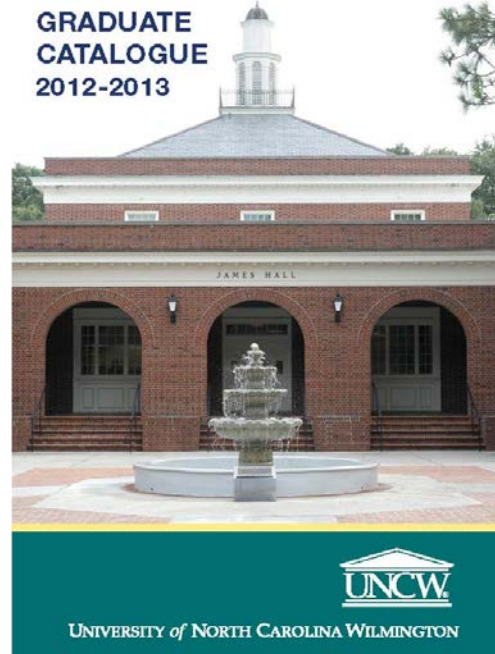


Addendum to 2012 – 2013 Graduate Catalogue



Academic Regulations and Procedures

Class Attendance

Updated 08/30/2012 kmg

Students are expected to be present at all regular class meetings and examinations for the courses in which they are registered. All faculty members are responsible for setting policy concerning the role of attendance in determining grades for their classes. It is the responsibility of the students to learn and comply with the policies set for each class in which they are registered.

North Carolina General Statute 116-11(3a) and UNC policy authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. Students may be required to provide written notice of the request for an excused absence a reasonable time prior to the religious observance. The student shall be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance.

Administrative Officers

Updated 08/31/2012 kmg

Denise A. Battles, Ph.D. — *Provost and Vice Chancellor for Academic Affairs*

Stephen L. McFarland, Ph.D. — *Vice Provost*

Terrence M. Curran, Ed.D. — *Associate Provost for Enrollment Management*

Jose E. Hernandez, Ed.D.— *Associate Provost for Institutional Diversity and Inclusion*

Denise M. DiPuccio, Ph.D. — *Assistant Provost for International Programs*

Johnson O. Akinleye, Ph.D. — *Associate Vice Chancellor for Academic Programs*
Lisa Castellino, M.S. — *Assistant Vice Chancellor for Institutional Research and Assessment*
Adalia Ann Jessica Sova, M.P.A. — *Assistant Vice Chancellor for Resource Management*
P. Carol Ellis, Ph.D. — *Assistant to the Provost* P. Nelson Reid, Ph.D. — *Director of University Planning*
Lawrence S. Clark, J.D., L.L.M. — *Dean, Cameron School of Business*
Daniel G. Baden, Ph.D. — *Director of Center for Marine Science*
David P. Cordle, D.M. — *Dean, College of Arts and Sciences*
Charles J. Hardy, Ph.D. — *Founding Dean, College of Health and Human Services*
Robert D. Roer, Ph.D. — *Dean, Graduate School and Research*
Stephen S. Meinhold, Ph.D. — *Associate Dean of Research*
Walter B. (Terry) Kinney, Ph.D. — *Interim Director, School of Health and Applied Human Sciences*
James C. McCann, Ph.D. — *Director, School of Nursing*
Lori Messinger, Ph.D. — *Director, School of Social Work*
Kemille S. Moore, Ph.D. — *Dean, University College*
Sarah B. Watstein, M.L.S., M.P.A. — *University Librarian*
Kenneth Teitelbaum, Ph.D. — *Dean, Watson College of Education*
Janice H. Rockwell, M.Ed. — *Director of Admissions*
Caroline M. Clements, Ph.D. — *Director of Center for Teaching Excellence and Faculty Leadership*
Norman L. Bemelmans, B.M. — *Director of Cultural Arts and Kenan Auditorium*
Katherine E. Bruce, Ph.D. — *Director of Honors Scholars College*
~~George W. (Bill) Ayers, Ph.D. — *Interim Director of Onslow County Extension Program*~~
Jill C. Fegley, Ph.D. — *Director of Onslow County Extension Program*
Gilbert C. Bowen, M.A. — *Registrar* Emily J. Bliss, M.A. — *Director of Scholarships and Financial Aid*
Panda S. Powell, B.A. — *Director of Sponsored Programs*
Todd S. McFadden, M.A. — *Director of the Upperman African American Cultural Center*
Michelle Scatton-Tessier, Ph.D. — *Director of Women's Studies and Resource Center*
Edelmira Isabel Segovia, M.A.. — *Director of Centro Hispano*
Martin H. Posey, Ph.D. — *Accreditation Coordinator*
Kimberly J. Cook, Ph.D. — *QEP Topic Development Coordinator*
Anthony Vaughn, M.Ed.—*Director of University Space Planning and Management*

Expenses

Updated 09/04/2012 kmg

Student Resident Parking - \$330

The Graduate School

Department and Prerequisite Abbreviations

Updated 09/04/2012 kmg

Business Law	BLA
Economics	ECN
Finance	FIN
International Exchange	INT
Marketing	MKT
Nursing Lab	NSGL
Science Lab	SCIL
Social Work Lab	SWKL

Special Academic Programs

Distance Education Courses

Updated 09/04/2012 kmg

The Division of Academic Affairs administers the University's extension (academic) program. The University operates the following upper division undergraduate and graduate degree completion programs at the ~~Jacksonville~~ UNCW Onslow County Extension ~~Program~~ site:

Undergraduate Programs

- ~~B.A. B~~usiness ~~A~~administration
- ~~B.S. C~~linical ~~R~~esearch (online)
- ~~B.A. C~~riminology
- ~~B.A. E~~lementary ~~E~~ducation
- ~~B.S. N~~nursing (RN-BSN ~~P~~rogram online)
- ~~B.S.W. S~~ocial ~~W~~ork

Licensure Programs

- Elementary Education Teacher Licensure
- Early Childhood Ad-On Licensure

Graduate Programs

- ~~Master of Arts in~~ Liberal ~~S~~tudies
- ~~Master of Education in~~ Elementary ~~E~~ducation (online)
- ~~Master of Science in~~ Chemistry (online)
- ~~M.S. Clinical Research~~ (online)
- ~~Master of Science in~~ Instructional ~~T~~echnology (online)

Graduate Certificate Program

- Post-Baccalaureate Certificate in ~~C~~onflict ~~M~~anagement and ~~R~~esolution

Courses are scheduled on the Coastal Carolina Community College campus, the Marine Corps Base ~~at~~ Camp Lejeune ~~John A. Lejeune Education Center~~, and online. Licensure courses are also offered for several teaching areas. Application for admission to Onslow County programs are received by the

extension site admissions adviser located at 444 Western Boulevard, Jacksonville, North Carolina 28546, telephone (910) 455-2310.

Additional extension offerings also include undergraduate and graduate courses at select off-campus sites. Application for admission to extension programs are received by the Admissions Office; requests for transcripts should be made to the Registrar of the University of North Carolina Wilmington. Graduate extension applications are received by the Graduate School.

Information concerning all extension programs and courses may be obtained by contacting the Division of Academic Affairs at UNCW, 601 South College Road, Wilmington, NC 28403-5900; phone (910) 962-3876. For additional information regarding Onslow Extension Programs, visit the [UNCW Onslow County Extension Site's Education](#) website at www.uncw.edu/onslowextension.

University of North Carolina

General Administration

Updated 08/31/2012 kmg

President Thomas W. Ross — *President of the University*
Mr. Leslie Boney III — *Vice President for International, Community and Economic Development*
Dr. Christopher S. Brown — *Vice President for Research and Graduate Education*
Ms. Gwen Canady — *Project Management Officer*
Dr. Alisa Chapman — *Vice President for Academic and [Student Affairs University Programs](#)*
Mr. Bart Corgnati — *Secretary of the University*
Ms. Laura B. Fjeld — *Vice President and General Counsel*
Mr. William A. Fleming — *Vice President for Human Resources and University Benefits Officer*
Ms. Cathy Hanby-Sikora — *Associate Vice President for Advancement*
Mr. Brent Herron — *Associate Vice President for Campus Safety and Emergency Operations*
Mr. John Leydon — *Vice President for Information Resources ~~and Chief Information Officer~~*
~~Mr. Lyons Gray — Senior Advisor to the President~~
Dr. Bruce L. Mallette — *Vice President for Academic and Student Affairs*
Dr. Suzanne Ortega — *Senior Vice President for Academic Affairs*
Mr. Charles E. Perusse — *Vice President for Finance*
Mrs. Kimrey Rhinehardt — *Vice President for Federal Relations*
~~VACANT Mr. Jeffrey R. Davies — Chief of Staff~~
Vacant — *Vice President for Government Relations*
Mrs. Joni B. Worthington — *Vice President for Communications and Special Assistant to the President*

Board of Governors

The University of North Carolina

09/26/2012 MW

~~Hannah D. Gage, Chair~~
Peter D. Hans, ~~Vice Chair~~
[H. Frank Grainger, Vice Chair](#)
~~Dudley E. Flood, Secretary~~

Ann B. Goodnight, *Secretary*

Class of 2013

John M. Blackburn	Paul Fulton
Peaches Gunter	Hannah D. Gage
Blank	Franklin E. McCain
Laura W. Buffaloe	Charles H. Mercer,
Bill Daughtridge, Jr.	Jr.
Walter C. Davenport	Fred G. Mills
James M. Deal, Jr.	Burley B. Mitchell, Jr.
Phillip R. Dixon	Irvin (Al) Rosemen
Dudley E. Flood	David W. Young

Class of 2015

Brent D. Barringer	Mary Ann Maxwell
W. Louis Bissette Jr.	W. Edwin McMahan
Fred Eshelman	Hari H. Nath
John C.	David M. Powers
Fennebresque	Richard Taylor
Ann B. Goodnight	Raiford Trask III
H. Frank Grainger	Phillip D. Walker
Thomas J. Harrelson	Aldona Zofia Wos
G. Leroy Lail	

Emeritus Members

James E. Holshouser, Jr.
J. Bradley Wilson

Ex-Officio Member

Cameron Carswell

Courses

Updated 09/07/2012 kmg

SPN 511, SPN 512, SPN 521, SPN 522 [Note: Repetitions of these courses (variable topics) may be **used taken** to satisfy the electives requirement provided the topic is different from the topic used to satisfy the core requirements.]

GGY 594 - Teaching Practicum in GIS and Remote Sensing

Credits: (1-3)

A practical experience in teaching GIS and/or remote sensing where the student further develops their applied geography skills.

Courses

Updated 09/07/2012 kmg

SPN 504 – Spanish for Professionals

Study of linguistic and cultural concepts pertinent to the various professions and directed toward students' individual interests and professional needs.

SPN 585 – Hispanic Film

Exploration and interpretation of Spanish and Latin American cinema in its theoretical, historical and cultural contexts.

Updated 09/11/2012 kmg

BUS 505 - Financial Accounting

Credits: (2)

MBA 505 An intensive course in accounting principles with special emphasis on the concepts underlying income determination, preparation and interpretation of financial statements and the managerial uses of accounting information. Topics include transaction analysis, asset valuation, and expense and revenue recognition, capital structure and tools of financial analysis.

MBA 505 - Financial Accounting

Credits: (2)

BUS 505 An intensive course in accounting principles with special emphasis on the concepts underlying income determination, preparation and interpretation of financial statements and the managerial uses of accounting information. Topics include transaction analysis, asset valuation, and expense and revenue recognition, capital structure and tools of financial analysis.

BUS 535 - Corporate Financial Management

Credits: (2)

MBA 535 Examination of corporate decision-making process in finance. Evaluation of financial statements, capital budgeting concepts, capital structure decisions, and international financial issues for the businessperson.

MBA 535 - Corporate Financial Management

Credits: (2)

BUS 535 Examination of corporate decision-making process in finance. Evaluation of financial statements, capital budgeting concepts, capital structure decisions, and international financial issues for the businessperson.

BUS 540 - Marketing Decision Making I

Credits: (2)

MBA 540 An introduction to the principles of marketing and basic marketing methods and tools needed to make effective marketing decisions. Lectures and projects regarding new product development, customer relationship management, and other key marketing concepts will expose students to marketing principles and require them to formulate marketing tactics and strategies.

MBA 540 - Marketing Decision Making I

Credits: (2)

BUS 540 An introduction to the principles of marketing and basic marketing methods and tools needed to make effective marketing decisions. Lectures and projects regarding new product development, customer relationship management, and other key marketing concepts will expose students to marketing principles and require them to formulate marketing tactics and strategies.

BUS 559 - Management Foundations

Credits: (2)

This course examines theories, research and concepts about the structure and processes of complex business organizations. Topics include organization design, decision making, strategic management, motivation, innovation/entrepreneurship, operations management, leadership, communication and stakeholder management. Emphasis is placed on managing globalization, diverse workers, technology and social responsibility.

MBA 529 - Managerial Economics

Credits: (2)

Application of economic theory and methods to decision making within the firm. Topics include the analysis and estimation of demand, the optimal use of firm resources, pricing decisions, profitability and forecasting.

MBA 539 - Financial Statement Analysis

Credits: (2)

Financial statement analysis is investigated in the context of commercial lending and analysis, i.e. review of commercial and retail loan requests. Students who complete this course should have an enhanced ability to determine the credit quality of a loan request via financial statement analysis. Individual topics include the lending function of commercial banks and credit analysis.

BUS 580 - Statistical Methods for Business

Credits: (2)

MBA 510 A survey of statistical methods and techniques for the analysis of business data. Topics include descriptive and inferential statistical methods, statistical inference via hypothesis testing, probability theory, simple and multiple linear and nonlinear regression analysis.

MBA 510 - Statistical Methods for Business

Credits: (2)

BUS 580 A survey of statistical methods and techniques for the analysis of business data. Topics include descriptive and inferential statistical methods, statistical inference via hypothesis testing, probability theory, simple and multiple linear and nonlinear regression analysis.

MBA 571 - Project Management Foundations

Credits: (3)

This course will focus on the key issues of project management. Projects are ubiquitous, they are everywhere and everyone does them. Project Management in any way helps to improve the change effects of society. As the pace of change has been increasing at an ever faster rate, effectively and efficiently managing change efforts is the only way organizations can survive in this modern world. In other words those organizations who take the lead in implementing project management capabilities consistently perform their projects better and are more competitive in general. Following this argument, future young professionals have to be able to understand and to some extent apply the basic principles of project management. Therefore this course is designed to help our students to start their career in business once they have finished their degree and to apply the project management foundations to developing a personal project plan for their course of study and future as a rising young executive.

BUS 525 - Principles of MicroEconomics

Credits: (2)

MBA 525 Analysis of the cost structure faced by business firms and the structure of the output and resource markets in which they operate.

MBA 525 - Principles of MicroEconomics

Credits: (2)

BUS 525 Analysis of the cost structure faced by business firms and the structure of the output and resource markets in which they operate.

CMR 526 Title Change

CMR 524 Title Change

EDL 526 Title Change

EDL 522 Title Change/Credit hour change

EDL 514 Title Change/Credit hour change

EDL 513 Title Change

EDL 574 Title Change

INT 594 Credit hours change 1-12 to 9

EDL 599 Title Change Thesis in Education to Thesis II

EDL 660 New Course

10 22 2012 kmg

EDL 660 - Leadership in Mathematics Education

Credits: (3)

Examines best practices in teaching of mathematics as it relates to curriculum, instruction, and assessment through the lens of district and school leadership. This leadership will involve an understanding of how students learn math with understanding, practices that support student conceptual understanding, and effective use of data to inform instruction.

EDL 647 - STEM Leadership in Schools and Districts

Credits: (3)

This course examines the area of Science, Technology, Engineering, and Mathematics (STEM) as it relates to curriculum, instruction, and leadership in schools and districts. This leadership would involve knowledge of the curriculum, resource allocation, sustainability and dissemination.

EDL 646 - Global Educational Achievement: Comparative Analyses

Credits: (2)

Introduces students to comprehensive assessments of student well-being dimensions in economically developed countries. Assists students in understanding current national and international educational achievement levels and its correlation with a strong economy and a high quality of life.

EDL 645 - Learning-Centered Leadership

Credits: (3)

This course examines a foundational approach to coaching, mentoring, professional development, and leadership through a district and school leadership lens. Participants will be equipped to work with and empower educational stakeholders to enhance student learning.

GGY 594 - Teaching Practicum in GIS and Remote Sensing

Credits: (1-3)

A practical experience in teaching GIS and/or remote sensing where the student further develops their applied geography skills.

STT 591 - Directed Individual Study

Credits: (1-3)

The course is proposed to provide students wanting or needing advanced materials not covered in our existing program. This class will be specialized for the student(s) taking the course.

EDL 611 - The Politics of Education: Historical Frameworks

Credits: (3)

This course examines how curriculum, objectives and program sequence are shaped as much by broad societal agendas as by professional expertise and practice. Focuses on analysis of interactions among school district, local community, state and federal systems and their impact on educational leadership.

EDL 610 - Ethical Leadership and Decision Making

Credits: (3)

Designed to promote students' purposeful inquiry for knowledge to be used for making ethical decisions. Applies ethical decision making to case studies reflecting current issues.

EDL 609 - Organizational Development: Structure, Processes and Practices

Credits: (3)

Provides students with the theory, knowledge and practices necessary to identify and understand the change processes involved in managing and sustaining organizations. Philosophical, ethical, social and economic issues impacting educational organizations will be identified for analysis and problem-solving.

EDL 605 - Social Foundations of Education

Credits: (3)

This course is designed to explore the social, historical, philosophical, and cultural foundations of United States public education. Students will examine past and contemporary school practices, educational policy and the relationship between policy, identity and practice.

10/24/2012 kmg

EDL 570 - Internship: Leadership Applications I

Credits: ~~(5)~~ (6)

Corequisite: [EDL 526](#) with EDL 570. Field course work. MSA program members only. Required for all MSA members. Designed to provide opportunities to experiment in "real world" settings with ideas presented in other courses throughout the leadership program. Application and analysis of management practices occur under guidance of professionals.

EDL 571 - Internship: Leadership Applications II

Credits: ~~(5)~~ (6)

~~Corequisite: [EDL 526](#) with [EDL 570](#).~~ Field course work. MSA program members only. Required for all MSA members. Designed to provide opportunities to experiment in "real world" settings with ideas presented in other courses throughout the leadership program. Application and analysis of management practices occur under guidance of professionals.

EDL 601 – ~~Introduction to Doctoral Studies~~ Leadership Theory

Credits: (3)

~~This course is designed as an introduction for school leaders for the doctoral program. Major themes of the course include an overview of the importance of logic, reasoning, reading, and writing; practicing data analysis and data-driven decision making; modeling and critiquing effective leadership dispositions; developing good research questions; studying the potential of emerging technologies, analyzing the future of the southeastern region of North Carolina; reviewing the 12 steps of the doctoral process and grasping the multiple roles/duties/responsibilities/realities of system-wide school leaders.~~ **Introduce students to major historical leadership models. Students will compare and contrast leadership theories and models within the context of prevailing social, economic and political circumstances.**

EDL 641 – Research I Applied Research

Credits: (3)

~~This course is designed to provide an overview of research methods for educational leaders. Major themes of the course include theoretical and practical knowledge in statistics, scientifically-based assessments, and an introduction to qualitative research. The course will develop educational leaders' skills in data-driven decision making, critiquing studies, and using technologies to support valid and reliable research practices.~~ **This course provides knowledge and skills for conducting applied research in educational settings. Major themes include key concepts of educational research, conducting literature reviews, research design, ethical considerations in conducting research, instrument development and data collection, quantitative and qualitative data analysis, action planning, and writing and reporting research results.**

EDL 667 - Learning and Instruction

Credits: (3)

This course examines a foundational approach to learning and instruction to maximize student achievement. Instructional theories, models, applications, and innovative approaches will be examined in regards to teaching and learning.

EDL 569 - Internship: Pre-leadership Applications

Credits: (2)

~~Field course and classwork (250 hours). MSA program members only. Required for all part-time students and licensure only students. Experiences for students prepare them for in-field work and the subsequent 1000-hour internships. An introduction to school administration and supervision remain the focus for the field work.~~ **This course is designed to provide the administrative intern with experience at one (or two) different level(s) (elementary, middle or high school) than the EDL 570-571 placement. This course serves as an applications-based opportunity to engage in clinical observations under the in-the-field guidance of the school principal and university supervisor.**

EDL 669 - Leadership and Literacy

Credits: (3)

This course prepares leaders to critically examine programs, policies, theory, and research to promote effective literacy practices at the school and district level.

EDL 668 - Innovations in Curriculum

Credits: (3)

This course is designed to develop capacity of educational leaders to engage others in and lead conversations and action around curricular reform.

EDL 665 – Curr Iss in ED Leadership Curriculum Studies

Credits: (3)

~~(Cross-listed for MSA and EdD students) Planned to provide 'cutting edge' topics, this course is designed to explore critical areas of interest and concern for school leaders. Current research and innovation drive~~

~~the focus for exploration.~~ This course is intended to convey the importance of examining curriculum through a broad lens that includes historical, philosophical, cultural and political influences. Multiple models of curriculum inquiry and development will be explored. Course participants will critically analyze the problematic character of curriculum knowledge and practice.

MSC 598 - Research

Credits: (1-3)

Credit hours taken by students in pursuing their master's thesis research. May be taken more than once for credit, but for no more than 3 hours total.

~~NSG 512~~ CLR 512 - Advanced Pharmacotherapeutics

Credits: (3)

~~Advanced pharmacotherapeutics provides the advanced practice nurse a rational basis for pharmacologic management of clients. The principles of pharmacology and the process of pharmacological reasoning for primary care of common acute and chronic illnesses will be presented. The core topics will examine advanced nursing roles in the management of pharmacotherapeutics for clients across the life-span in rural and urban underserved communities.~~ **Pharmacotherapeutics is defined as the treatment of disease using drugs. Topics will include knowledge and tools needed by advanced clinical research students to understand diseases and medications being investigated in clinical protocols.**

EDL 598 - Thesis I

Credits: (3)

Prerequisites: [EDL 523](#) , at least 18 additional hours towards completion of the master's degree, and permission of instructor required. This course is designed to support CIS students in the development of the first three chapters of their theses.

11/01/2012 kmg

EDL 643 – ~~Research III~~ Quantitative Research

Credits: (3)

~~This course is designed to serve as an advanced research practicum. The course will focus on advanced research skills linked to the candidate's proposed dissertation study.~~ Prerequisite EDL 641. Provides knowledge and skills in applied statistics. Focus is for students to be able to appropriately approach statistical problems in their professional setting.

EDL 642 – ~~Research II~~ Program Evaluation

Credits: (3)

~~This course is designed to study and apply quantitative and qualitative research methodologies. The course will develop school leaders' skills in developing research designs, conducting quantitative and qualitative investigations, and analyzing, interpreting, and reporting research results. Prerequisite EDL 641.~~ Provides knowledge and skills for conducting program evaluation. Components include evaluation theories and approaches for conducting evaluations; evaluation planning and implementation; tests and measurement; and guidelines for conducting program evaluations, including The Program Evaluation Standards and the American Evaluation Association's Guiding Principles for Evaluators.

EDL 644 – ~~Doctoral research and Capstone Seminar~~ Qualitative Research

Credits: (3)

~~This course is designed as a culminating seminar for candidates nearing the data analysis phase of their dissertations. In addition to collaborative support for the dissertation process, the seminar will include preparing for the defense, submitting conference presentations proposals, writing for publication, developing a curriculum vitae and job searching.~~ Prerequisite EDL 641. This course provides knowledge and skills in qualitative methods commonly used in educational settings. Major components of the course include qualitative theoretical/conceptual frameworks, research designs, instrument development and data collection procedures, data analysis and interpreting and reporting results.

11/26/2012 kmg

~~EVS 557 – D – Environmental Site Assessment~~

~~Credits: (3)~~

~~Study of ASTM guidelines for environmental site assessment. Emphasis on historic overview, regulations, and preparation methods associated with environmental site assessment. Lecture and field trips.~~

12/18/2012 kmg

BUS 512 - Information Systems & Technology

Credits: (2)

MBA 512 The role of information systems and technology in business. Hardware, software, and communications issues are examined. Databases, enterprise resource planning systems, and other overarching applications are analyzed. Ethical issues of privacy and piracy are discussed.

MBA 512 - Information Systems and Technology

Credits: (2)

BUS 512 The role of information systems and technology in business. Hardware, software, and communications issues are examined. Databases, enterprise resource planning systems, and other overarching applications are analyzed. Ethical issues of privacy and piracy are discussed.

01/10/2013 KMG

CMR 599 - Thesis

Credits: (3)

Students completing the M.A. in Conflict Management and Resolution will have the option of writing a thesis in their concentration of study; National and International Security, or Domestic, Social and Organizational Conflict Transformation. Students will recruit a committee of three, including a Supervisor and defend the thesis at the end of the semester.

CMR 539 - Mediation in the Community

Credits: (3)

Mediation practitioners provide a wide variety of services in the community ranging from Family and Divorce Mediation, including custody, visitation, support and equitable distribution to mediating workplace disputes involving Title VII issues such as discrimination and sexual harassment. Students will learn about the range of practice modalities in the community including consumer-merchant disputes, homeowner-contractor issues, neighbor-to-neighbor disputes and Medicare case appeals. Professional mediators as guest speakers and illustrative case studies will provide examples of the practice modalities.

CMR 537 - ~~Hostage~~ Crisis Negotiation

Credits: (3)

~~A crisis in which hostages are involved can occur in either a planned situation when there are substantive demands and hostages are held as leverage or in a more spontaneous hostage barricade situation when there are no clear goals and hostages are held as victims. In either situation, proven techniques are employed to bring about a peaceful and non-violent resolution. The strategy for resolving high conflict/crisis situations includes a number of steps beginning with active listening and concluding with behavioral change. Principled Negotiation, the Breakthrough Strategy and the importance of saving face are incorporated into the process.~~

Students will learn strategies for resolving high conflict/crisis situations including workplace violence scenarios, domestic violence disputes, robberies, situations on college campuses, crises where hostages

are involved and other potentially dangerous situations. The course takes students through a number of steps in understanding how to resolve the different types of crises, beginning with active listening and concluding with behavioral change. Principled Negotiation, the Breakthrough Strategy and the importance of saving face are incorporated into the process.

BUS 580 – Inactivated 02/09/2013 kmg

~~BUS 580 - D - Statistical Methods for Business~~

~~Credits: (2)~~

~~MBA 510—A survey of statistical methods and techniques for the analysis of business data. Topics include descriptive and inferential statistical methods, statistical inference via hypothesis testing, probability theory, simple and multiple linear and nonlinear regression analysis.~~

MBA 510 Removed cross listed course BUS 580 02/09/2013 kmg

MBA 510 - Statistical Methods for Business

Credits: (2)

~~BUS 580~~ A survey of statistical methods and techniques for the analysis of business data. Topics include descriptive and inferential statistical methods, statistical inference via hypothesis testing, probability theory, simple and multiple linear and nonlinear regression analysis.

BUS 591 - Directed Independent Study 02/09/2013 kmg

Credits: (3)

Directed individual study with approval of the BFC Director.

CHM 512 – ~~Nuclear Magnetic Resonance Spectroscopy~~ Mass Spectrometry and Nuclear Magnetic Resonance Spectroscopy 02/09/2013 kmg

Credits: ~~(2)~~ (3)

~~Prerequisite: Two semesters of organic chemistry. Interpretation and acquisition of proton and carbon, one and two dimensional NMR spectra. Molecular structure elucidation of organic molecules using NMR spectroscopy. One hour of lecture and two hours of lab per week.~~

Pre-requisite: [CHM 211](#) -[CHM 212](#) or equivalent

Introduction to advanced structural elucidation techniques using advanced mass spectrometry and NMR.

CHML 512 - Mass Spectrometry and Nuclear Magnetic Resonance Spectroscopy Lab 02/09/2013 kmg

Credits: (1)

Prerequisite: [CHM 211](#) - [CHM 212](#) or equivalent. Corequisite: [CHM 512](#). Application of advanced structural elucidation techniques using advanced mass spectrometry and NMR.

COM 595 - Special Topics in Communication Studies 02/09/2013 kmg

Credits: (1-3)

Graduate level exploration of communication topics, issues, themes and perspectives. Details of specific courses available through graduate school or instructor listed with course. Consent of instructor required.

M.A. Criminology and Public Sociology

10/19/2012 kmg

Degree Requirements

1. The program requires a minimum of ~~33~~ **34** semester hours of graduate study.
2. All students must complete a minimum of ~~27~~ **28** semester hours of course work plus six (6) hours of either internship ([CRM 598](#) / [SOC 598](#)) or thesis ([CRM 599](#) / [SOC 599](#)).
3. Only six (6) hours of graduate coursework outside the department will count towards graduate degree credit requirements.
4. Students may elect between an internship option [CRM 598](#) / [SOC 598](#) (6 hours) or a thesis option [CRM 599](#) / [SOC 599](#) (6 hours). Each student must successfully, orally, defend a thesis or internship proposal prior to registering for thesis or internship hours.
5. Each student must pass an oral defense of either the thesis or internship.
6. All students are required to take 16 hours of core coursework: [CRM 500](#) / [SOC 500](#) , [CRM 502](#) / [SOC 502](#) , [CRM 503](#) / [SOC 503](#) , [CRM 504](#) / [SOC 504](#) , [CRM 505](#) / [SOC 505](#) and either [CRM 561](#) / [SOC 561](#) or [SOC 508](#) .
7. All students are required to take the Qualifying ~~Oral Exam~~ **Assessment** near the end of completion of the first 9 hours of MA study. The purpose of the qualifying ~~exam~~ **assessment** is to: 1) assess the candidate's status in the program; 2) have the candidate declare a concentration in either

criminology or public sociology; 3) have the candidate design a course of study for the remainder of the program, with the assistance of graduate faculty.

8. Students must earn a "B" or above in all graduate courses taken to earn graduate credit in the program.
9. Transfer work must be equivalent to a "B" or better, and courses must be acceptable to the student's advisory committee. A minimum of 27 semester hours of graduate study must be completed in residence.
10. This program shall be completed within five years of the date of first registration for graduate study.

Required Courses: Six courses are required for all students. (18 16 credit hours)

10/25/2012 kmg

Curriculum/Instruction Supervision, M.Ed.

 [Print-Friendly Page](#)

~~Graduate Coordinator, Curriculum/Instruction Supervision: Dr. William Sterrett~~

Admission Requirements

Applicants seeking admission to the (M.Ed.) graduate program are required to submit the following to the Graduate School:

- 1.—An application for graduate admission
- 2.—Official copies of transcripts of all college work (undergraduate and graduate)
- 3.—Official scores on the Miller Analogies Test or the Graduate Record Exam
- 4.—Three recommendations by individuals in relevant professional fields (employers, professors, supervisors)
- 5.—A 2-3 page typed letter of application which includes a description of the applicant's professional goals, educational interests in pursuing graduate study, and philosophy of teaching.

The criteria for graduate admissions decisions include:

- 1.—A grade average of "B" in the undergraduate major
- 2.—Satisfactory scores on the Miller Analogies Test or the Graduate Record Exam
- 3.—Satisfactory letters of recommendation from appropriate references
- 4.—Satisfactory writing skills indicated by the letter of application

Admissions decisions are based upon several factors and where other indicators of success warrant, individuals who fall below the established criteria in one of the areas may be considered for admission.

In addition to the general requirements, applicants to the program in elementary education are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in early childhood education, intermediate education, or elementary education. Applicants to the program in middle grades education are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in middle grades education. Applicants to the language and literacy program are required to hold, or be qualified to hold, North Carolina Class "A" elementary, middle grades, special education or secondary teacher licensure. Applicants to the curriculum /instruction supervision program must hold, or be qualified to hold North Carolina class "A" teacher licensure in the area of curricular emphasis. Applicants to the secondary education program are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in English, history, mathematics, Spanish, or science at the secondary level.

Under exceptional circumstances, individuals who do not hold the specified teaching credential may be admitted. Such exceptions may be made in cases of otherwise qualified applicants who are engaged in relevant professional roles not requiring teacher certification and who may profit professionally from the type of advanced study offered at this institution. Examples of applicants for whom exceptions are appropriate include community college administrators and teachers. In such instances, the programs may be modified appropriately. However, upon completion of the graduate program individuals admitted under such exceptions are not qualified for the institution's recommendation for North Carolina Board of Education instructional or

administrative licensure.

Students who seek professional improvement or licensure renewal but do not intend to pursue a degree may register for graduate courses through procedures established for non-degree students. Those procedures are described in an earlier section of this catalogue. (NOTE: Licensure requirements change, and requirements must be adjusted to accommodate new mandated competencies and guidelines. Students should check with their advisors or the dean's office to keep informed of changes.)

Degree Requirements

The program leading to the Master of Education degree (M.Ed.) in curriculum/instruction supervision provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in an academic area and three years of teaching experience. The program is designed to provide advanced study to prepare graduates to be effective school and district level curriculum and instructional leaders, and is appropriate for classroom teachers, building administrators, teacher educators, and other personnel who play a supervisory role in the professional development of others.

Based upon the view of the professional as a decision maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice. The 36-semester hour program consists of a set of core courses that are common with the school administration program, courses specific to a curriculum specialization area, and courses within the supervision program track. The PRAXIS II exam in Educational Leadership: Administration and Supervision #10411 is required for licensure.

Research Core (6 Hours Required)

- ~~EDL 523 – Research in Education Credits: (3)~~
- ~~EDL 568 – Program Design and Evaluation Credits: (3)~~

Curriculum (3 Hours Required)

- ~~EDL 530 – Curriculum, Instruction, and Assessment Credits: (3) or~~
- ~~EDL 520 – Instructional Development for School Leaders Credits: (3)~~

Instruction (3 Hours Required)

- ~~EDL 574 – Action Research in Curriculum and Instruction Credits: (3)~~

Supervision (9 Hours Required)

- ~~EDL 567 – Learning-Centered Supervision Credits: (3)~~
- ~~EDL 578 – Practicum in Developmental Instructional Supervision Credits: (3)~~
- ~~EDL 566 – Supervision and Teacher Evaluation Credits: (3)~~

CIS Electives (9 Hours Required)

- ~~EDL 513 – Organizational Theory and Leadership Credits: (3)~~
- ~~EDL 579 – Connecting Schools, Families, and Communities Credits: (3)~~
- ~~EDL 508 – Professional Development and the Learning Leader Credits: (3) or~~
- ~~EDL 608 – Prof Develop & Learning Leader Credits: (3)~~
- ~~EDL 581 – Comparative Studies in International Leadership Credits: (3)~~
- ~~EDL 583 – Global Perspectives on Curriculum and Supervision Credits: (3)~~
- ~~EDL 575 – Social Justice Issues in Curriculum and Instruction Credits: (3)~~

Thesis (6 Hours Required)

- ~~EDL 599 – Thesis II Credits: (1-6)~~

Updated Text

Curriculum/Instruction Supervision, M.Ed.

[←Return to: -Watson College of Education](#)

Graduate Coordinator, Curriculum/Instruction Supervision [Dr. William Sterrett](#)

Admission Requirements

Applicants seeking admission to the (M.Ed.) graduate program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official copies of transcripts of all college work (undergraduate and graduate). An average grade of “B” in the undergraduate major is recommended and proof of a bachelor’s degree from an accredited college or university in this country or its equivalent in a foreign institution is required.
3. Official scores on the Miller Analogies Test or the Graduate Record Exam
4. Three recommendations from individuals who can attest to the qualifications of the applicant for

admission to this program

5. A 2-3 page typed letter of application which includes a description of the applicant's professional goals, educational interests in pursuing graduate study, and philosophy of teaching.

Admissions decisions are based upon several factors and where other indicators of success warrant, individuals who fall below the established criteria in one of the areas may be considered for admission.

In addition to the general requirements, applicants must hold, or be qualified to hold North Carolina class "A" teacher licensure in the area of curricular emphasis.

Under exceptional circumstances, individuals who do not hold the specified teaching credential may be admitted. Such exceptions may be made in cases of otherwise qualified applicants who are engaged in relevant professional roles not requiring teacher certification and who may profit professionally from the type of advanced study offered at this institution. Examples of applicants for whom exceptions are appropriate include community college administrators and teachers. In such instances, the programs may be modified appropriately. However, upon completion of the graduate program individuals admitted under such exceptions are not qualified for the institution's recommendation for North Carolina Board of Education instructional or administrative licensure.

Students who seek professional improvement or licensure renewal but do not intend to pursue a degree may register for graduate courses through procedures established for non-degree students. Those procedures are described in an earlier section of this catalogue. (NOTE: Licensure requirements change, and requirements must be adjusted to accommodate new mandated competencies and guidelines. Students should check with their advisors or the dean's office to keep informed of changes.)

Degree Requirements Curriculum Instruction Supervision Specialization

The program leading to the Master of Education degree (M.Ed.) in curriculum/instruction supervision provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in an academic area and three years of teaching experience. The program is designed to provide advanced study to prepare graduates to be effective school and district level curriculum and instructional leaders, and is appropriate for classroom teachers, building administrators, teacher educators, and other personnel who play a supervisory role in the professional development of others.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice. The 36-semester hour program consists of a set of core courses that are common with the school administration program, courses specific to a curriculum specialization area, and courses within the supervision program track. The PRAXIS II exam in Educational Leadership: Administration and Supervision #10411 is required for licensure.

Research Core (6 Hours Required)

- [EDL 523 - Research in Education](#) Credits: (3)
- [EDL 568 - Program Design and Evaluation](#) Credits: (3)

Curriculum and Instruction (6 Hours Required)

-
- [EDL 530 - Curriculum, Instruction, and Assessment](#) Credits: (3)
 - [EDL 574 - Action Research in Curriculum and Instruction](#) Credits: (3)

Supervision (6 Hours Required)

- [EDL 567 - Learning-Centered Supervision](#) Credits: (3)
- [EDL 578 - Practicum in Developmental Instructional Supervision](#) Credits: (3)

Electives (12 Hours Required)

Select in consultation with advisor

Thesis (6 Hours Required)

- [EDL 598 - Thesis I](#) Credits: (3)
- [EDL 599 - Thesis II](#) Credits: (1-6)

Degree Requirements Higher Education Specialization

The Master of Education (M.Ed.) program includes a specialization in Higher Education Leadership. This specialization is designed for people who wish to enter administrative and/or academic support roles in colleges and universities. It provides social, historical, philosophical, developmental, and international perspectives of postsecondary education. The program supports the Watson School of Education Conceptual Framework of developing highly competent professionals to serve in educational leadership roles.

The specialization in Higher Education Leadership requires a minimum of 36 credit hours including a practicum and electives. The practicum provides student interaction working in a university or community college administrative or student support office or program with the opportunity to connect theory to practice. Elective courses are selected from course offerings in Educational Leadership and other disciplines.

Higher Education Specialization Objectives

- Understand the history and sociology of higher education, and organizational and student development theory.
- Advocate for the inclusion of practices and policies that represent the differences and diversity of postsecondary student, faculty, and staff populations.
- Think critically as a member of a complex and global society with responsibilities in postsecondary institutions.
- Effectively use data for assessment and decision-making, including the design and evaluation of effective postsecondary programs.
- Effectively use marketing, negotiation, and conflict resolution skills.
- Effectively use technology and distance learning, along with traditional communication methods
- Respond with innovative solutions to contemporary shifts and challenges in the higher education landscape, including social, political and economic changes which directly impact the higher education profession.

Professional Core (27 Hours Required)

-
- [EDL 523 - Research in Education](#) Credits: (3)
 - [EDL 550 - Foundations of Higher Education](#) Credits: (3)
 - [EDL 551 - Student Development Theory](#) Credits: (3)
 - [EDL 552 - Critical Issues in Higher Education](#) Credits: (3)
 - [EDL 553 - Evaluation and Assessment in Higher Education](#) Credits: (3)
 - [EDL 554 - Leadership and Organizational Development](#) Credits: (3)
 - [EDL 555 - Legal Issues in Higher Education](#) Credits: (3)
 - [EDL 556 - Technology in Higher Education Leadership](#) Credits: (3)
 - [EDL 560 - Practicum](#) Credits: (6)

Electives (9 Hours Required)

Selected in consultation with advisor from the following designations:

- [EDL 557 - Community Colleges](#) Credits: (3)
- [EDL 599 - Thesis II](#) Credits: (1-6)
- • BUS – Business
- • EDN – Education
- • MBA – Business Administration
- • MIT – Instructional Technology
- • PLS – Political Science
- • POM – Operations Management
- • PSY – Psychology
- • SED – Special Education
- • SOC – Sociology
- • SWK – Social Work

Exit Requirements

During the final term in the program, a comprehensive written and oral examination must be successfully completed. A thesis, while optional, is strongly encouraged.

M.S. in Marine Science
10/26/2012 kmg

Degree Requirements

- ~~1. The Master of Science in marine science will require a minimum of 30 semester hours of graduate study. These credits may come from the student's major area of study as well as graduate courses offered by other departments as approved by the student's advisory committee. The student's advisory committee should include a minimum of three faculty members from at least two departments.~~
- ~~2. The courses most appropriate for each student will be determined by the student's advisory committee, with the expectation that a student will usually take no more than 12 credit hours from those courses cross-listed as 400/500.~~
- ~~3. Transfer work must be equivalent to a "B" or better, and courses must be acceptable to the student's advisory committee. A minimum of 24 semester hours of graduate study must be completed in residence.~~
- ~~4. The student must successfully complete a written comprehensive examination based on their core courses, and an oral exam on their research area. Students must also submit a prospectus that includes a course plan, literature review and research proposal which is acceptable to the student's advisory committee.~~
- ~~5. Each student must complete a thesis, based on original research, acceptable to the student's advisory committee and to the Graduate School. Each student will present a public seminar on his or her research project. The seminar will be followed by an oral defense of the thesis, conducted by the student's advisory committee.~~
- ~~6. The program shall be completed within five years of the date of first registration for graduate study.~~

Required Courses

Core courses: Three of the following four core courses are required. A grade of B minus or better is required in three core courses. All four may be taken, and should be taken by students planning on continuing in a Ph.D. program:

- ~~• BIO 564 - Biological Oceanography Credits: (3)~~
- ~~• CHM 575 - Chemical Oceanography Credits: (3)~~
- ~~• GLY 550 - Marine Geology Credits: (3) (3 credits required)~~
- ~~• PHY 575 - Physical Oceanography Credits: (3)~~

Students are also required to take

- ~~• BIO 501 - Methods in Scientific Research Credits: (2) (2 credits required) or~~
- ~~• CHM 501 - Introduction to Chemical Research Credits: (2) or~~
- ~~• GLY 501 - Research Methods in Geology Credits: (2) (2 credits required)~~
- ~~• MSC 595 - Graduate Seminar Credits: (1)~~
- ~~• BIO 599 - Thesis Credits: (1-6) (3-6 credits required) or~~
- ~~• CHM 599 - Thesis Credits: (3-6) (3-6 credits required) or~~
- ~~• GLY 599 - Thesis Credits: (1-6) (3-6 credits required) or~~
- ~~• MAT 599 - Thesis Credits: (1-4) (3-6 credits required) or~~

- ~~PHY 599 – Thesis Credits: (1-6) (3-6)~~

Marine Policy Concentration

In addition to the core and other required courses, students seeking a Master of Science in marine science with a concentration in marine policy must also complete the following:

- ~~PLS 543 – Environmental Policy Analysis Credits: (3) or~~
- ~~EVS 564 – Natural Resource Policy Credits: (3)~~
- ~~_____~~
- ~~PLS 544 – Resource Economics Credits: (3) or~~
- ~~ECN 525 – Environmental Economics Credits: (3) or~~
- ~~ECN 530 – Natural Resource Economics Credits: (3)~~
- ~~_____~~
- ~~Two additional 500-level courses: BIO, CHM, GLY or PHY (with no more than three hours of 591) (6)~~

Choose one course from the following

GIS

- ~~GGY 520 – Fundamentals of Geographic Information Systems Credits: (3) (3 credits required)~~
- ~~GGY 526 – Environmental Geographic Information Systems Credits: (4) (3 credits required)~~
- ~~EVS 555 – Geospatial Analysis for Environmental Management Credits: (3) (3 credits required)~~

Remote Sensing

- ~~GGY 522 – Remote Sensing in Environmental Analysis Credits: (3) (3 credits required)~~
- ~~EVS 554 – Remote Sensing for Environmental Management Credits: (3) (3 credits required)~~

Management

- ~~PLS 500 – Managing Public and Nonprofit Organizations Credits: (3)~~
- ~~PLS 520 – Seminar in Coastal Processes and Problems Credits: (3)~~
- ~~PLS 521 – Foundations of Coastal and Environmental Management Credits: (3)~~
- ~~PLS 522 – Field Seminar in Coastal Management Credits: (3)~~
- ~~PLS 524 – Managing Coastal Hazards Credits: (3)~~
- ~~PLS 525 – Managing Coastal Ecosystems Credits: (3)~~
- ~~PLS 540 – Environmental Management Credits: (3)~~
- ~~EVS 520 – Foundations of Coastal Management Credits: (3)~~

Additional Information

~~After obtaining approval from their advisory committees, students may select courses from the sciences, mathematics, statistics, and other areas as appropriate. For course descriptions, please refer to individual departmental listings.~~

Required Courses

Core courses: Three of the following four core courses are required. A grade of B minus or better is required in three core courses. All four may be taken, and should be taken by students planning on continuing in a Ph.D. program.

- [BIO 564 - Biological Oceanography](#) Credits: (3)
- [CHM 575 - Chemical Oceanography](#) Credits: (3)
- [GLY 550 - Marine Geology](#) Credits: (3) (3 credits required)
- [PHY 575 - Physical Oceanography](#) Credits: (3)

Students are also required to take

- [MSC 595 - Graduate Seminar](#) Credits: (1)
- [BIO 599 - Thesis](#) Credits: (1-6) (3-6 credits required) or
- [CHM 599 - Thesis](#) Credits: (3-6) (3-6 credits required) or
- [GLY 599 - Thesis](#) Credits: (1-6) (3-6 credits required) or
- [MAT 599 - Thesis](#) Credits: (1-4) (3-6 credits required) or
- [PHY 599 - Thesis](#) Credits: (1-6) (3-6)

The following courses are optional:

- [BIO 501 - Methods in Scientific Research](#) Credits: (2)
- [CHM 501 - Introduction to Chemical Research](#) Credits: (2)
- [GLY 501 - Research Methods in Geology](#) Credits: (2)
- [MSC 598 - Research](#) Credits: (1-3)

Marine Policy Concentration

In addition to the core and other required courses, students seeking a Master of Science in marine science with a concentration in marine policy must also complete the following:

- [PLS 543 - Environmental Policy Analysis](#) Credits: (3) or
- [EVS 564 - Natural Resource Policy](#) Credits: (3)
-
- [PLS 544 - Resource Economics](#) Credits: (3) or
- [ECN 525 - Environmental Economics](#) Credits: (3) or
- [ECN 530 - Natural Resource Economics](#) Credits: (3)
-

- Two additional 500 level courses: BIO, CHM, GLY or PHY (with no more than three hours of 591) (6)

Choose one course from the following

GIS

- [GGY 520 - Fundamentals of Geographic Information Systems](#) Credits: (3) (3 credits required)
- [GGY 526 - Environmental Geographic Information Systems](#) Credits: (4) (3 credits required)
- [EVS 555 - Geospatial Analysis for Environmental Management](#) Credits: (3) (3 credits required)

Remote Sensing

- [GGY 522 - Remote Sensing in Environmental Analysis](#) Credits: (3) (3 credits required)
- [EVS 554 - Remote Sensing for Environmental Management](#) Credits: (3) (3 credits required)

Management

- [PLS 500 - Managing Public and Nonprofit Organizations](#) Credits: (3)
- [PLS 520 - Seminar in Coastal Processes and Problems](#) Credits: (3)
- [PLS 521 - Foundations of Coastal and Environmental Management](#) Credits: (3)
- [PLS 522 - Field Seminar in Coastal Management](#) Credits: (3)
- [PLS 524 - Managing Coastal Hazards](#) Credits: (3)
- [PLS 525 - Managing Coastal Ecosystems](#) Credits: (3)
- [PLS 540 - Environmental Management](#) Credits: (3)
- [EVS 520 - Foundations of Coastal Management](#) Credits: (3)

Additional Information

After obtaining approval from their advisory committees, students may select courses from the sciences, mathematics, statistics, and other areas as appropriate. For course descriptions, please refer to individual departmental listings.

Ed.D. in Educational Leadership

10/26/2012 kmg

Educational Leadership and Administration, Ed.D.

 [Print-Friendly Page](#)

Graduate Coordinator: [Dr. Susan Catapano](#)

The Doctor of Education in Educational Leadership and Administration is designed to prepare students to become effective school system leaders who are skilled managers, curricular experts and research-based scholars. Each role includes theoretical and practical knowledge, application of skills, and appropriate professional dispositions.

The Ed. D. program consists of 60 credit hours of coursework including, six hours of internship, and six hours of dissertation research. Each candidate's program of study will be carefully designed to meet appropriate educational objectives.

Admission Requirements

Students will be admitted to the Ed.D. Program in Educational Leadership and Administration by a recommendation of the Ed.D. Admissions Committee based upon eligibility requirements and available resources. Admissions decisions are based on several factors. Under most circumstances, students admitted to the program will have met the following requirements:

1. A Master's degree in school administration, supervision, curriculum, instruction, or related educational field from an accredited university (official transcripts from undergraduate and graduate school are required)
2. An overall graduate grade point average of at least 3.0 out of 4.0 in undergraduate and graduate coursework
3. Satisfactory scores on all three parts of the Graduate Record Examination General Test (GRE scores more than five years old at the time of application will not be considered)
4. Successful completion of an educational technology course or equivalent
5. A score of at least 550 on the paper version, 213 on the computer version, or 80 on the internet-based (TOEFL iBT) version of the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English
6. A minimum of three years of documented leadership experience
7. North Carolina Principal licensure for applicants pursuing the superintendent licensure track (students not currently holding this license must complete requirements prior to program completion)

Documents and Activities Required

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Current vita/resume
4. Official scores on the Graduate Record Examination (verbal, quantitative, and analytical writing)
5. Three written recommendations addressing potential to succeed in a doctoral program by individuals in professionally relevant fields; greater weight will be given to recommendations from individuals who have supervised the applicant
6. Official score on the TOEFL (if applicable)
7. Letter of interest describing intent to attend full or part time, professional goals related to the program description, teaching and leadership experiences, philosophy of teaching and learning, and vision for educational leadership (maximum of three pages)
8. Interview with Watson School of Education faculty - to be scheduled in the spring for selected candidates

Candidates should consult the program web page at www.uncw.edu/ed/el/edd for more information.

Degree Requirements

Students in the Ed. D. in Educational Leadership and Administration will complete a minimum of 60 hours beyond the master's degree in the program strands listed below.

Effective leaders as skilled managers (21 hours)

- [EDL 601 - Leadership Theory](#) Credits: (3)
- [EDL 602 - Serving Urban and Rural Communities](#) Credits: (3)
- [EDL 604 - Educational Policy, Governmental Regulation and School Law](#) Credits: (3)
- [EDL 606 - Applying Emerging Technologies](#) Credits: (3)
- [EDL 607 - Resource Access, Development and Implementation](#) Credits: (3)
- [SED 603 - Special Education for Educational Leaders](#) Credits: (3)
- [BUS 605 - Organization Change and Strategic Leadership](#) Credits: (3)

Effective leaders as curricular experts (12 hours)

- [EDL 621 - Curriculum, Instruction and Assessment](#) Credits: (3)
- [EDL 622 - Supervision Theories and Applications](#) Credits: (3)
- [EDL 623 - Accountability](#) Credits: (3)
- [BUS 624 - Strategic Management and Planning](#) Credits: (3)

Research-based scholars (12 hours)

- [EDL 641 - Applied Research](#) Credits: (3)
- [EDL 642 - Program Evaluation](#) Credits: (3)
- [EDL 643 - Quantitative Research](#) Credits: (3)
- [EDL 644 - Qualitative Research](#) Credits: (3)

Internship (6 hours)

- [EDL 661 - Internship I-Issues Affecting Diverse Rural and Urban Educational Communities](#) Credits: (2)
- [EDL 662 - Internship II-Issues Affecting International Communities](#) Credits: (2)
- [EDL 663 - Business Internship](#) Credits: (2)

Electives (3 hours)

- [EDL 691 - Directed Independent Study](#) Credits: (1-3)
- [EDL 695 - Special Topics in Educational Leadership](#) Credits: (1-3)

Dissertation (6 hours)

The program includes a comprehensive examination, a dissertation of original research prepared by the candidate, and an oral defense of the dissertation to a faculty committee.

- [EDL 699 - Dissertation in Education](#) Credits: (3-6)

Educational Leadership and Administration, Ed.D.

 [Print-Friendly Page](#)

Graduate Coordinator: [Dr. Susan Catapano](#)

The mission of the Ed.D. in Educational Leadership is to prepare leaders to be informed, proactive, and reflective change agents to improve public schools for the benefit of all students, particularly in southeastern North Carolina. The Ed. D. program consists of 60 credit hours of coursework including six hours of dissertation research. Each candidate's program of study will be carefully designed to meet appropriate educational objectives.

Admission Requirements

Students will be admitted to the Ed.D. Program in Educational Leadership and Administration by a recommendation of the Ed.D. Admissions Committee based upon eligibility requirements and available resources. Admissions decisions are based on several factors. Under most circumstances, students admitted to the program will have met the following requirements:

1. A Master's degree in school administration, supervision, curriculum, instruction, or related educational field from an accredited university (official transcripts from undergraduate and graduate school are required)
2. An overall graduate grade point average of at least 3.0 out of 4.0 in undergraduate and graduate coursework
3. Satisfactory scores (mean or above) on all three parts of the Graduate Record Examination General Test (GRE scores more than five years old at the time of application will not be considered)
4. A score of at least 79 on the internet-based (TOEFL) version of the Test of English as a Foreign Language (TOEFL) or a score of 6.5 on the International English Language Testing System (IELTS)

for applicants whose native language is not English or that did not earn their baccalaureate degree from an accredited US institution

5. A minimum of three years of documented leadership experience

Documents and Activities Required

1. An application for graduate admission (available at www.uncw.edu/gradschool).
2. Official transcripts of all college work (undergraduate and graduate).
3. Official scores on the Graduate Record Examination (verbal, quantitative, and analytical writing).
4. Three written recommendations by individuals in professionally relevant fields addressing the applicant's potential to succeed in a doctoral program. Recommendations from individuals who have supervised the applicant will be given greater weight.
5. Official score on the TOEFL or IELTS (if applicable/see number 4 above).
6. Letter describing your interest in pursuing a degree in leadership, focusing on either administration or curriculum and instruction, professional goals related to the program description, teaching and leadership experiences and philosophy of teaching and learning (maximum of three pages).
7. Interviews with Watson College of Education faculty—to be set-up in the spring for selected candidates.
8. Current vitae/resume- to be submitted if scheduled for an interview.

Candidates should consult the program web page at www.uncw.edu/ed/el/edd for more information.

Degree Requirements

The program of study for the Doctorate in Educational Leadership and Administration includes core courses and concentration-specific courses. A total of 60 credits are required for graduation. Students must fulfill the requirements for a specific concentration of study and work closely with an advisor to plan their course of study.

Program Core (24 credits)

The primary purpose of the program core is to provide all students with a foundation in leadership and organization theory and practice. Other courses in the core prepare students as researchers. All courses in the core are required for graduation and are offered in a specific sequence.

- [EDL 601 - Leadership Theory](#) Credits: (3)
- [EDL 605 - Social Foundations of Education](#) Credits: (3)

- [EDL 609 - Organizational Development: Structure, Processes and Practices](#) Credits: (3)
- [EDL 641 - Applied Research](#) Credits: (3)
- Additional Research Courses Credits: (6) (To be determined with advisor)
- [EDL 699 - Dissertation in Education](#) Credits: (3-6)

Program Concentrations

Program concentrations focus on two areas, Leadership or Curriculum and Instruction Supervision. Courses in each concentration build upon the foundation of leadership, organization, and research. Courses are offered on a rotating basis and a final course program will be determined in consultation with an advisor. Courses in the program typically begin with the EDL prefix, however some courses are offered through other departments in the Watson College of Education, the Cameron School of Business and other programs on campus.

Leadership Concentration (36 hours)

Students will take a set of courses that focus on areas related to educational administration, such as policy, law, regulation, technology, curriculum, assessment, decision making, global achievement, and resource management.

All students are required to take two internship courses (2 credits each). Students may select from three options that include a focus on: international perspectives (requires study abroad); business and government institutions; or educational organizations. Specific details will be determined in consultation with a faculty advisor. Students will also select appropriate electives to meet the program requirement of 60 credits.

Curriculum and Instruction Supervision Concentration (36 hours)

Students will take a set of courses that focus on areas related to curriculum and instruction, such as planning and design, innovation and change, accountability and assessment, policy and law, diversity and special education, and supervision and resource management. All students are required to take two internship courses (2 credits each). Students are required to participate in an international study abroad internship and may select from two other options that include a focus on: business and government institutions or educational organizations. Specific details will be determined in consultation with a faculty advisor. Students will also select appropriate electives to meet the program requirement of 60 credits.

11/01/2012 kmg

MSA School Administration

Degree Requirements

Students selected to the Master of School Administration program will complete an interdisciplinary program comprised of 36 ~~39~~ semester hours, including academic study as well as field-based inquiry and practice. The program leading to the Master of School Administration (M.S.A.) provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in at least one area of education. The program ~~includes~~ ~~is comprised of~~ conceptual and programmatic studies, ~~practica~~ and internship. Courses may be taken on a full or part-time basis. Full-time students are expected to assist with the instruction of [EDNL 200 - Field Studies](#). The program of study for fulltime enrollment is listed below.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice.

Fall Semester, Year One

- ~~EDL 514 School Improvement, Innovation and Change~~ ~~EDL 514-Technology for School Administrators~~ Credits: (2)-; Credits (3)
- ~~EDL 516 - Human Resource Development Leadership~~ Credits: (3)
- ~~EDL 513 Organizational Theory & Leadership~~ ~~EDL 513-Leadership for Learning~~ Credits: (3); Credits (3)
- ~~EDL 521 - Using Data for School Improvement~~ Credits: (2)
- ~~EDL 522 - Data Utilization Practicum~~ Credits: (1)~~EDL 522 Educational Program Design and Evaluation~~; Credits (3)

Spring Semester, Year One

- [EDL 512 - Legal Issues and Policy as a Systemic Process](#) Credits: (3)
- [EDL 515 - Curriculum and Instruction for School Leaders](#) Credits: (3)
- [EDL 566 - Supervision and Teacher Evaluation](#) Credits: (3)

Fall Semester, Year Two

- ~~EDL 526 Managerial Leadership and Administration~~ ~~EDL 526-Essential Organization and Management Skills for School Leaders~~ Credits: (3)
- [EDL 570 - Internship: Leadership Applications I](#) Credits: (56)

Spring Semester, Year Two

- [EDL 571 - Internship: Leadership Applications II](#) Credits: (56)
- ~~EDL 572 - Reflective Leadership: Performance Assessment Capstone~~ Credits: (3)

Candidates selecting the thesis option complete the following courses

- [EDL 523 - Research in Education](#) Credits: (3) (~~substitutes for EDL 521 & EDL 522~~)
- [EDL 599 - Thesis II in Education](#) Credits: (1-6) (3 credits required) *

MPA Public Administration

Updated 11/07/2012 kmg

Customized Concentration (12 credit hours)

~~Students can also elect to design their own twelve credit concentration in areas such as historic preservation, health policy, or gerontology. Classes offered by the Department of Public and International Affairs, by other departments on campus, and by other universities can be part of the concentration. Students wishing to design their own concentrations should consult with their advisor or the MPA coordinator.~~

MBA Business Administration PASTE ADDL INFO

Updated 11/07/2012 kmg

A strong overall academic average based on upper division grade point average (last sixty credit hours), the GMAT or GRE score and at least two years of appropriate full-time work experience are minimum requirements for consideration for graduate admission. ~~Students must have an undergraduate degree in business administration or have completed the CSB Business Foundation Certificate program.~~ However, admission decisions are based upon several factors, and if other indicators of success are evident, individuals who fall below the established criteria in one of the areas may be considered for admission. Interviews are required for all applicants meeting the minimum admission requirements. Deadline for receipt of applications is ~~April 1~~ **March 20** for the following ~~fall~~ **summer** semester.

Degree Requirements

Option 1: Professional Part-time MBA

1. ~~Forty-eight~~ semester credit hours of approved graduate credit must be satisfactorily completed for the degree. Classes begin in ~~fall~~ **Summer Session I** and continue throughout the year (with appropriate breaks) until completion ~~24~~ **14** months later. Students withdrawing from the program may not re-enter until the same time one year later.
2. The student must satisfy a minimal mathematics requirement in calculus. This requirement may be satisfied by completing MAT 151, its equivalent, or by passing the Advanced Placement Test (AP) in calculus. This must be completed prior to the first fall semester enrollment.
3. Each student –must successfully complete an extensive written case analysis in MBA 556 and successfully pass an oral competency requirement through their presentation in MBA 557 or in focused elective area, MBA 533.
4. Each student must complete the approved course of study within five years of the date of first registration for graduate study.

MA Environmental Studies

Updated 03/04/2013 kmg

To ensure consistency in course sequencing, the majority of admissions will occur in the fall semester of each academic year. ~~The deadline for submitting applications for fall admission is March 15. In the event of openings for spring admission, the deadline is September 15.~~

To ensure consistency in course sequencing, the majority of admissions will occur in the fall semester of each academic year. Applications are accepted for the fall, and in the event of openings, in the spring.

MCRT Environmental Studies

Updated 03/04/2013 kmg

To ensure consistency in course sequencing, the majority of admissions will occur in the fall semester of each academic year. ~~The deadline for submitting applications for fall admission is April 15. In the event of openings for spring admission, the deadline is October 15.~~ Applications are accepted for the fall, and in the event of openings, in the spring. Admission to the program requires successful completion of or concurrent enrollment in a graduate, degree-granting academic program in an accredited university.

MBA Business Administration Professional

Updated 03/04/2013 kmg

A strong overall academic average based on upper division grade point average (last sixty credit hours), the GMAT or GRE score and at least two years of appropriate full-time work experience are minimum requirements for consideration for graduate admission. Students must have an undergraduate degree in business administration or have completed the [CSB Business Foundations Certificate](#). However, admission decisions are based upon several factors, and if other indicators of success are evident, individuals who fall below the established criteria in one of the areas may be considered for admission. Interviews are required for all applicants meeting the minimum admission requirements. ~~Deadline for receipt of applications is April 1 for the following fall semester.~~

A strong overall academic average based on upper division grade point average (last sixty credit hours), the GMAT or GRE score and at least two years of appropriate full-time work experience are minimum requirements for consideration for graduate admission. Students must have an undergraduate degree in business administration or have completed the [CSB Business Foundations Certificate](#). However, admission decisions are based upon several factors, and if other indicators of success are evident, individuals who fall below the established criteria in one of the areas may be considered for admission. Interviews are required for all applicants meeting the minimum admission requirements. **Applications are accepted for the fall semester.**

Watson School of Education

Updated 08/31/2012 kmg

On June 15, 2012, the UNC Board of Governors approved the request to change the name of the Donald R. Watson School of Education to the Donald R. Watson College of Education. The implementation of the change from school to college will be for the Fall semester 2012, officially, August 13, 2012, according to a letter dated June 20, 2012, from Suzanne T. Ortega, Sr. Vice President for Academic Affairs, UNC General Administration, to UNCW Chancellor Gary L. Miller.

Academic Regulations and Procedures

Non-Degree Credit

Updated 12/11/2012 kmg

~~Graduate courses taken at UNCW as a non-degree student, before formal admission to Graduate School, will meet course requirements for a graduate degree only if approved by the departmental coordinator and the dean of the Graduate School. A maximum of 10 hours may be applied toward the degree.~~

Graduate courses taken at UNCW as a graduate or undergraduate non-degree student, before formal admission to Graduate School, will meet course requirements for a graduate degree only if approved by the departmental coordinator and the dean of the Graduate School. A maximum of 10 hours may be applied toward the degree. This does not apply to approved combined baccalaureate/master's degree programs.

Graduate Faculty

Updated 08/30/2012 kmg

~~Sean C. Lema, assistant professor of biology, B.S., M.S., Ph.D., University of California, Davis~~

~~Mary L. Watts, assistant professor of Spanish, B.A., Miami University, Ohio; M.A., Monterey Institute of International Studies; Ph.D., University of Illinois at Urbana~~

~~Paul J. Gillingham, assistant professor of history, B.A., Queen's College, Oxford; M.Stud, Ph.D., St Anthony's College, University of Oxford~~

~~Owen H. Jones, lecturer in history, B.A., M.A., Ph.D., University of California, Riverside~~

~~William D. Moore, associate professor of history, A.B., Harvard College; Ph.D., Boston University~~

~~Douglas D. Smith, professor of mathematics and statistics, B.S., M.S., University of Illinois; Ph.D., Pennsylvania State University~~

Jungkun Seo, *assistant professor of political science in the department of public and international affairs*, B.A., Seoul National University; M.A., Ph.D., University of Texas at Austin

Ruth M. Hurst, *assistant professor of psychology*, B.A., Catawba College; M.A., Drake University; Ph.D., University of North Carolina at Greensboro

Hayden O. Kepley, *assistant professor of psychology*, A.B., Davidson College; M.A., Ph.D., University of North Carolina at Greensboro

Henri Lorie, *lecturer of economics*, M.A., Catholic University of Louvain, Belgium; Ph.D., Northwestern University

Lathardus Goggins II, *assistant professor of education and social work*, B.A., The University of Akron; M.Ed., Kent State University; Ed.D., The University of Akron

MaryAnn Davies, *professor of education*, B.A. University of Illinois; M.A., Ed.D., Virginia Polytechnic Institute and State University

John C. Fischetti, *professor of education*, B.A., University of Virginia; Ed.D., University of Massachusetts at Amherst

Brenda A. Pavill, *associate professor of nursing*, B.S.N., Wilkes University; M.S.N., Misericordia University; Ph.D., Marywood University

02/14/2013

Jeffrey Cummings, *assistant professor of information systems and operations management*, B.B.A., M.B.A., Texas Tech University; M.S., Ph.D., Indiana University

Lisa B. Buchanan, *lecturer in elementary, middle level and literacy education*, B.S., B.A., Elon University; M.Ed., University of North Carolina at Greensboro