smith, Professor (PhD, University of Illinois)
John P. Smith, Teaching Associate Professor (PhD, Medical College of Virginia)
Ken Soderstrom, Assistant Professor (PhD, Oregon State University)
Ann O. Sperry, Associate Professor (PhD, Rice University)
Paul H. Strausbauch, Professor (MD, University of Miami; PhD, University of Washington)
David A. Taylor, Professor (PhD, West Virginia University)
David M. Terrian, Professor (PhD, Wayne State University)
Mary Jane Thomassen, Professor (PhD, University of Minnesota)
Rukiyah Van Dross, Assistant Professor (PhD, Rutgers University)
Michael R. Van Scott, Professor (PhD, West Virginia University)
Kathryn M. Verbanac, Professor (PhD, University of Iowa)
Jitka Virag, Assistant Professor (PhD, Louisiana State University)
David G. Weismiller, Associate Professor (MD, Thomas Jefferson University)
John Edwin Wiley, Professor (PhD, North Carolina State University)
Christopher J. Wingard, Associate Professor (PhD, Wayne State University)

Associate Graduate Faculty

Paul Bolin, Associate Professor (MD, University of North Carolina, Chapel Hill)
Mona M. McConaughy, Associate Professor (PhD, Indiana University)

COLLEGE OF NURSING

Sylvia T. Brown, Professor and Acting Dean and Associate Dean for Graduate Programs (EdD, North Carolina State University)

Graduate Faculty

Martha R. Alligood, Professor (PhD, New York University)
Rebecca Benfield, Associate Professor (PhD, University of South Carolina)
Judy H. Bernhardt, Professor (PhD, University of Illinois)
Josie M. Bowman, Associate Professor (DNS, University of Alabama, Birmingham)
Garris Conner, Associate Professor (DSN, University of Alabama, Birmingham)
Robin W. Corbett, Associate Professor (PhD, University of South Carolina)

COLLEGE OF TECHNOLOGY AND COMPUTER SCIENCE

Frances R. Eason, Professor (EdD, North Carolina State University)
Martha K. Engelke, Professor (PhD, North Carolina State University)
Phyllis N. Homs, Professor and Interim Vice Chancellor Health Sciences Division (DSN, University of Alabama, Birmingham)
Darlene E. Jesse, Associate Professor (PhD, University of Tennessee)
Mary Kirkpatrick, Professor (EdD, North Carolina State University)
Therese Lawler, Clinical Professor (EdD, North Carolina State University)
Bruce Leonard, Assistant Professor (PhD, University of Texas)
Martha Libster, Associate Professor (PhD, Oxford Brookes University)
Maura McAuliffe, Professor (PhD, University of Texas)
Linda Mayne, Associate Professor (PhD, University of North Carolina, Chapel Hill)
Janice A. Neil, Associate Professor (PhD, Virginia Commonwealth University)
Marie E. Pokorny, Professor (PhD, University of Virginia)
Iona Poston, Associate Professor (PhD, University of Florida)
Dorothy D. Rentschler, Associate Professor (PhD, New York University)
Mary Ann Rose, Professor (EdD, North Carolina State University)
Linda L. Steele, Associate Professor (PhD, University of Texas)
Nancy N. Stephenson, Associate Professor (PhD, University of South Carolina)
Melvin S. Swanson, Professor (PhD, University of Pittsburgh)
Susan A. Williams, Associate Professor (DNS, Louisiana State University)
Carol Winters-Moorhead, Professor (PhD, University of Pittsburgh)

Associate Graduate Faculty

Carol Ferreira, Clinical Assistant Professor (PhD, Kent State University)
Laura T. Gantt, Associate Professor (University of Colorado, Denver)
Barbara Kellam, Associate Professor (PhD, Medical College of Georgia)
Kim L. Larson, Associate Professor (PhD, University of North Carolina, Chapel Hill)
Janet P. Moye, Assistant Professor (PhD, East Carolina University)
Connie Mullinix, Associate Professor (PhD, University of Pennsylvania)
Annette I. Peery, Assistant Professor (EdD, North Carolina State University)
Donna W. Roberson, Assistant Professor (PhD, University of North Carolina, Chapel Hill)
Sharon Sarvey, Assistant Professor (PhD, University of Tennessee)
Ann M. Schreier, Associate Professor (PhD, Stanford University)
Elaine S. Scott, Assistant Professor (PhD, East Carolina University)
Susan Williams, Associate Professor (DNS, Louisiana State University)

COLLEGE OF TECHNOLOGY AND COMPUTER SCIENCE

Ralph V. Rogers, Professor and Dean (PhD, University of Virginia)

Department of Computer Science

John Placer, Professor and Chair (PhD, Oregon State University)

Graduate Faculty

Karl Abrahamson, Associate Professor (PhD, University of Washington)
K. Gopalakrishnan, Associate Professor (PhD, University of Nebraska)
Robert Hochberg, Assistant Professor (PhD, Rutgers University)
Masao Kishore, Associate Professor (PhD, Princeton University)
Ronnie W. Smith, Associate Professor (PhD, Duke University)
Mohammad H. N. Tabrizi, Professor (PhD, Sheffield University)
James F. Wirth, Associate Professor (PhD, University of Notre Dame)

Department of Construction Science

Graduate Faculty

Douglas W. Kruger, Jr., Professor and Chair (EdD, North Carolina State University)

Constantine A. Ciesielski, Associate Professor (PhD, Ohio State University)

David L. Batie, Associate Professor (PhD, Texas A&M University)

Ihab Mohammad Hamdi Saad, Associate Professor (PhD, University of Kentucky)

Department of Engineering

Paul Kauffmann, Professor and Chair (PhD, Pennsylvania State University)

Graduate Faculty

Rita R. Reaves, Associate Professor (EdD, North Carolina State University)

Associate Graduate Faculty

Tarek Abdel-Salam, Assistant Professor (PhD, Old Dominion University)

Department of Technology Systems

Elmer C. Poe, Professor, Associate Vice Chancellor for Distance Education and Interim Chairperson
(PhD, University of Maryland)

Graduate Faculty

Robert A. Chin, Professor (PhD, University of Maryland)

Charles E. Coddington, Professor (PhD, University of Maryland)

Hamid Fonooni, Professor (PhD, University of Cincinnati)

Andrew E. Jackson, Professor (PhD, University of Central Florida)

Richard Monroe, Associate Professor (PhD, Old Dominion University)

Biwu Yang, Professor (PhD, University of Rhode Island)

Associate Graduate Faculty

Michael Behm, Assistant Professor (PhD, Oregon State University)

Philip J. Lunsford, Assistant Professor (PhD, North Carolina State University)

Merwan Mehta, Associate Professor (PhD, University of Missouri, Rolla)

Tijani Mohammed, Assistant Professor (PhD, Texas A&M University)

Leslie Pagliari, Assistant Professor (PhD, Walden University)

Erol Ozan, Assistant Professor (PhD, Old Dominion University)

APPENDIX A

SIGNIFICANCE OF COURSE NUMBERS AND COURSE PREFIXES

SIGNIFICANCE OF COURSE NUMBERS

0001-0999 Remedial
1000-1999 Freshman
2000-2999 Sophomore

3000-3999 Junior
4000-4999 Senior
5000-5999 Master's

6000-6999 Master's
7000-7999 Doctoral
8000-9000 Doctoral

Five-thousand-level (5000-5999) courses are master's courses. Undergraduate students may be admitted to five-thousand-level courses if they have completed the stated prerequisite(s) or with the written permission of the instructor, chairperson of the department, director of the school, or the dean of the college in which the course is offered. Seven-thousand-level (7000-7999) courses are doctoral courses. Qualified masters' students may enroll in seven-thousand-level courses if they have completed the stated prerequisite(s) or with the written permission of the instructor, chairperson of the department, director of the school, or the dean of the college in which the course is offered.

COURSE PREFIXES

AAAS	African and African American Studies	Thomas Harriot College of Arts and Sciences
ACCT	Accounting	College of Business
ADED	Adult Education	College of Education
AERO	Aerospace Studies	Military Programs
ANAT	Anatomy	Brody School of Medicine
ANTH	Anthropology	Department of Anthropology
ART	Art	College of Fine Arts and Communication
ASEU	Area Studies-European Studies	Thomas Harriot College of Arts and Sciences
ASIA	Asian Studies	Thomas Harriot College of Arts and Sciences
ASIP	Administrative Services and Information Processing	College of Education
ASLS	American Sign Language Studies	College of Allied Health Sciences
ATEP	Athletic Training Education Program	College of Health and Human Performance
BIME	Biomedical Engineering	College of Technology and Computer Science
BIOC	Biochemistry	Brody School of Medicine
BIOE	Bioprocess Engineering	College of Technology and Computer Science
BIOL	Biology	Department of Biology
BIOS	Biostatistics	College of Allied Health Sciences
BISC	Biological Sciences	Brody School of Medicine
BITE	Business and Information Technologies Education	College of Education
BUSI	Business	College of Business
BVTE	Business and Information Technologies Education	College of Education
CDFR	Child Development and Family Relations	College of Human Ecology
CHE	College of Human Ecology	College of Human Ecology
CHEM	Chemistry	Department of Chemistry
CHIN	Chinese	Department of Foreign Languages and Literatures
CLAS	Classical Studies	Thomas Harriot College of Arts and Sciences
CLSC	Clinical Laboratory Science	College of Allied Health Sciences
CMED	Comparative Medicine	Brody School of Medicine
CMGT	Construction Management	College of Technology and Computer Science
COAD	Counselor and Adult Education	College of Education
COAS	Coastal and Marine Studies	Thomas Harriot College of Arts and Sciences
COHE	Community Health	College of Allied Health Sciences
COMM	Communication	College of Fine Arts and Communication
CRM	Coastal Resources Management	Graduate School
CSCI	Computer Science	College of Technology and Computer Science
CSDI	Speech and Hearing Sciences	College of Allied Health Sciences
DESN	Design and Drafting	College of Technology and Computer Science
DNCE	Dance	College of Fine Arts and Communication
DRED	Driver Education	College of Health and Human Performance
ECON	Economics	Department of Economics
EDTC	Educational Technology	College of Education

APPENDIX A

EDUC	Education	College of Education
EHST	Environmental Health	College of Health and Human Performance
ELEM	Elementary Education	College of Education
ENED	English Education	College of Education
ENGL	English	Department of English
ENMA	Engineering Management	College of Technology and Computer Science
ETHN	Ethnic Studies	Thomas Harriot College of Arts and Sciences
EXSS	Exercise and Sport Science	College of Health and Human Performance
FACS	Family and Consumer Sciences	College of Human Ecology
FINA	Finance	College of Business
FLGC	Foreign Languages, Generic	Department of Foreign Languages and Literatures
FORL	Foreign Languages	Department of Foreign Languages and Literatures
FREN	French	Department of Foreign Languages and Literatures
GEOG	Geography	Department of Geography
GEOL	Geology	Department of Geological Sciences
GERM	German	Department of Foreign Languages and Literatures
GERO	Gerontology	Interdisciplinary Programs
GRAD	Graduate Studies	Graduate School
GRBK	Great Books	Thomas Harriot College of Arts and Sciences
GRK	Greek	Department of Foreign Languages and Literatures
HIED	History Education	College of Education
HIMA	Health Information Management	College of Allied Health Sciences
HIST	History	Department of History
HLTH	Health	College of Health and Human Performance
HMGH	Hospitality Management	College of Human Ecology
HNRS	Honors	Honors Program
HPRO	Health Professions	College of Allied Health Sciences
HSMA	Health Services Management	College of Allied Health Sciences
HUEC	Human Ecology	College of Human Ecology
HUMS	Medical Humanities	Brody School of Medicine
ICEE	Integrated Collaborative Engineering Environment	College of Technology and Computer Science
ICTN	Information and Computer Technology	College of Technology and Computer Science
IDIS	Industrial Distribution and Logistics	College of Technology and Computer Science
IDSN	Interior Design	College of Human Ecology
IENG	Industrial Engineering Technology	College of Technology and Computer Science
INTE	Interdepartmental	Brody School of Medicine
INTL	International Studies	Thomas Harriot College of Arts and Sciences
IPAM	Indigenous Peoples of the Americas	Thomas Harriot College of Arts and Sciences
IRHE	Interdisciplinary Rural Health Education	Health Sciences Division
ITAL	Italian	Department of Foreign Languages and Literatures
ITEC	Industrial Technology	College of Technology and Computer Science
JAPN	Japanese	Department of Foreign Languages and Literatures
JUST	Criminal Justice	College of Human Ecology
LATN	Latin	Department of Foreign Languages and Literatures
LDVP	Leadership Development	Center for Leadership Development
LEED	Educational Leadership	College of Education
LIBS	Library Studies	College of Education
MAST	Maritime Studies	Coastal Resources Management
MATE	Mathematics Education	College of Education
MATH	Mathematics	Department of Mathematics
MCBI	Microbiology	Brody School of Medicine
MGMT	Management	College of Business
MIDG	Middle Grades Education	College of Education
MIS	Management Information Systems	College of Business
MKTG	Marketing	College of Business
MLSC	Military Science	Military Programs

SIGNIFICANCE OF COURSE NUMBERS AND COURSE PREFIXES

MPH	Public Health	Graduate School
MRCH	Merchandising	College of Human Ecology
MRST	Medieval and Renaissance Studies	Thomas Harriot College of Arts and Sciences
MULT	Multidisciplinary Studies	Thomas Harriot College of Arts and Sciences
MUSC	Music	College of Fine Arts and Communication
NCST	North Carolina Studies	Thomas Harriot College of Arts and Sciences
NEUR	Neuroscience	Thomas Harriot College of Arts and Sciences and Brody School of Medicine
NURS	Nursing	College of Nursing
NUTR	Nutrition and Dietetics	College of Human Ecology
OCCT	Occupational Therapy	College of Allied Health Sciences
OMGT	Operations Management	College of Business
PADM	Public Administration	Department of Political Science
PADP	Physician Assistant	College of Allied Health Sciences
PATH	Pathology	Brody School of Medicine
PHAR	Pharmacology	Brody School of Medicine
PHIL	Philosophy	Department of Philosophy
PHYS	Physics	Department of Physics
PLAN	Planning	Department of Geography
POLS	Political Science	Department of Political Science
PSYC	Psychology	Department of Psychology
PTHE	Physical Therapy	College of Allied Health Sciences
RCLS	Recreation and Leisure Studies	College of Health and Human Performance
RCTX	Recreational Therapy	College of Health and Human Performance
READ	Reading	College of Education
REHB	Rehabilitation Studies	College of Allied Health Sciences
RELI	Religious Studies	Thomas Harriot College of Arts and Sciences
RONC	Radiation Oncology	Brody School of Medicine
RUSI	Russian Studies	Thomas Harriot College of Arts and Sciences
RUSS	Russian	Department of Foreign Languages and Literatures
SCIE	Science Education	College of Education
SECS	Security Studies	Thomas Harriot College of Arts and Sciences
SENG	Software Engineering	College of Technology and Computer Science
SOCI	Sociology	Department of Sociology
SOCW	Social Work	College of Human Ecology
SPAN	Spanish	Department of Foreign Languages and Literatures
SPED	Special Education	College of Education
SYSE	Systems Engineering	College of Technology and Computer Science
TCHR	Teacher Education	College of Education
TECH	Technology	College of Education
THEA	Theatre Arts	College of Fine Arts and Communication
WOST	Women's Studies	Thomas Harriot College of Arts and Sciences

COURSE DESCRIPTION KEY

Courses normally meet one hour per week for each semester hour credit. The numbers in parentheses following the title for each course listed under the various programs, departments, schools, and colleges of the university indicate the semester hours credit. Exceptions to the rule, such as labs, are printed under course titles.

P=Prerequisite(s); C=Corequisite(s); P/C=Prerequisite(s) or Corequisite(s); R=Recommended P, C, or P/C

SUBSTANCE ABUSE POLICY

East Carolina University is dedicated to the pursuit and dissemination of knowledge and, as such, expects all members of the academic community to behave in a manner conducive to that end. The highest standards of personal and professional conduct must be maintained by faculty, staff, and students. Illegal or abusive use of drugs or alcohol, referred to in this policy as substance abuse, by members of the university community adversely affects the mission of the university and is prohibited.

Accordingly, the East Carolina University Board of Trustees adopts the following policy, consistent with The UNC Board of Governors' Policy on Illegal Drugs. The policy is intended to accomplish the following:

- (1) Prevent substance abuse through a strong educational effort;
- (2) Encourage and facilitate the use of counseling services and rehabilitation programs by those members of the academic community who require their assistance in stopping substance abuse; and
- (3) Discipline appropriately those members of the academic community who engage in illegal drug or alcohol-related behaviors.

Educational Efforts to Prevent Substance Abuse

In keeping with its primary mission of education, East Carolina University will conduct a strong educational program aimed at preventing substance abuse and illegal drug or alcohol use. Educational efforts shall be directed toward all members of the academic community and will include information about the incompatibility of the use or sale of illegal substances with the goals of East Carolina University; the health hazards associated with illegal drug or alcohol use; the incompatibility of substance abuse with the maximum achievement of educational, career, and other personal goals; and the potential legal consequences of involvement with illegal drugs or alcohol.

Counseling and Rehabilitation Services to Prevent Substance Abuse

Those faculty, staff, or students who seek assistance with a substance-related problem shall be provided with information about drug counseling and rehabilitation services available through East Carolina University and also through community organizations. Those who voluntarily avail themselves of university services shall be assured that applicable professional standards of confidentiality will be observed.

Disciplinary Actions to Prevent Substance Abuse

Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the university.

It is expected that East Carolina University students, faculty members, administrators, and other employees who use or possess alcoholic beverages will do so as legally prescribed by the laws of the State of North Carolina, within the regulations of East Carolina University, and in a manner which does not disrupt the lives of others. A person whose conduct is outside these parameters will be subject to the judicial rules and procedures of the university.

It is not double jeopardy for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. The university will initiate its own disciplinary proceedings against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the university.

Penalties will be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Sections V and VI of Appendix D of the East Carolina University Faculty Manual, by board of governors' policies applicable to the employees exempt from the State Personnel Act, by the East Carolina University Student Judicial System, and by regulations of the State Personnel Commission.

The penalties to be imposed by the university may range from written warnings with probationary status to expulsions from enrollment and discharges from employment*. However, the following minimum penalties shall be imposed for the particular offenses described.

APPENDIX B

- (1) Trafficking in Illegal Drugs
 - (a) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, NC General Statutes 90-89, or Schedule II, NC General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone), any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.
 - (b) For a first offense involving the illegal manufacture, sale, or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, NC General Statutes 90-91 through 90-94, (including but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.
- (2) Illegal Possession of Drugs
 - (a) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, NC General Statutes 90-89, or Schedule II, NC General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.
 - (b) For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, NC General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the chancellor or the chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.
 - (c) For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.
- (3) Possession and Use of Alcohol
 - (a) For offenses involving the illegal possession, use, sale and/or distribution of alcohol in violation of NC General Statutes 18B-300 & 18B-301 & 302; 18B-1006 (a); or Greenville Ordinance No. 812-1-2, a student will be subjected to a progressive penalty system based on the type of infraction and the circumstances involved. Penalties may be a warning, probation, fine, volunteer community service, and/or removal from the residence system or the university.
 - (b) In certain circumstances, involvement in an alcohol education and/or counseling program may be offered to a student in lieu of being referred to the honor board with a recommendation for suspension. Specifically, a student given this option will be required to participate in a program of assessment, education and counseling; pay a fee of sixty dollars (\$60), and be placed on university probation. A student may participate in this program only once in lieu of disciplinary action.
 - (c) University employees subject to the State Personnel Act may be disciplined in accordance with the rules and regulation for personal misconduct, i.e., final written warning, which may include a three (3) day suspension without pay, or dismissal.

When a student, faculty member, administrator, or other employee has been charged by the university with a violation of policies concerning illegal drugs or alcohol, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the chancellor or, in the chancellor's absence, the chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members of the university community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

In the case of employees, anyone convicted of a criminal drug statute violation occurring in the workplace shall notify the university no later than five days after such a conviction. The university will commence disciplinary action against such an individual within thirty (30) days of notice of the conviction.

Responsibilities Under This Policy

Authority to implement the policy shall reside in the chancellor.

The chancellor shall designate a coordinator of drug and alcohol education who shall, acting under the authority of the chancellor, be responsible for overseeing all actions and programs relating to this policy.

All employees and students shall be responsible for abiding by the provisions of this policy. In the case of employees, adherence with the provisions of the policy shall be a condition of employment.

The chancellor will render an annual report to the board of trustees on the effectiveness of this policy.

Dissemination of This Policy

A copy of this policy shall be given annually to each employee and to all new employees at the beginning of their employment. Each student shall receive a copy and new students shall be given a copy during orientation.

The policy shall be printed on appropriate student documents and posted on official bulletin boards of the university.

Amended October, 1990

The Board of Trustees of East Carolina University

EAST CAROLINA UNIVERSITY AFFIRMATIVE ACTION/EQUAL OPPORTUNITY POLICY

East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, or employees based on race, religion, color, creed, national origin, sex, age, sexual orientation, or disability.

All employment decisions will be made so as to further the principle of equal employment opportunity. The university will recruit, hire, train, and promote persons in all positions without regard to race, religion, color, creed, national origin, sex, age, or disability. Consistent with this principle, all promotion decisions will be made using valid requirements and all personnel actions (such as compensation, benefits, transfers, layoffs, return from layoff, university sponsored training, education, tuition assistance, and social and recreational programs) will be administered without regard to race, religion, color, creed, sex, national origin, age, sexual orientation, or disability.

This policy on nondiscrimination and the Affirmative Action Program of East Carolina University are consistent with and pursuant to the guidelines set forth in Executive Order 11246 and its implementing regulations. The Affirmative Action Program implements guidelines set forth under Title VII of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Age Discrimination In Employment Act of 1976, the Vietnam Veterans Readjustment Assistance Act of 1974 as amended, and the Americans with Disabilities Act of 1992.

The university's policy is consistent with NCGS 126-16: "All State ... agencies ... of North Carolina shall give equal opportunity for employment without regard to race, religion, color, creed, national origin, sex, age, or handicapping condition to all persons qualified, except where specific age, sex, or physical requirements constitute bona fide occupational qualifications necessary to proper and efficient administration. This section with respect to equal opportunity as to age shall be limited to individuals who are at least forty years of age but less than seventy years of age." It is also consistent with The Code of The University of North Carolina, Section 103: "Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit and there shall be no discrimination on the basis of race, color, creed, religion, sex, national origin, age, or disability."

The responsibility for implementation of this plan rests with the chancellor. The vice chancellors, dean of the College of Arts and Sciences, deans of professional schools, departmental chairpersons, and principal administrative directors are responsible for assisting him in implementing these policies. These responsibilities also include coordination of the university's efforts to comply with all applicable aspects of the Americans with Disabilities Act of 1992. They will assure that decisions involving recruitment, selection, appointment, and promotion of faculty and staff at all levels are made in a nondiscriminatory manner and in accordance with the goals of the ECU Affirmative Action Plan.

The chancellor has also appointed the EEO officer to coordinate all aspects of the Affirmative Action Plan, initiate programs to assist in reaching the goals of the Affirmative Action Plan, maintain a record system, identify problem areas, monitor progress, and assist faculty, staff, and students to resolve problems. These responsibilities also include coordination of the university's efforts to comply with all applicable aspects of the Americans with Disabilities Act of 1992.

APPENDIX B

Any student of East Carolina University who has a complaint of discrimination should follow the procedure outlined in the student handbook, The Clue Book. Current, former, or prospective faculty or staff who have a complaint should follow the procedures outlined in the Faculty Manual or the East Carolina University Business Manual. The EEO officers will provide information to any individual concerning the appropriate grievance procedures.

Copies of the Affirmative Action Plan are available in the Office of Equal Opportunity and via the Internet at www.ecu.edu/eoo.

This Affirmative Action Plan will be evaluated annually and a report prepared by the EEO officer for review by the chancellor. The EEO officer is Taffye Benson Clayton. The associate EEO officers are Damon Davis and LaKeshia Alston. The Office of Equal Opportunity and Equity is located in 107 Whichard; telephone 252-328-6804.

NOTICE OF NONDISCRIMINATION

East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, sexual orientation, age, or disability.

East Carolina University supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; SECTION 899A and 845 of the Public Health Service Act; the Equal Pay Act; the Age Discrimination Act of 1975; the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Americans with Disabilities Act of 1992; and Executive Order 11246, as amended by Executive Order 11375.

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1992, accommodations of the disabled extend to student programs, employment practices, elimination of physical barriers, and special assistance to disabled students and employees within the university.

This nondiscrimination policy covers admission, readmission, access to, and treatment and employment in university programs and activities, including, but not limited to, academic admissions, financial aid, any services, and employment.

Any student who believes that he or she has been discriminated against by the university because of his or her race, color, national origin, religion, gender, age, sexual orientation, or disability may speak with the director of the Office of Student Conflict Resolution, Mary Louise Antieau, 201 Whichard Building, East Carolina University. Following that discussion, a student who wishes to file a formal or informal grievance will be directed to the appropriate office. Any member of the university community desiring information or having a complaint or grievance in regard to these provisions should contact the assistant to the chancellor/EEO officer, Taffye Benson Clayton, 107 Whichard, East Carolina University, Greenville, NC 27858-4353; telephone 252-328-6804 or the associate EEO officer.

SEXUAL HARASSMENT PREVENTION PLAN, POLICY, AND GRIEVANCE PROCEDURE FOR COMPLAINTS OF SEXUAL HARASSMENT

Sexual harassment and discrimination are illegal and endanger the environment of tolerance, civility, and mutual respect that must prevail if the university is to fulfill its mission. East Carolina University is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the work place and students can engage fully in the learning process. Further, amorous relations between a student and a university employee who is responsible for supervising or evaluating the student, or between an employee and the person supervising that employee may derogate the merit principle of supervision and evaluation. This policy is the university's statement of its intent to prohibit sexual harassment and discrimination and to prohibit amorous relations between the university's employees and students, and employees and supervisors when these relations create a risk of favoritism.

The following constitute sexual harassment: making verbal remarks or committing physical actions that propose to people of either sex that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward; singling out people of either sex and creating or attempting to create a hostile university or working environment or otherwise attempting to harm or harming people because of their sex; and continuing verbal or physical conduct of a sexual nature when the person the conduct is directed toward has indicated clearly, by word or action, that this conduct is unwanted.

Sexual discrimination consists of actions that subject employees or students to unequal treatment on the basis of their sex.

It is the responsibility of members of the university community to strive to create an environment free of sexual harassment and discrimination and free of unprofessional bias in the supervision and evaluation of students and employees. It is against the policies of East Carolina University for its employees or students to propose to other employees or students that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or to receive some reward; to create a hostile university or work place environment for an individual or group because of the individual's or the group's sex; to continue verbal or physical conduct of a sexual nature when the employees or students of the university such conduct is directed toward have indicated clearly, by word or action, that such conduct is unwanted; to engage in consensual amorous relationships with students or other university employees whom the employee is or will be supervising or evaluating; and to subject other employees or students to unequal treatment on the basis of their sex.

Complaints brought against East Carolina University students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in *The Clue Book*.

Complaints brought against East Carolina University staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the *East Carolina University Business Manual*, Policy Statement 7: Employee Relations in the Human Resources Section.

Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in the *East Carolina University Faculty Manual*.

Any person having a complaint of sexual harassment should contact Taffye Benson Clayton, equal employment opportunity officer, 107 Whichard Building; telephone 252-328-6804. The associate EEO officers are Damon Davis and LaKesha Alston, whose offices are located in the Whichard Building, Rooms 204 and 205, telephone 252-328-1957 or 252-328-2737.

RACIAL AND ETHNIC HARASSMENT POLICY

Section I. Rationale

The faculty, staff, administration, and students of East Carolina University maintain that it is important to create an atmosphere in which instances of racial and ethnic harassment are discouraged. Well-publicized policies and procedures such as these will help to create an atmosphere in which individuals who believe that they are the victims of racism or ethnic harassment are assured that their grievances will be dealt with in a timely, confidential, fair, and effective manner. Toward this end, all members of the university community should understand that racial and ethnic harassment violates university policy and will not be condoned. Members of the university community are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of harassment prohibited under these policies. Any act by a university employee or student of reprisal, interference, restraint, penalty, discrimination, coercion, or harassment against a student or an employee for using these policies responsibly interferes with free expression and openness and violates this policy. Accordingly, members of the university community are prohibited from acts of reprisal against those who bring charges or are involved as witnesses or otherwise try to responsibly use this policy.

Section II. Racial and Ethnic Harassment Policy

A. Introduction. Racial and/or ethnic harassment endangers the environment of tolerance, civility, and mutual respect that must prevail if the university is to fulfill its mission. Such harassment will not be condoned by members of the university community. This policy is the university's statement of its intent to protect its educational environment by prohibiting specific forms of racial and/or ethnic harassment. The university recognizes that the free and unfettered interchange of competing views is essential to the institution's educational mission, and that the peoples' right to express opinions is guaranteed by the United States Constitution.

B. Definitions. The following constitute racial and/or ethnic harassment:

- a. Singling out people because of their race or ethnic affiliation and subjecting them to unequal or unfair treatment.
- b. Harming, attempting to harm, or threatening to harm people because of their race and/or ethnic affiliation.

C. Policy. It is the responsibility of members of the university community to strive to create an environment free of racial and/or ethnic harassment.

C-1. It is against the policies of East Carolina University for its employees or students to single out employees or students of the university because of their race or ethnic affiliation and subject them to unequal or unfair treatment.

C-2. It is against the policies of East Carolina University for its employees or students to single out employees or students of the university or visitors to the university because of their race or ethnic affiliation and subject them to conduct which causes severe emotional disturbance.

Section III. Grievances Against East Carolina University Students

Complaints brought against East Carolina University students by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures presented in the *Clue Book*.

Section IV. Grievances Against East Carolina University Staff

Complaints brought against East Carolina University staff by East Carolina University students, faculty, staff, administrators, or visitors are governed by the grievance procedures stated in the *East Carolina University Business Manual*, Volume 2, Section VIII.

Section V. Grievances Against East Carolina University Faculty Members or Administrators Holding Faculty Status

Complaints brought against East Carolina University faculty members or administrators holding faculty status by East Carolina University students, faculty, staff, administrators, or visitors ordinarily are governed by the grievance procedures stated in the East Carolina University Faculty Manual, Appendix X. However, if a faculty member raises allegations of racial or ethnic harassment or discrimination during a hearing he or she requested before the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee (in accordance with the policies and procedures set forth in the *East Carolina University Faculty Manual*, Appendix D), the relevant committee shall determine the merits and bearing, if any, of the allegations raised by the faculty member on the matter before the committee. Such actions by the Due Process Committee, the Reconsideration Committee, or the Faculty Hearing Committee shall not preclude a faculty member from independently bringing a complaint of racial or ethnic harassment or discrimination in accordance with the grievance procedures stated in the *East Carolina University Faculty Manual*, Appendix X. The outcome of an Appendix X grievance brought by a faculty member against other faculty members or administrators holding faculty status either may be appealed in accordance with the provisions for appeal set forth in section J of Appendix X or may be appealed before the Faculty Affairs Committee in accordance with the policies and procedures set forth in Appendix D of the *East Carolina University Faculty Manual*, but not both.

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NOTES

NOTES

NOTES

BUILDING ABBREVIATIONS

USED ON STUDENT SCHEDULES KEYED TO MAP

A	6	Austin Building
AH	13	Belk Building
B	5	Howell Science Complex
BA	8	Brewster (Wing A)
BB	8	Brewster (Wing B)
BC	8	Brewster (Wing C)
BD	8	Brewster (Wing D)
BN	5	Howell Science Complex-North
BS	5	Howell Science Complex-South
C		Clinic
CH	7	Christenbury Memorial Gym
CL	123	Irons Building
EL	58	Eller Building
F	2	Flanagan Building
GC	95	Bate Building
GR	3	Graham Building
H	91	Pitt County Memorial Hospital
HE	10	Rivers Building
J	14	Jenkins Fine Arts Center
L	1	Joyner Library
LA	1	Joyner Library Basement
MB	9	Fletcher Music Center
MC	37	Minges Coliseum
MS	15	Brody Medical Sciences Building
MT	33	McGinnis Auditorium
NB	10	Rivers Building
NC	47	Old Cafeteria Building
PE	5	Howell Science Complex
R	4	Rawl Building
RG	85	Ragsdale Building
SM	97	Ward Sports Medicine Building
SP	12	Speight Building
SZ	203	Science and Technology Building
TA	34	Messick Theatre Arts Center
TL		Industry and Technology Annex
WA	32	Wright Annex
WB	31	Whichard Building

MAIN CAMPUS

Alphabetical Listing of Buildings and Other Facilities

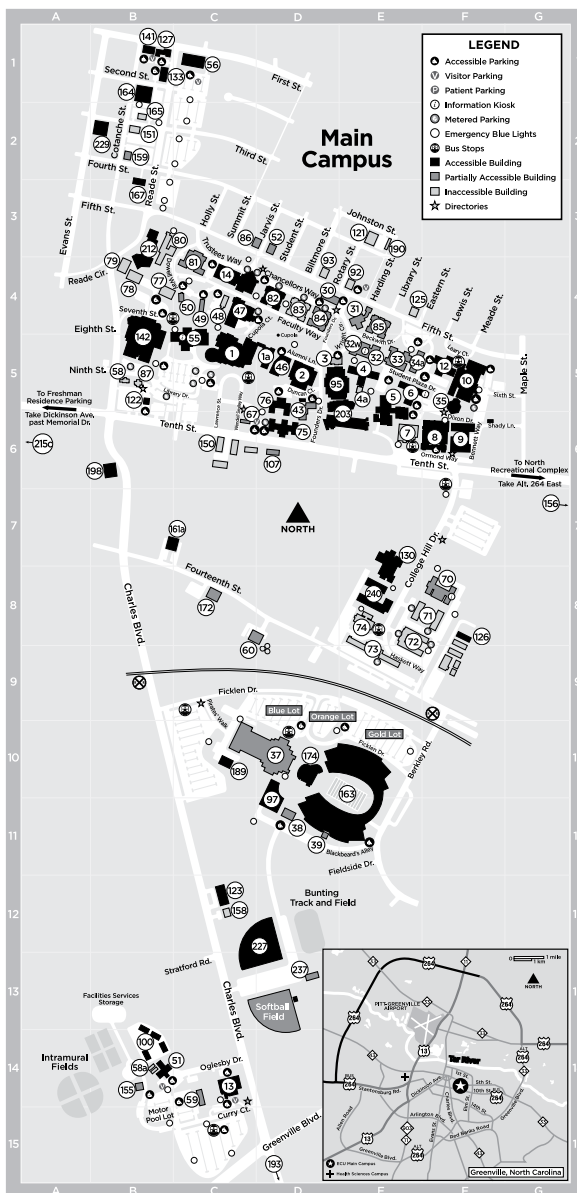
47 1 Card Office (C4)
 151 Administrative Support Annex (B2)
 31 Admissions (E4)
 14 Art and Design, School of (C4)
 95 Arts and Sciences, Thomas Harriot College of (D5)
 237 Athletic Grounds Storage (D13)
 39 Athletic Ticket Office (D11)
 6 Austin Building (E5)
 95 Bate Building (D5)
 95 BB&T Center for Leadership Development (D5)
 59 Belk Annex 1 (C14)
 13 Belk Building (C14)
 67 Blount House (ECU Police) (C6)
 155 Blount Recreational Sports Complex (B14)
 50 Bloxton House (C4)
 8 Brewster Building (F6)
 123 Building 123 (C12)
 127 Building 127 (B1)
 141 Building 141 (B1)
 158 Building 158 (C12)
 159 Building 159 (B2)

165 Building 165 (B2)
 172 Building 172 (C8)
 189 Building 189 (C10)
 198 Building 198 (B6)
 215c Building 215c (A6)
 95 Business, College of (D5)

Campus Dining

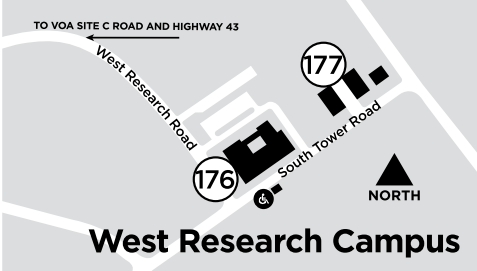
142 Center Court (B5)
 35 Croatan (F5)
 55 Destination 360 (C5)
 70 Galley, The (F8)
 130 Todd Dining Hall (E7)
 212 West End Dining Hall (B3)
 32 Wright Place, The (E5)

52 Career Services (D3)
 47 Cashier's Office (C4)
 215c Central Stores and Receiving (A6)
 86 Chancellor's Residence (D3)
 7 Christenbury Memorial Gymnasium (E6)
 227 Clark-LeClair Stadium (D12)
 164 Cotanche Building (B1)
 76 Disability Support Services (D5)
 163 Dowdy-Ficklen Stadium (E10)
 32 Dowdy Student Stores (E5)
 12 Education, College of (F5)
 167 Environmental Health and Safety Building (B3)
 58 Eller House (B5)
 49 Erwin Building (C4)
 121 Facilities Administration (E3)
 190 Facilities Annex (E3)
 126 Facilities Service Center (F8-F9)
 126 Facilities Services Eppes Complex (F8-F9)
 100 Facilities Services Grounds Complex (B14)
 60 Facilities Services Steam Plant (D8)
 161a Facilities Warehouse (B7)
 107 Family Therapy Clinic (D6)
 47 Financial Aid Office (C4)
 133 Financial Services Building (B1)
 49 Fine Arts and Communication, College of (C4)
 2 Flanagan Building (D5)
 9 Fletcher Music Center (F6)
 85 Graduate School (E4)
 3 Graham Building (D5)
 193 Greenville Centre (D15)
 156 Harris Building (G7)
 37 Health and Human Performance, College of (D10)
 92 Howard House (E4)
 5 Howell Science Complex (E5-E6)
 10 Human Ecology, College of (F5)
 127 Human Resources (B1)
 87 International House (B5)
 51 Irons Building (B14)
 14 Jenkins Fine Arts Center (C4)
 1 Joyner Library (C5)
 1a Joyner East (D5)
 50 Ledonia Wright Cultural Center (Bloxton House) (C4)
 43 Mail Services (D5)
 48 Mamie Jenkins Building (C4)
 58a Maritime Conservation Lab (B14)
 141 Materials Management (B1)
 33 McGinnis Theatre (E5)
 55 Mendenhall Student Center (C5)
 34a Messick Theatre Arts Centre (E5)
 37 Minges Coliseum (D10)
 174 Murphy Center (D10)
 9 Music, School of (F6)
 92 News and Communication Services (E4)
 47 Old Cafeteria Complex (C4)
 122 Parking and Transportation Services (B5)
 39 Pirate Club Building (D11)
 67 Police, ECU (Blount House) (C6)
 150 Professional Center (C6)

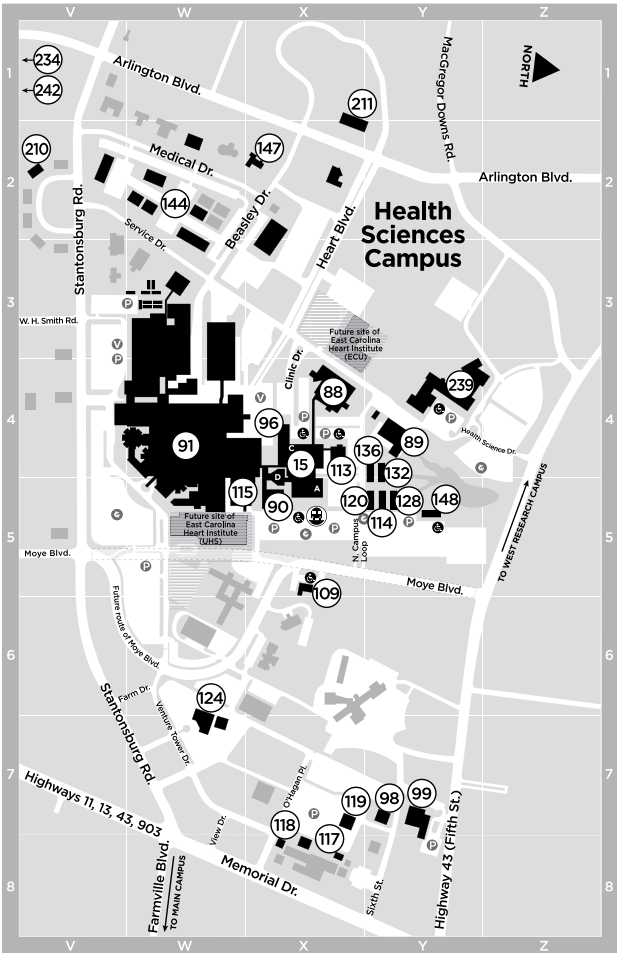


85	Ragsdale Hall (E4)	72	Scott (E8)	142	Student Recreation Center (B5)
4	Rawl Building (E5)	74	Tyler (E8)	32	Student Stores, ECU-Dowdy (E5)
4a	Rawl Annex (E5)	75	Umstead (D6)	93	Taylor-Slaughter Alumni Center (D4)
56	Regional Development Institute (C1)	78	White (B4)	203	Technology and Computer Science, College of (E6)
31	Registrar (E4)	10	Rivers Building (F5)	34a	Theatre and Dance, School of (E5)
Residence Halls					
71	Aycock (F8)	38	Scales Field House (D11)	125	Ward Guest House (E4)
73	Belk (E9)	203	Science and Technology Building (E6)	97	Ward Sports Medicine Building (D11)
79	Clement (B4)	229	Self-Help Building (B2)	212	West End Dining Hall (B3)
240	College Hill Suites (E8)	76	Slay Hall (D5)	31	Whichard Building and Annex (E4)
84	Cotten (D4)	12	Speight Building (F5)	37	Williams Arena at Minges Coliseum (D10)
83	Fleming (D4)	30	Spilman Building (D4)	56	Willis Building (C1)
80	Fletcher (B3)	60	Steam Plant (D8)	32	Wright Annex (E5)
81	Garrett (C4)	55	Student Center, Mendenhall (C5)	32w	Wright Auditorium (E5)
77	Greene (B4)	46	Student Health Services (D5)		
82	Jarvis (D4)	47	Student Loans Office (C4)		
70	Jones (F8)	229	Student Media (Self-Help Building) (B2)		

HEALTH SCIENCES CAMPUS



239	Allied Health Sciences, School of (Y4)
109	Alumni and Development (X5)
113	Biotechnology Building/Pediatric Outpatient Center (X4)
15 Brody Medical Sciences Building (X4-X5)	
15a	Administration (X5)
15c	Brody Outpatient Center (X4)
15d	Brody Auditorium (X5)
177	Coastal Studies Annex (See West Research Campus inset.)
144 Doctors Park	
	Suite 1—Psychiatric Medicine (W2)
	Suite 2—Adult and Pediatric Health Care (W2)
210	ECU Gastroenterology (V2)
242	ECU Pediatric Specialty Care (V1)
147	ECU Plastic Surgery (X2)
234	ECU Women's Physicians (V1)
89	Facilities Services Utility Plant (Y4)
115	Family Medicine Center (W5)
239	Health Sciences Building (Y4)
Lakeside Annex	
132	Modular 1—Administrative Support (Y4)
136	Modular 2—Health Information Services/Systems (Y4)
128	Modular 3—Personal Counseling Center/News and Information (Y5)
114	Modular 4—Diabetes Research (Y5)
120	Modular 5—Family Medicine Research (Y5)
148	Modular 7—Clinical Skills Assessment/Education (Y5)
239	Laupus Library (Y4)
90	Leo W. Jenkins Cancer Center (X5)
96	Magnetic Resonance Imaging and Gamma Knife (X4)
99	Medical Pavilion (Y7)



124	Monroe Center/EAHEC/Venture Tower (W7)
98	MPH Program (Y7)
211	Nephrology/Dialysis Center (X1)
239	Nursing, School of (Y4)
Physicians Quadrangle	
118	EMS Division, Building M (X8)
117	Geriatrics, Building C (X8)
119	Health Services Research and Development, Building N (X7)
91	Pitt County Memorial Hospital (W3-W5)
88	Warren Life Sciences Building (X4)
176	West Academic Building (See West Research Campus inset.)