The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other University constituents—except where sex, age or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

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The Graduate School 910.962.7303910.962.7303 www.uncw.edu/gradschool
Office of Scholarships and Financial Aid 910.962.3177910.962.3177 www.uncw.edu/finaid/
Office of the Registrar 910.962.3125910.962.3125 www.uncw.edu/reg/
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Graduate Catalogue

2014–2015

Bulletin 24

The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other University constituents—except where sex, age or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

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2014-2015 Graduate Catalogue Addendum

http://uncw.edu/gradschool/catalogue/addendum/20142015.pdf

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Greetings from the Provost and Board of Trustees Chair

Dear Students,

Welcome to the University of North Carolina Wilmington. We are especially pleased that you have chosen to pursue your graduate studies here.

Whether you are the recent recipient of a bachelor's degree, here or elsewhere, an employee seeking to revitalize a career, or someone fulfilling a long-held dream of attaining a graduate degree, the UNCW faculty and staff stand ready to help you, to inspire you, and to show you the many opportunities available here. I am confident that you will find this to be a challenging, exciting and rewarding experience.

Our graduate programs in the arts, business, education, humanities, health and human services, and the natural, social, and mathematical sciences are designed to provide a sound disciplinary foundation for the vocation or avocation of your choice and the opportunity to

Dear Graduate Students,

On behalf of the Board of Trustees, I am honored to welcome you to the University of North Carolina Wilmington. You have chosen to continue your journey of learning at an outstanding institution. As you will discover, UNCW faculty and staff are terrific educators, mentors and guides. They will inspire you to delve into your areas of interest with enthusiasm and to develop a keen sense of innovation.

As an alumna of UNCW, I encourage you to become involved with the campus community. There are several leadership activities and volunteer opportunities specifically designed for graduate students. Both our university and the greater Wilmington area will benefit from your experience and insight.

Best wishes for success in your studies.
explore areas of particular interest to you.

Of course we want you to develop deep and detailed knowledge of your particular field of study. However, we also want you to develop a wide-ranging curiosity which will be the foundation for life-long learning. In today’s global environment, our challenge as educators is to stimulate you as students to do your best possible work, to use your minds to bridge cultural, economic, and intellectual differences in order to create a safer, a more educated, and a more tolerant society.

Even in today’s economy, opportunities await those with critical thinking skills, a mature work ethic, and a passion for their chosen field.

You have chosen us, and we have chosen you.

Let’s work together to make your graduate education the very best it can be.

Sincerely,

Denise A. Battles
Provost and Vice Chancellor for Academic Affairs

Sincerely yours,

Wendy F. Murphy ’93
Chair, UNCW Board of Trustees
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- Division III
- Division IV
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2014 - 2015

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History

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina Wilmington is one of the 16 constituent institutions of the multi-campus state university. The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877 the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931 the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus university operated with one board of trustees and one president. By 1969 three additional campuses had joined the university through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Pembroke.

In 1971 the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus university. In 1985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the university; in July 2007 NCSSM by legislative action became a constituent institution of the University of North Carolina. In 1996 Pembroke State University was renamed the University of North Carolina at Pembroke and in 2008, the North Carolina School of the Arts was renamed the University of North Carolina School of the Arts, both through legislative action.
The UNC 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. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 17 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The University of North Carolina School of the Arts has two additional ex-officio members and the North Carolina School of Science and Mathematics Board of Trustees has 27 members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

**University of North Carolina Wilmington**

**Mission Statement**

The University of North Carolina Wilmington, the state's coastal university, is dedicated to learning through the integration of teaching and mentoring with research and service. Our powerful academic experience stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate and master's levels, and in our doctoral programs in marine biology and educational leadership. Substantial research activity, combined with our hallmark teaching excellence and moderate size, advances distinctive student involvement in faculty scholarship. We are committed to diversity and inclusion, affordable access, global perspectives, and enriching the quality of life through scholarly community engagement in such areas as health, the economy, the environment, marine and coastal issues, and the arts.

**Strategic Vision**

The faculty, staff, administration and students of UNCW are committed to achieving excellence and to placing UNCW in a position of preeminence among midsized, public universities in the South. UNCW will maintain an intimate learning environment for undergraduates, integrating teaching and mentoring with research and service. UNCW will promote and engage in high-quality scholarship and in master's-focused graduate education, as well as in selected doctoral programs. UNCW will provide a secure and attractive campus, encourage intellectual and cultural diversity, foster regional engagement, and value individual growth and development. In these ways, UNCW will prepare its graduates for a lifetime of learning, achievement and service for the betterment of self and community.

**University Goals**

These seven goals form the foundation of UNCW's strategic plan, which serves to guide the University in fulfillment of its mission.
• Create the most powerful learning experience possible for our students.
• Recruit, retain and develop quality faculty, administration and staff in appropriate numbers.
• Embrace and enhance diversity throughout the University's constituencies, culture, curriculum and outreach activities.
• Create an educational environment that prepares our students to be global citizens.
• Strengthen the University's regional engagement and outreach activities.
• Enhance the quality of UNCW's environment and provide a campus that is attractive, functional and, above all, safe.
• Ensure adequate resources to achieve University goals by increasing public financial support and private giving.

University of North Carolina Wilmington Board of Trustees

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History and Background

Education on the college level first came to Wilmington in 1946 when a college center was established under the direction of the North Carolina College Conference and under the administration of the Directorate of Extension of the University of North Carolina at Chapel Hill. The center offered courses on the freshman level to some 250 students during the academic year 1946-47. In 1947 a tax levy was approved by the citizens of New Hanover County, and Wilmington College was brought into existence as a county institution under the control of the New Hanover County Board of Education. In 1948 Wilmington College was officially accredited by the North Carolina College Conference and became a member of the American Association of Junior Colleges. In 1952 the institution was accredited as a junior college by the Southern Association of Colleges and Schools.

In 1958 New Hanover County voted to place the college under the Community College Act of the state of North Carolina. By virtue of this vote, the college became a part of the state system of higher education, and control passed from the New Hanover County Board of Education to a board of 12 trustees, eight of whom were appointed locally and four of whom were appointed by the governor of the state. At the same time the requirements for admission and graduation and the general academic standards of the college
came under the supervision of the North Carolina Board of Higher Education, and the college began to receive an appropriation from the state for operating expenses in addition to the local tax.

On July 1, 1963, by an act of the General Assembly of North Carolina, Wilmington College became a senior college with a four-year curriculum, authorized to offer the bachelor's degree.

By vote of the Board of Trustees of the University of North Carolina in late 1968, with subsequent approval by the North Carolina Board of Higher Education, and by an act of the General Assembly of North Carolina in 1969, Wilmington College became, on July 1, 1969, the University of North Carolina at Wilmington. It, and the institution in Asheville previously designated as Asheville-Biltmore College, became the fifth and sixth campuses of the University of North Carolina.

On October 30, 1971 the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University. Thus, the University of North Carolina now comprises 16 institutions.

On August 22, 1977 the Board of Governors of the University of North Carolina authorized the University of North Carolina at Wilmington to offer its first graduate programs at the master's level.

In the spring of 1985 the Board of Governors of the University of North Carolina elevated the University of North Carolina at Wilmington to a Comprehensive Level I University.

The programs offered by the University include four-year programs leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science degrees within the College of Arts and Sciences, the Cameron School of Business, the Watson College of Education, and the College of Health and Human Services; graduate programs leading to the Master of Arts, the Master of Arts in Teaching, the Master of Business Administration, the International Master of Business Administration, the Master of Education, the Master of Fine Arts in creative writing, the Master of Public Administration, the Master of School Administration, the Master of Science, the Master of Science in Accountancy, the Master of Science in Nursing degrees, and Master of Social Work; a Ph.D. in marine biology, an Ed.D. in educational leadership; several post baccalaureate and post master's certificate programs, a variety of pre-professional programs, and special programs in a variety of areas, including marine science research, and continuing education.

**Academic Standing**

The University of North Carolina Wilmington is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of UNC Wilmington. The Watson College of Education is accredited by the National Council for Accreditation of Teacher Education. The School of Nursing is accredited by the Commission on Collegiate Nursing Education. The Cameron School of Business is accredited by the Association to Advance Collegiate Schools of Business International. The University also holds membership in the North Carolina Association of Colleges and Universities, the American Placement Council, the Consortium for Oceanographic Research and Education, the Council for Advancement and Support of Education, the Council of Graduate Schools, and the National Association of State Universities and Land-Grant Colleges. It is on the list of schools approved by the American Chemical Society and is an accredited institutional member of the National Association of Schools of Music. The parks and recreation management curriculum is accredited by the Council on Accreditation for Recreation, Park
Resources, and Leisure Services. The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education. The master's degree in psychology concentration in applied behavior analysis is designated as an approved course sequence by the Behavior Analyst Certification Board, Inc., and the concentration in substance abuse treatment is designated an approved course sequence by the North Carolina Substance Abuse Professional Practice Board. The Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration. The bachelor's and master's degree programs in social work are accredited by the Council on Social Work Education.

Those wishing to review accreditation and certification documents should contact the provost's office.

The Faculty

The University seeks to attract and maintain a faculty of outstanding individuals who are capable of contributing to the enrichment of its diverse and comprehensive instructional and research programs. Its faculty members come from all geographic sections of the United States and several foreign countries, bringing to this campus a rich variety of educational experiences, training and scholarship. Of the more than 960 instructional and research faculty, more than 86 percent of full-time faculty hold doctoral or other terminal degrees.

Board of Governors Award for Excellence in Teaching

As part of its ongoing efforts to underscore the importance of teaching and to encourage, identify, recognize, reward, and support good teaching within the University, the Board of Governors in 1993 created the annual system wide teaching awards which are designated Board of Governors Awards for Excellence in Teaching. Sixteen awards are given annually, with one recipient selected from each of the constituent institutions. The first awards were given in the 1994-95 academic year.

Board of Trustees Teaching Excellence Award

The Board of Trustees of the University of North Carolina Wilmington, in recognition of this institution's commitment to teaching excellence, has established the Board of Trustees Teaching Excellence Award. Recipients of the award manifest excellence as a way of life and stand out among the faculty as persons who have made and continue to make a significant contribution to higher education through their dedication and service to students. The award carries with it both an honor and a responsibility: it identifies a member of the faculty as a person of excellence, and it calls upon the person so honored to share that excellence with colleagues and students.

Chancellor's Teaching Excellence Award

The Chancellor's Teaching Excellence Award recognizes all aspects of excellence in teaching and in teaching-related activities that foster students’ desire for lifetime learning and success. Up to six awards are given annually, three for the College of Arts and Sciences, one for the Cameron School of Business, one for the Watson College of Education and one for the College of Health and Human Services.
J. Marshall Crews Distinguished Faculty Award

The UNCW Alumni Association began annually awarding the J. Marshall Crews Award to an outstanding faculty member in the academic year 2002. The award is in honor of Dr. J. Marshall Crews for his leadership at Wilmington College and UNCW. The recipient receives a $500 stipend and a bronze medallion from the association in recognition of stellar academic accomplishments.

Distinguished Teaching Professorship Award

The Distinguished Teaching Professorship Awards exemplify UNCW's commitment to excellence in teaching and in teaching-related activities by recognizing faculty members who have made a profound contribution to higher education through their dedication and service to students. Three awards are given each year, and each recipient holds the award for three years.

Graduate Mentor Award

The Graduate Mentor Award recognizes members of UNCW's graduate faculty who have excelled at teaching at the graduate level and who have an established record of mentoring graduate students. The latter includes not only guiding the research activity of students during their tenure at UNCW but also helping students become established as independent scholars and professionals.

The UNCW Award for Faculty Scholarship

The UNCW Award for Faculty Scholarship is designed to underscore this institution's continuing commitment to scholarship and creative work. Recipients of the award stand out among the faculty as persons who have made, and continue to make, a significant contribution to the University and the academic community through their commitment to scholarship, research and creativity. Up to three awards are given annually.

The Community of Scholars at UNCW

The Community of Scholars at UNCW is a network of collaborative resources aimed at enhancing the pursuit of the life of the mind. Its mission is to:

- support academic innovation and educational initiatives within the university community,
- provide resources for faculty development in teaching, research, and service,
- support the participation of the wider university community in the intellectual endeavor,
- represent in action and form the basic values of the life of the mind, and
- facilitate communication among all university departments, offices, and divisions.

All resource units promoting this mission are welcome to participate in the Community of Scholars at UNCW. Collaboration of these resources is enhanced by the Community of Scholars Council which brings together on a regular basis the directors of the resource units with representatives from Academic Affairs, Student Affairs, Randall Library, Information Technology Systems, Faculty Senate, University College,
Honors Scholars College and Student Government. Its charge is to review the activities of the resource units and to consider strategies for enhancing the intellectual growth of our community.

**Current Community of Scholars Resource Units:**

**The Center for the Support of Undergraduate Research and Fellowships**
(http://www.uncw.edu/csrf)

The Center for the Support of Undergraduate Research and Fellowships (CSURF) is a resource to coordinate opportunities and information related to UNCW undergraduate research and scholarship. In addition, CSURF coordinates the application and nomination process for national competitive scholarships and fellowships for undergraduates. The center is housed in the Honors Scholars College Office.

**The Center for Teaching Excellence and Faculty Leadership**
(http://www.uncw.edu/cte)

The Center for Teaching Excellence (CTE) provides workshops on a variety of teaching issues, encourages innovations in teaching through awarding stipends for course development, and supports continued education in the scholarship of teaching by subsidizing travel to teaching conferences. Its mission is to foster a campus-wide climate where teaching is highly valued, as well as provide leadership in the application of scholarship to teaching. CTE encourages efforts to achieve excellence in teaching by running programs for course development and improvement, implementing new instructional technologies, and providing support services. CTE will also conduct orientations for new faculty and work to integrate them into the university community.

(http://www.uncw.edu/cfl)

The Center for Faculty Leadership (CFL) is dedicated to developing and sustaining the high quality of academic leadership central to supporting the mission of the university and achieving the goals outlined in its strategic plan. The center serves as a resource for individuals with aspirations for academic leadership; as a training center for newly appointed department chairs, division coordinators, and program directors; and as a retooling center for current, mid-level academic leaders interested in improving the quality of their academic programs and/or advancing their professional careers in university administration. Information and assistance emphasize exploration, experimentation, and networking with programs presented in a variety of formats: informal discussions, formal workshops, guest lectures, conferences, networking and alliance building, mentoring and shadowing. The center's mission encourages collaborative initiatives by the faculty. Thus, the center also serves as a resource for faculty-generated initiatives that require institutional support beyond the departmental or program level.
Centro Hispano

(http://www.uncw.edu/centrohispano)

The mission of Centro Hispano is to nurture students into becoming strong leaders, representative of all the core values of UNCW, through the promotion of academic excellence, cultural representation, and leadership development. Centro Hispano serves as a link between students and all available resources needed for their academic growth, as well as for their development as future professionals. We focus on embracing and nurturing diversity, on developing student leadership, and on promoting best practices and best use of resources needed for academic success. Our emphasis on diversity is exemplified by our goal of increasing the representation of the diversity within the Hispanic culture through students, faculty, staff, campus events, curriculum, and community engagement. Our focus on student leadership development provides students with enrichment opportunities including leadership conference, leadership seminars and certificates, as well as leadership roles within our campus and community.

The Office of e-Learning

(http://www.uncw.edu/oel)

The Office of e-Learning, a unit of the division of Academic Affairs, provides support for faculty through assistance in a variety of formats including individualized instruction, multi-modal delivery of training, and self-paced online materials. Instructional designers in this office use a curriculum development approach to support fully online, web-based and web-enhanced instruction. Other support services include online program development, Inter-Institutional registration and UNC Online site management, and collaboration with UNCW Extension Sites.

Upperman African American Cultural Center

(http://www.uncw.edu/upperman)

The Upperman African American Cultural Center (Upperman Center) provides UNCW students, faculty and staff, and the greater Wilmington community a central location from which they can experience the rich heritage of African Americans through print and visual media, workshops, presentations, exhibits, and cultural performances. The Center provides a welcoming atmosphere for all UNCW students. The Upperman Center also provides support and advocacy for African American students at UNCW.

Women's Studies and Resource Center

(http://www.uncw.edu/wsrc)

The Women's Studies and Resource Center engages in an interdisciplinary community of scholars, students and advocates working in gender, sexuality, and Women's Studies. The Center promotes gender equality, both locally and globally, through research support, programming, an academic minor, and community engagement. Finally, the Center provides physical space for gathering, resources, and referrals for the UNCW and Wilmington communities.
Equal Opportunity, Diversity, and Unlawful Harassment

Reaffirmation of Commitment to Equal Opportunity

The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents—except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

This affirmation is published in accordance with 41 CFR Part 60 and is implemented in accordance with following laws and their amendments: Title VII and Title IX of the Civil Rights Act of 1964; the Equal Pay Act of 1963; Executive Order 11246; the Age Discrimination in Employment Act of 1967; the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; the Vietnam Era Veterans’ Readjustment Assistance Act of 1974; the Civil Rights Restoration Act of 1988; the NC General Statutes Chapters 116 and 126; and Title II of Genetic Information Non Discrimination Act of 2008.

To ensure that equal educational and employment opportunity exists throughout the university, a results-oriented equal opportunity/affirmative action program has been implemented to overcome the effects of past discrimination and to eliminate any artificial barriers to educational or employment opportunities for all qualified individuals that may exist in any of our programs. The University of North Carolina Wilmington is committed to this program and is aware that with its implementation, positive benefits will be received from the greater utilization and development of previously under-utilized human resources.

Statement on Diversity in The University Community

In the pursuit of excellence, the University of North Carolina Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community. Diversity is an educational benefit that enhances the academic experience, and fosters a free exchange of ideas from multiple perspectives. Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran’s status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.

Unlawful Harassment, Discrimination, and Retaliation

UNC Wilmington affirms that students and employees are entitled to an educational and employment environment free from unlawful harassment or discrimination based on that individual's race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, or relationship to other university constituents, and expressly prohibits unlawful harassment or discrimination of any individual among the university community engaged in educational or employment pursuits. Further, no student or employee
shall be subject to retaliation for bringing a good faith complaint pertaining to unlawful harassment or discrimination or for protesting such behavior directed against another member of the university community.

For more information concerning ways in which our multicultural learning community may be nurtured and protected or complaint resolution procedures, contact the Office of Institutional Diversity and Inclusion, the Office of the Dean of Students, the Office of Academic Affairs, or the Office of Human Resources.

Harassment Prevention Policy

I. **Purpose**
The University affirms its desire to maintain a work environment for all employees and a learning and living environment for all students that is free from all forms of harassment. The University is committed to ensuring that all students, faculty, staff, and administrators are treated with dignity and respect. Harassment is highly detrimental to an environment of mutual respect that must prevail if the University is to fulfill its goals. All members of the university community have an obligation to learn what behaviors constitute harassment, to be responsible for their own behavior, and to cooperate in creating a climate where harassment is not tolerated. This policy shall be applied in a manner that protects the academic freedom and freedom of expression of all parties.

II. **Scope**
A. Harassment based on race, color, religion, creed, sex, national origin, age, disability, sexual orientation or veteran status is a form of discrimination in violation of federal law, state law, and/or university policy, and will not be tolerated.
B. Retaliation against any person complaining of harassment or any person who is a witness to harassment is in violation of the law and this policy and is grounds for appropriate disciplinary action.
C. The University will respond promptly to all complaints of harassment and retaliation whether the behavior is communicated physically, verbally, in print, via the Internet or through other means. When necessary, the University will institute discipline against the offending individual, which may result in a range of sanctions, including but not limited to the following: for students – warning, disciplinary probation, or suspension; and for employees – warning, suspension without pay, or dismissal.
D. The University considers the filing of intentionally false reports of harassment as a violation of this policy and grounds for appropriate disciplinary action.
E. Disciplinary action for violations of this policy by students will be the responsibility of the Office of the Dean of Students; disciplinary action for violations of this policy by employees will be the responsibility of the pertinent senior officer in the employee's division, after consultation with the University's equal employment opportunity/affirmative action officer, and in accordance with applicable procedures.

II. **Prohibited Conduct**
A. Harassment is unwelcome conduct, based on race, color, religion, creed, sex, national origin, age, disability, veteran status or sexual orientation that is either a condition of working or learning ("quid pro quo") or creates a hostile environment.
B. Quid pro quo harassment consists of unwelcome conduct when:
   1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, employment decisions, academic
standing or receipt of a needed or legitimately requested university service or benefit; or

2. Submission to, or rejection of, such conduct by an individual is used as a basis for decisions affecting such individual in matters of employment, employment decisions, academic decisions (such as grades) or receipt of a needed or legitimately requested university service or benefit.

C. Hostile environment harassment consists of unwelcome conduct when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual's work, academic performance, or living environment; or

2. Such conduct has the purpose or effect of creating an intimidating, hostile or offensive working, learning or living environment.

D. Hostile environment harassment is determined by looking at all of the circumstances, including the frequency of the allegedly harassing conduct and its severity. A single, serious incident may be sufficient to constitute hostile environment harassment.

E. Retaliation is conduct causing any interference, coercion, restraint or reprisal against a person complaining of harassment or participating in the resolution of a complaint of harassment.

IV. Reporting

The University encourages reporting of all perceived incidents of harassment, regardless of who the alleged offender may be. Individuals who either believe they have become the victim of harassment or have witnessed harassment are to utilize the Harassment Resolution Procedures.

Improper Personal Relationships Between Students and Employees

I. Purpose

This policy sets forth professional conduct standards for all employees who are involved in the instruction, supervision or evaluation of students. The University does not condone amorous relationships between students and employees. Members of the university community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, university prohibition and punishment of amorous relationships is deemed necessary: 1) when the employee is responsible for evaluating or supervising the affected student; and 2) when the student is a minor, as defined by North Carolina law.

II. Prohibited Conduct

A. It is misconduct, subject to disciplinary action, for a university employee, incident to any instructional, research, administrative or other university employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.

B. It is misconduct, subject to disciplinary action, for a university employee to engage in sexual activity with any enrolled student of the University, other than his or her spouse, who is a minor below the age of 18 years.

III. Definition of Terms

A. "Amorous relationship" exists when, without the benefit of marriage, two persons as consenting partners
1. Have a sexual union; or
2. Engage in a romantic partnering or courtship that may or may not have been consummated sexually.

B. "Evaluate or supervise" means:
1. To assess, determine or influence a) one's academic performance, progress or potential or b) one's entitlement to or eligibility for any institutionally conferred right, benefit or opportunity; or
2. To oversee, manage or direct one's academic or other institutionally prescribed activities.

C. "Related by blood, law or marriage" means:
1. Parent and child
2. Brother and sister
3. Grandparent and grandchild
4. Aunt and/or uncle and niece and/or nephew
5. First cousins
6. Stepparent and stepchild
7. Husband and wife
10. Guardian and ward

IV. Reporting Policy Violations
A. The University encourages individuals to report alleged violations to the department chair, dean, director or vice chancellor of the division or department in which the employee involved in the relationship is employed. The dean, director or vice chancellor, in consultation with the director of Human Resources and the provost, shall determine whether to authorize a formal investigation of the allegations.

B. Self-reporting is encouraged to avoid potential conflicts of interest, or the appearance of a conflict. If the potential for such a conflict arises, the employee is required to disclose the possibility of a potential conflict to his or her immediate supervisor and efforts are to be made to eliminate any potential source of the conflict.

C. The University considers the filing of a false or malicious report as a violation of this policy, and the individual who reports shall be subject to prompt and appropriate disciplinary action.

V. Investigatory Procedures
A. Because of the sensitive nature of such relationships, reasonable effort should be taken to resolve a policy violation in an informal and expedited manner whenever possible.

B. If a formal investigation is authorized, the pertinent vice chancellor will identify an appropriate administrator(s). The investigating administrator(s) cannot be the direct supervisor of the employee named in the complaint. The investigating administrator(s) shall interview the employee, the affected student, the complainant, and any other individual believed to have pertinent factual knowledge necessary to determine the validity of the allegations. Relevant documents should also be reviewed. All parties to an investigation must be instructed on the confidential nature of the matter, and the prohibition against retaliation for reporting policy violations and/or participating in an investigation.

C. The investigating administrator(s) shall prepare a report of findings, which shall be considered a confidential personnel record. Human Resources will serve as a consultant to the process to ensure consistency of treatment. In the case of a faculty member, the report shall be submitted to the pertinent dean and the provost, with a copy to the director
of Human Resources. In the case of a non-faculty member, the report shall be submitted to the pertinent vice chancellor and the director of Human Resources.

D. Results of the investigation, the report, and any subsequent disciplinary action shall be kept confidential to the extent allowed by the Family Educational Rights and Privacy Act ("FERPA") and the North Carolina Personnel Records Act. Generally, the complainant is not entitled to learn the outcome of such an investigation other than notice when the investigation has concluded. All related documentation should be forwarded as soon as possible following resolution to Human Resources for retention.

E. Reasonable efforts should be made to address the concern in as timely a manner as possible, which should be within thirty (30) calendar days of receiving the complaint. The director of Human Resources should be advised on any investigation and/or resolution that take longer than thirty (30) calendar days. This should be accomplished through a status report provided by the investigating administrator(s).

VI. Corrective Action

Any disciplinary action imposed for a violation of this policy shall be made in accordance with the disciplinary procedures applicable to the faculty or staff member's category of employment. Sanctions may include a letter of reprimand or warning, suspension without pay, or dismissal from employment. Disciplinary action shall be decided by the appropriate vice chancellor, or designee, in consultation with the director of Human Resources.

Opportunities for Involvement and Avenues of Redress

For more information concerning ways in which our multicultural learning community may be nurtured and protected, contact Institutional Diversity and Inclusion, the Office of the Dean of Students, or Human Resources.

For complaint processes and administrative review procedures pertaining to perceived violations of the University's policies pertaining to equal educational and employment opportunity, personal discrimination, sexual harassment, or improper personal relationships, see the Code of Student Life or the Faculty Handbook or contact the University EEO/AA Officer, UNCW Human Resources, 601 S. College Road, Wilmington, NC 28403-5960, Phone (910) 962-3160, Fax (910) 962-3840.

For questions concerning program access or compliance, contact the ADA Compliance Officer, UNCW Environmental Health and Safety Office, Wilmington, NC 28403-5974, Phone (910) 962-4287.

Seahawk Respect Compact

In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community.

- We affirm the dignity of all persons.
- We promote the right of every person to participate in the free exchange of thoughts and opinions within a climate of civility and mutual respect.
- We strive for openness and mutual understanding to learn from differences in people, ideas and opinions.
We foster an environment of respect for each individual, even where differences exist, by eliminating prejudice and discrimination through education and interaction with others. Therefore, we expect members of the campus community to honor these principles as fundamental to our ongoing efforts to increase access to and inclusion in a community that nurtures learning and growth for all.

**The Campus**

**Campus Map**

Click here to view the Campus Map.

The University of North Carolina Wilmington is located in the southeastern part of the state on a 661-acre tract on State Highway 132 (College Road) midway between the Cape Fear River and the Atlantic Ocean. The city of Wilmington is situated on the east bank of the Cape Fear River about 15 miles from Carolina Beach and 10 miles from Wrightsville Beach. The standard metropolitan area, of which Wilmington is a part, now has a population in excess of 118,000. Several main highways lead into the city, and commercial air service provides easy access to other metropolitan areas north, south, and west.

Ocean breezes and the nearness of the Gulf Stream give Wilmington a delightful year-round climate, and the area's proximity to the ocean provides unlimited recreational opportunities.

The spacious well-landscaped campus was first occupied by the University in 1961. The number of buildings on the main campus has increased from three in 1961 to 161 today. The buildings on the campus are of modified Georgian architecture, including academic, administrative, student life, residence, dining, athletic, and support buildings, all of which are completely air-conditioned. There are several athletic fields and intramural fields.

**Institutional Diversity and Inclusion**

(http://www.uncw.edu/diversity/)

In the pursuit of excellence, the University of North Carolina Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among student, faculty, staff, and the broader community. Diversity is an educational benefit that enhances the academic experience and fosters a free exchange of ideas from multiple perspectives. The Office of Institutional Diversity and Inclusion is currently comprised of five units: the Upperman African American Cultural Center, The Centro Hispano, The Women's Studies and Resource Center, the Multicultural Center, and the LGBTQIA Resource Office, all engaged in coordinating the University's diversity initiative by helping foster an educational climate that promotes intellectual interactions across campus and between the campus community and surrounding areas. The office provides avenues for inclusion for faculty, staff, students, and community members and facilitates collaborative efforts to provide relevant programs and services throughout the year. The Office of Institutional Diversity and Inclusion primarily focuses on the coordination of multicultural community outreach and faculty involvement; the academic success of students; providing assistance in the development of merit-based scholarships; partnering with academic deans to review diversity plans and accomplishments; and an annual review with vice chancellors on diversity initiatives. In an effort to diversify the campus community and facilitate a climate that encourages
and supports diversity, programs offer dialogue on social justice issues, appearances by national and international performers in art, film, and music, and presentations by speakers on topics such as civil rights, journalism, literature, and politics.

**William Madison Randall Library**

The William Madison Randall Library serves as a dynamic instructional and research resource of the University of North Carolina Wilmington (UNCW). Randall Library is named for William Madison Randall, Wilmington College President from 1958 to 1968. Randall Library advances the missions of the University in many ways—through its collections, services, resources, and facilities.

Its collections include more than two million items in various formats, including over one million books, bound journals, and print government documents; over 67,000 print and electronic journals, over one million microform pieces, and more than 85,000 media items (e.g., DVDs, CDs). In addition, the library provides approximately 200 online databases and extensive full text resources. Databases, e-journals and over 30,000 electronic books are available to UNCW students, faculty and staff with Internet access anywhere and anytime. An online catalog and circulation system provides easy, efficient access to most of the library’s collections. The gateway to the library’s resources is its web page: http://library.uncw.edu

The library’s online catalog can be expanded to search the UNC Coastal Library Consortium (UNCW, Fayetteville State University and the University of North Carolina Pembroke) and requests can be placed for those materials directly from the online catalog. The library's interlibrary loan and document delivery service provides access to information resources held by other libraries around the world free of charge to UNCW students, faculty and staff. Requests are submitted online through the ILLiad system. For more information, visit http://library.uncw.edu/ill.

The library provides a reserve reading service to aid students and instructors in accessing required and supplemental materials for courses. Much of this material is in electronic format, available 24/7. Books and videos for short loan reserve reading/viewing are held at the Circulation/Customer Services Desk. The reserve system can be searched by course, department, instructor or document title or author.

The library’s specialized collections include the Rare Book Collection; the Southeastern North Carolina Collection, devoted to publications by or about residents of the Lower Cape Fear region of North Carolina; Manuscript Collections (diaries, correspondence and other papers); and UNCW and Wilmington College Archives. Special Collections also provides a unique collection of oral history interviews. In addition, the library is a selective depository for United States government publications, receiving 76% of materials made available through the Federal Depository Program (FDLP), and is a full depository for North Carolina documents. The library also provides links to federal and state digital information through the online catalog. The Curriculum Materials Center (C.M.C.), located in the Education Building, is a specialized facility designed to support the teacher education program of the Watson College of Education, providing textbooks and other teaching support materials for pre-K-12 grades. The C.M.C. in cooperation with the Education Lab, provides equipment for creating teaching materials.

A knowledgeable and helpful staff of 44 full-time employees including 20 librarians and many student assistants provides comprehensive information access and research assistance. The library is dedicated to the goal of educating users, especially students, in the identification, use and evaluation of information in all formats. In addition to providing immediate assistance at the Learning Commons Help Desk and Circulation Desk, the library provides research assistance by live chat, e-mail, phone or in-depth assistance by appointment. The library participates in NCKnows, a 24/7 chat reference service.
Information literacy instruction is provided through course-related instruction sessions, credit courses on library and information research skills, and workshops on various topics. A Liaison Librarian is designated for each academic program to provide in-depth research guidance and support.

The library is committed to continuous quality improvement and to maximizing its value to all stakeholders. Librarians establish, assess, and link library outcomes to institutional outcomes related to numerous areas, including, for example, student retention and graduation rates, student success, student achievement, student learning, and student engagement. Various systems for assessment management position the library to collect data on individual library user behavior while maintaining privacy, and to collect information about the impact the library has on its target audiences.

During the academic year, the library is open 24 hours a day, from noon Sunday until 6:00 p.m. Friday, and from noon until 6:00 p.m. Saturday (132 hours/week). Randall Library provides nearly 900 seats in a variety of environments, including individual study carrels and tables, group study rooms and a quiet study room. A coffee bar provides beverages and food. The Technology Assistance Center (TAC), operated by the UNCW Information Technology Systems Division, is located in the library. Computers are available in the Learning Commons on the first floor and in two graduate computer labs on the second floor. Laptops are also available for students, or students can use wireless Internet access with their personal laptops. Other equipment the library provides to students includes video cameras, portable DVD players, MP3 players, flash drives and presentation practice carts. The library also houses an 80-seat auditorium, the Honors Program Office, Center for Teaching Excellence, Center for Faculty Leadership, Women's Studies and Resource Center, and a Distance Learning Classroom.

**Athletics**

The university holds membership in the National Collegiate Athletic Association, Colonial Athletic Association, and Eastern College Athletic Conference. Varsity intercollegiate teams are fielded for men in basketball, cross country, baseball, golf, soccer, tennis, swimming and diving, and indoor/outdoor track and field. Varsity intercollegiate teams for women are fielded in basketball, cross country, softball, golf, soccer, tennis, swimming and diving, volleyball, and indoor/outdoor track and field.

**Mission Statement**

Consistent with UNCW's mission and values, the Department of Athletics provides student-athletes with opportunities for success in NCAA Division I athletics while supporting their personal growth as students, citizens, and leaders. As a highly visible University resource, Athletics serves to develop, sustain, and advance community relations and the University's mission of outreach and regional engagement.

**Core Values**

"Principles and concepts we will never compromise even if it puts us at a competitive disadvantage"

INTEGRITY: We are committed to and intentional about operating with the highest standards of sportsmanship, honesty, trust and respect.
STUDENT-ATHLETE WELLBEING: We are committed to and intentional in our support of the holistic growth, development and overall success of each student-athlete by providing optimal support for their intellectual, physical, and personal growth.

STEWARDSHIP: We are committed to and intentional about responsible use of resources, people, and ideas...valuing relationships and acknowledging support while fostering trust, accountability, and respect.

DIVERSITY & EQUITY: We are committed to and intentional about creating and maintaining an environment that is fair, embracing, and caring, open and accessible to all people.

The Equity in Athletics Disclosure Act report is available upon request.

**Goals and Objectives**

1. Create the most powerful learning experience possible for student-athletes.
2. Recruit, retain and develop quality coaches, administration and staff in appropriate numbers.
3. Embrace and enhance equity and diversity throughout the staff, sport programs, culture and community outreach activities.
4. Create an educational and athletic environment that promotes great sportsmanship and prepares student-athletes to become lifelong leaders.
5. Strengthen the athletic department's community engagement and outreach activities.
6. Enhance the quality and well being of UNCW's student-athlete experience while providing competitive opportunities in a safe environment.
7. Ensure adequate resources to achieve athletic department goals by increasing private giving and corporate partnership financial support.

_The Equity in Athletics Disclosure Act report is available upon request._

**Information Technology Systems**

Information Technology Systems (ITS) is an innovative team committed to providing a technologically progressive environment for students, faculty and staff. As part of Business Affairs, ITS is dedicated to leading, collaborating and supporting with cost effective services that promote the mission of the University. ITS is also committed to promoting and sustaining a powerful learning experience by responding to students' needs through student feedback, student engagement and collaboration with constituent groups across campus.

ITS provides an array of services to students, some of which include:

- Technology Assistance Center (TAC) in Randall Library – UNCW's help desk (www.uncw.edu/tac)
- ITS Request System for reporting technology issues and requesting services online (https://itsrequest.uncw.edu)
- AskTAC self-service knowledge base (https://asktac.uncw.edu)
• Binaries Tech Store in Fisher University Union offering discounts on Microsoft products and Apple and Dell computers (www.uncw.edu/binaries)
• Apple and Dell certified technicians available in Binaries Tech Store (www.uncw.edu/binaries)
• Free antivirus software (www.uncw.edu/virus)
• mySeaport campus portal (https://myseaport.uncw.edu)
• TealWare software in the Teal Cloud (www.uncw.edu/tealware)
• General access computers in Randall Library's Learning Commons
• Laptop checkout program in the Technology Assistance Center (TAC)
• Support of the Graduate Student Computer Labs in Randall Library
• Browsing stations in Fisher Student Center, Fisher University Union, CIS and Wagoner Hall
• Wireless access across campus
• Multi-media classrooms (each includes a computer station, media player, projector and projection screen)
• Distance education classrooms

For any computing or technology questions or problems, students may use the ITS Request System to report issues online, or they may contact the TAC. The TAC provides support via phone, email and in person in Randall Library. Services provided by the TAC include, but are not limited to, assistance with: PC and Mac support, wireless connectivity, password issues, Blackboard Learn support, software questions and scanning assistance. Further information on the TAC and its hours can be obtained at www.uncw.edu/tac.

ITS offers UNCW email to all students to keep them connected with the university community, their professors and each other. ITS also provides students with their one-stop campus portal—mySeaport. Through mySeaport, students have access to their UNCW email, calendar, class information, online registration, billing information, campus news and additional student resources and services. Furthermore, students may access various educational tools - such as SkillPort computer based training courses and podcasts - through this UNCW portal.

ITS supports online learning via its course management system, Blackboard Learn. Instructors may utilize this tool to deliver fully online courses or as a supplement to traditional face-to-face courses. For more information on ITS and its services go to www.uncw.edu/itsd.

Scholarly Community Engagement

Scholarly Community Engagement facilitates interdisciplinary teams composed of faculty/ student researchers and community organizations, conducting meaningful long-term applied research projects addressing local issues. Engaging the community in scholarly research, faculty and students affect the quality of life of individuals and communities in our region. Students participate in community-based research through internships, directed independent study and faculty-led research projects.

Media Production

Media Production, formerly UNCW-TV, highlights the intellectual diversity of the University by creating educational programming derived from the academic departments of UNCW and delivered by UNCW – TV, through a variety of media. Also, Media Productions serves the University through its Creative
Services television production, such as broadcasting events like UNCW Commencement, a variety of award ceremonies, candidates forums, community based television programming and award winning documentaries.

Youth Programs

MarineQuest offers marine and environmental education activities for youth. This popular program includes field activities in local habitats, experience in marine science laboratories and guided travel to international habitats. MarineQuest provides placement for student internships and paid employment. When working with MarineQuest, students majoring in environment studies, marine biology and science education gain valuable "work world" experience as well as exposure to professional networking opportunities. Visit www.uncw.edu/marinequest to learn more.

Herbert Bluethenthal Memorial Wildflower Preserve

The Herbert Bluethenthal Memorial Wildflower Preserve is a 10-acre memorial botanical garden located on the UNCW campus. Established in 1972, its purpose is to provide a place where the university community and the public can learn about and enjoy our native plants and their habitats. Many of the plants are labeled, and maps and trail guides are available at the entrance.

Ev-Henwood Nature Preserve

Ev-Henwood is UNCW's coastal forest research and teaching station located in Brunswick County. It is only a short 30-minute drive from the university campus and is available for nature study and appreciation, student and faculty research, and class field trips. Included in its 110 acres are oak/hickory woods, pine forests, and low woods along the bordering Town Creek and its branches. Additional habitats such as ponds and fields are available nearby.

Swain Center for Business and Economic Services

The Swain Center for Business and Economic Services in the Cameron School of Business at the University of North Carolina Wilmington is the business research/extension division in the business school. Center staff provide research services and sponsor seminars to provide technical assistance in regional economic development and prepare individuals to develop further their managerial, technical, and personal capabilities.

UNCW Center for Innovation and Entrepreneurship

The mission of the UNCW Entrepreneurship Center is to be a catalyst for entrepreneurship at UNCW and entrepreneurial growth in Southeastern North Carolina by linking together emerging and high-growth ventures, students, entrepreneurs, UNCW faculty and staff, and relevant support organizations to create business growth, educational opportunities, research, internships and jobs, as well as innovation.
Center for Marine Science

(http://uncw.edu/cmsr)

The Center for Marine Science at the University of North Carolina Wilmington is dedicated to interdisciplinary approaches to answering questions in basic marine research. The mission of the center is to promote basic and applied research in the fields of oceanography, coastal and estuarine studies, marine biotechnology and aquaculture, marine biology, marine chemistry, and marine geology. Faculty members conducting marine science research in the departments of Biology and Marine Biology, Chemistry and Biochemistry, Geography and Geology, Physics and Physical Oceanography, and Environmental Studies participate in this program, and Center faculty serve on regional, national and international research and policy advisory groups and thereby contribute to the development of agendas on marine research in the United States and the world. International interactions with labs in Europe, North America, South America, Australia, New Zealand, Asia, Africa, Bermuda, the Bahamas and Caribbean, and all regions of the coastal United States augment extensive programs addressing North Carolina coastal issues. By integrating these advisory functions with research programs of the highest quality, CMS enhances the educational experience provided by the University of North Carolina Wilmington for both undergraduate and graduate students in marine science.

The Center for Marine Science is located at the CREST (Campus for Research, Entrepreneurship, Service and Teaching) Research Park, located six miles from the main campus on the Atlantic Intracoastal Waterway. The Center has a total of 99,000 square feet of net indoor space including: group meeting facilities for up to 150 individuals; fully equipped research laboratories, classrooms, and marine science laboratories; a greenhouse with running seawater; a radioisotope laboratory; computer workrooms, cold rooms, walk-in freezers; temperature controlled rooms; autoclave and media preparation room; darkroom; chemical storage and balance rooms; fireproof vault for data storage; clean room; central analytic facility; sample processing rooms; aquarium room with running seawater; indoor storage; outdoor storage; shower/locker facilities; and outdoor facility for tanks with running sea water. Core facilities include: harmful algal identification and toxicology; nutrient analysis; DNA sequencing; and NMR and GC Mass spectroscopy. A 900 foot pier with docking facilities for several coastal research vessels is in place on the Atlantic Intracoastal Waterway. The seawater system provides raw, filtered, and purified seawater at flow rates up to 600 liters/min; tank farm services; and aquarium room services. An 11,000-sq. ft. Shellfish Research Hatchery was completed in 2010. The location of the center provides easy access to regional marine environments such as: tidal marshes/mud flats/sand flats; tidal creeks; barrier islands and tidal inlets; the Atlantic Intracoastal Waterway; near shore marine environments; the Gulf Stream; hard bottom communities; and dunes and maritime forests; and both highly developed and minimally developed estuarine environments. The center maintains 22 research vessels ranging in size from thirteen to sixty-five feet and specialized equipment including a Superphantom Remotely Operated Vehicle (ROV), an ocean environmental sampler (SBE-CTD), and an ADCP current profiler.

The Center for Marine Science serves as host for: an Extension Office for North Carolina Sea Grant; the Marine Mammal Stranding Network; the North Carolina National Estuarine Research Reserve; and UNCW’s MarineQuest Program an extensive community outreach program for public schools and adult education. In 2013, the 70,000-sq. ft. MARBIONC (Marine Biotechnology in North Carolina) laboratory building was completed. It provides space and facilities to foster public-private cooperation for research and development of marketable products.
Center for Teaching Excellence

The Center for Teaching Excellence at the University of North Carolina Wilmington is dedicated to assisting the University in fulfilling its commitment to strengthening undergraduate and graduate instruction. The center recognizes that excellence in teaching is achieved through teaching scholarship, which involves continuous scrutiny of course content and methods of instruction, knowledge of modern educational techniques and practices, and analysis of the effects of different teaching methods on student learning. Developing new courses and improving existing ones are fundamental to maintaining the integrity and vitality of the University's educational programs.

The mission of the Center for Teaching Excellence is to foster a campus-wide climate where teaching is highly valued, as well as provide leadership in the application of scholarship to teaching. The center assumes that the primary responsibility for developing and improving educational programs resides with the faculty who, as teacher/scholars, possess both the knowledge of the disciplines and the skills to evaluate and implement effective instructional practices. The center encourages efforts to achieve excellence in teaching by running programs for course development and improvement, implementing new instructional technologies, and providing support services.

In order to further enhance the resources of the Center for Teaching Excellence and to increase opportunities for professional development in teaching for UNCW faculty, CTE participates in a variety of resource-sharing consortia, both formal and informal within the University of North Carolina system. In addition, CTE participates in statewide and national associations that support the mission of improving higher education through professional development in teaching.

Examples of the center's services are:

1. assistance with course design and learning assessment,
2. specialized workshops and seminars on teaching and learning for faculty at all levels of expertise,
3. discipline-based teaching circles,
4. assistance in development of instructional technology methods,
5. summer salary support for pedagogy development,
6. participation in UNC system-wide teaching development incentives,
7. publication of a world wide web page at www.uncw.edu/cte/.

The mission of the center is specifically supportive, and participation by the faculty is entirely voluntary. The interaction between center personnel and the faculty is confidential and separate from any formal assessment process of the University.

The UNCW Alumni Association and The Office of Alumni Relations

The UNCW Alumni Association strives to be the lead supporter in the University's strategic vision. It is our purpose to connect and involve alumni, students, and friends in the promotion and advancement of the University. The UNCW Alumni Association promotes, encourages and supports unity and involvement among out 48,000 alumni, students, the University and friends.

The Alumni Relations Office is located in the Wise Alumni House at 1713 Market Street.
The Alumni Association sponsors two graduate student awards, applications are available at www.uncw.edu/alumni.

Student Life

Office of the Dean of Students

The Office of the Dean of Students is committed to advocacy and education centered on student growth and self-responsibility by serving as a central resource for UNCW students, faculty and staff. Through collaboration with the University and the Wilmington community, we provide assistance to members of the UNCW community by: educating students about their rights and responsibilities as members of our community; assisting students, faculty and staff with interpretation of campus policies, including the Code of Student Life and the Student Academic Honor Code; training and educating faculty, staff and students on community standards and conflict resolution; establishing grievance and conflict resolution procedures; referring students to myriad resources to increase the likelihood of their success; assisting in the coordination of 24 hour emergency and crisis response; and providing resources and education for special populations including fraternity & sorority life members; off campus and non-traditional students; graduate students; and military and veteran students. Our mission is to foster a respectful and dynamic community that affirms the value and contributions of each individual, and which harbors and elevates democracy, civility, and diversity as paramount values.

The following services and programs are coordinated and managed through the Office of the Dean of Students: Fraternity & Sorority Life; The Perch (off-campus, non-traditional and military-affiliated student services and graduate student life programming); Alternative Dispute Resolution (peer mediation); Cornerstone Community Standards; Student Conduct; Student Academic Honor Code and Case Management (student behavioral intervention/resource referral). Student rights and responsibilities are communicated through the Code of Student Life, and we adjudicate academic and behavioral violations through the campus conduct system. Our staff is vested in the success of each and every student, and we invite you to access us as partners in assisting you in your roles as students, faculty and staff at UNCW. If you have any questions or need assistance, please contact the Office of the Dean of Students at (910) 962-3119, by e-mail at deanofstudents@uncw.edu. Our website is www.uncw.edu/odos.

Art Exhibitions

Monthly exhibitions of painting, sculpture and the graphic arts are held in a variety of spaces on campus including: Randall Library, Cultural Arts Building, Warwick Center, and the Ann Flack Boseman Gallery. Student art is often featured. Campus Life also features its permanent art collection of student artwork on display year round in the Fisher Student Center and Fisher University Union. All exhibitions are open to the public without charge.

Association for Campus Entertainment

The Association for Campus Entertainment (ACE), coordinates many of the events that take place on campus including the Friday and Saturday night film series, open mic nights, concerts and comedy shows, and a series of homecoming events. This student run organization is made up of the following
committees: Concerts, Spirit, Special Events, Boseman Art Gallery and Films. Over 150 students participate in the coordination of ACE events and learn skills such as contract negotiation, marketing, delegation, time management, and program planning. If you are interested in more information about events or joining a committee, stop by the ACE office in the Campus Activities Involvement Center in the Fisher Student Center – Room 2029.

Campus Activities & Involvement Center

The Campus Activities Involvement Center is your gateway to entertainment and involvement on campus. As part of the Division of Student Affairs, we are "creating experiences for life" by providing opportunities for students to participate actively, grow personally and explore new ideas and interests through a variety of entertainment and involvement experiences. Our staff, and the students with whom we work, are committed to creating a vibrant campus community filled with diverse activities for all students. Activities produced by the center include UNCWWelcome, UNCWWelcome Back, UNCWWeekends, and the Involvement Carnival. Check out the web calendar to find out ways of getting involved in the UNCW Community. The calendar can be accessed at https://events.uncw.edu/MasterCalendar/MasterCalendar.aspx

Campus Life Arts & Programs

Campus Life Arts & Programs coordinates a wide range of campus and cultural programs for students and the university community. Our programming areas include: Association for Campus Entertainment (ACE); Ann Flack Boseman Gallery; Arts in Action Performance Series; Leadership Lectures Series; Lumina Theater; and Sharky's Game Room. Enjoy live entertainment, performing arts, lectures, art exhibits, film screenings, game tournaments, and more, all free or at reduced rates for students. For event information or to get involved with programming, visit our website at www.uncw.edu/presents or stop by our office in the Fisher University Union, Room 2041.

Campus Life Facilities

Student life is enriched at UNCW by a broad spectrum of activities, many of which occur in or around the Campus Life facilities which include the Fisher Student Center, Fisher University Union, Burney Center and Warwick Center. The Fisher Student Center houses student organization offices in the Campus Activities & Involvement Center, meeting rooms, lounges, study areas, the University Bookstore, a 360-seat movie theater, Sharky's Game Room, and The Varsity Café, featuring Einstein's Bros. Bagels and views of the Campus Commons.

The Fisher University Union re-opened in spring 2008 following a major renovation. The changes include an expansion of the Hawk's Nest to include more food concepts and dining space. You will find your favorite Chick-Fil-A alongside a new Quiznos Sub and the Varsity Grill among others. The services in this facility also include the post office, the passport office, Ditto's, Main Street (a convenience store featuring a Subway restaurant), ECOteal and B1NAR1ES (technology service). Many student offices, including the Career Center, Transition Programs, the Upperman African American Center, the Office of the Dean of Students, Centro Hispano, LGBTQIA Resource Center, the Multicultural Affairs Office, the Campus Life Administrative and Student Media are all located in this facility. In addition, the Ann Flack Boseman Gallery is located on the second floor of the Fisher University Union with art on exhibit throughout the year. ATMs are located in the FUU for the convenience of the UNCW community and its guests.
The Burney Center also re-opened in spring 2008. It now houses the largest multipurpose space on campus. The Campus Life Reservation and Event Services office will be happy to talk to you about this and other reservable spaces in any of these facilities.

The Warwick Center houses a large multi-purpose room which can be divided into as many as three smaller spaces. Several student service offices are also housed in the Warwick Center which include Student Accounts, the Cashier’s Office, Financial Aid & Veterans Services, Auxiliary Services (meal plans, parking and the UNCW OneCard) and the Reservation and Event Services office for Campus Life. Dub's Café, UNCW's newest dining option, opened in fall 2009.

Campus Life Facilities and Campus Commons are student-oriented facilities in the center of campus that are welcoming, adaptable, well-maintained, safe and accessible. These facilities are intentionally designed to be inviting and to encourage interaction within the community.

**Campus Recreation**

The Department of Campus Recreation organizes and administers a variety of structured or self-directed recreational services that enhance the overall wellness of the university community. Our primary goal is to provide quality recreational experiences directed toward positive change in the physical, cognitive and social domains of the university community, thus enhancing the overall educational experience. This goal is accomplished by offering a wide variety of recreational activities, conducting educational workshops and providing professional training for employees. The Department of Campus Recreation provides a multifaceted program which includes: group exercise/fitness programs, intramural sports, Discover Outdoor programs, sport clubs and special events. Campus Recreation at UNCW takes a "something for everyone" approach to programming.

**CARE: UNCW Collaboration for Assault Response & Education**

CARE: Collaboration for Assault Response & Education is the UNCW department dedicated to relationship education and violence prevention. CARE educates about relationship issues, including abuse and violence, as well as focusing on sexual assault, stalking and harassment. Our office is located on the second floor of DePaolo Hall. We offer confidential consultations to students who have been victims, as well as those students, faculty, staff or others concerned about students affected by abuse or violence. CARE also partners with other campus offices and with off-campus agencies in order to offer educational outreach and to provide crisis response to the UNCW community.

For more information, call 962-CARE, stop by our office in DePaolo Hall, or visit our website: www.uncw.edu/care. The CARE responder may be contacted 24/7 by calling (910) 512-4821.

CARE's Interpersonal Violence Prevention Coordinator is located in the Student Recreation Center, Room 104. For more information call (910) 962-7004.
Career Center

The central purpose of the Career Center is to prepare students for academic and career success. The center assists with self-assessment, values clarification and occupational data to help students make informed career choices. The Career Center also provides opportunities for internships, and discovering the relationship of skills acquired to the broader work world. The Career Center helps graduating students translate their academic achievements, co-curricular activities and work experiences into successful job campaigns or additional graduate school applications. For more information visit the Career Center on the internet at: www.uncw.edu/career.

Center for Leadership Education and Service

The Center for Leadership Education and Service provides a venue for student-centered leadership and service projects in local, regional and global communities. By providing students with intentional service leadership experiences in an environment dedicated to innovation and quality, our students learn to lead with conviction, integrity and discernment. The center cultivates a dynamic and experiential learning environment that provides students opportunities for leadership development and civic engagement.

Counseling Center

The staff of the Counseling Center believes that a student's successful progress towards their degree is affected by a number of personal, social and academic factors. We offer a variety of services to support a student's academic and personal success including individual personal counseling, group counseling and personal development workshops. In addition, consultation services and outreach programs are offered for student organizations, as well as other campus departments and offices. An important role of the Counseling Center is working with students to develop the skills and awareness to successfully meet their college life demands.

The Counseling Center is staffed by licensed counseling professionals and advanced trainees including counselors, social workers and psychologists, who have specific interests and skills in working within a university setting. Some common student concerns addressed at the Counseling Center include loneliness, depression, anxiety, homesickness, relationships, coming out, family issues and grief. Assistance is also available for students with concerns related to sexual assault, substance abuse and body image. The transition to college can be particularly trying for students managing previously diagnosed conditions or ongoing psychological concerns. The Counseling Center can assist students and families with identifying local providers who can keep support structures intact.

Enrolled students are eligible for counseling services, which are confidential and accessible. Intake interviews and counseling appointments are available weekdays and an on-call counselor is available for students with urgent needs or a crisis. When seeking services, students meet with a counselor who will assess the student's needs and determine the services that will best meet those needs. If a student's needs require attention that is beyond the Counseling Center's scope of practice, the counselor will work to connect the student with appropriate off-campus services. Students are encouraged to come and talk with a counselor about any concerns that are hindering their academic or personal success. After-hours and on weekends, an on-call counselor is available for crisis consultation through the University Police (910) 962-2222.

For additional information about the services and programs offered by the Counseling Center, please call
(910) 962-3746, come by our offices on the second floor of DePaolo Hall, or visit our Web site: www.uncw.edu/counseling.

**CROSSROADS: UNCW Substance Abuse Prevention and Education Program**

CROSSROADS, UNCW's Substance Abuse Prevention and Education Program, located on the second floor of DePaolo Hall and in the Student Recreation Center room 104, has extensive and up-to-date resource materials available about alcohol, tobacco and other drugs and their effects, as well as information about how to help yourself, a friend, or someone else who may have a problem with substance abuse. Materials are free of charge and some are available on loan. CROSSROADS provides educational sessions, conducted by program staff and peer educators, to faculty and staff, students, clubs, organizations, and residence life groups. Topics include information about health risks, decision-making, high risk-alcohol and other drug use, smoking cessation, and responsible party planning. Whether you have questions about drugs for personal reasons, academic assignments or a group project, your interest will be handled in a confidential and nonjudgmental manner.

For more information contact CROSSROADS at 962-4136, e-mail us at crossroads@uncw.edu or stop by the office in DePaolo Hall or in the Student Recreation Center room 104.

**Disability Resource Center**

The University of North Carolina Wilmington is open and accessible to students with disabilities. We are committed to providing assistance to enable qualified students to accomplish their educational goals, as well as assuring equal opportunity to derive all of the benefits of campus life. This office serves as a full-time advocate for students with disabilities, as well as a resource for faculty, staff and administration. Students needing accommodations should contact the director of Disability Resource Center and provide appropriate documentation of the disability. For more information please call (910) 962-7555 or visit our website www.uncw.edu/disability.

**Seahawk Adventures**

Seahawk Adventures uses outdoor adventure recreation to provide the UNCW community with opportunities for healthy and exciting leisure pursuits, leadership development, and team building. Operating as a component of the Department of Campus Recreation, the center offers low-cost opportunities to experience and learn about many enjoyable lifelong outdoor activities through adventure trips, the UNCW Challenge Course, outdoor equipment rentals, outdoor leadership training, the Student Recreation Center Climbing Wall, outdoor skills workshops and kayak clinics.

**Campus Dining**

UNCW Campus Dining is committed to providing culinary options to satisfy diverse tastes. We deliver fresh and healthy food while also providing a high quality experience prepared by professionally trained staff and award-winning chefs. Campus Dining locations are open to meet the schedules of students, staff
and faculty. Wagoner Hall serves a variety of choices in an all you can eat venue, along with Dub's Café, a new locally inspired menu highlighting a host of locally grown and produced specialties. The Hawk's Nest, located in Fisher University Union, features Jole Mole, Opa!, Green Spot, Varsity Grill, Varsity Dog, Southern Tsunami Sushi, Quizno's, Chick-fil-a, The Wedge and Freshens. Campus Dining has four Convenience stores on campus including Seahawk Station in Apartment M at the Suites, The Market Place located in Seahawk Landing, The P.O.D. Market located at the Shops at Seahawk Crossing and Main Street Express located in the Fisher Student Union. Enjoy more National Brands at our Einstein Bros Coffee located in the Fisher Student Center, Dunkin' Donuts located in the Shops at Seahawk Crossing and a Wilmington local favorite Port City Java located in Randall Library.

Information about Non-Traditional Housing, Commuter, and Traditional Housing Meal Plans is available at the Auxiliary Services One Card Office in Warwick Center. You can reach us at 910.962.3560 or www.uncw.edu/dining.

**Graduate Student Association**

The Graduate Student Association (GSA) serves as the student government association representing all graduate student organizations at the University of North Carolina Wilmington. The purpose of the organization is to encourage, recognize, and assist all graduate students academically and socially, as well as to promote the interests and welfare of graduate students within the University.

**Housing and Residence Life**

The Office of Housing and Residence Life is responsible for the development of educational, cultural and social programs to enhance student life on campus. The goal of the Housing and Residence Life program is to create an environment conducive to the academic pursuits and personal growth of resident students. More than 96 Residence Life staff are responsible for the supervision of resident students in the residence halls, on-campus apartments, and suite-style buildings.

The University has residence hall facilities for approximately 4,143 students in eight modern, conveniently located residence halls, 26 apartment buildings, and eleven suite-style buildings. All rooms are air-conditioned and furnished. Ethernet computer networking, which allows student computers to access university software, has been installed in all residential facilities. Laundry facilities are located in each residence area. The Residence Life program offers opportunities for student employment and leadership positions through hall governance. Students living on campus are required to participate in the university dining hall program.

Of particular interest to graduate students are Housing and Residence Life's Seahawk Village Apartments and Seahawk Landing Apartments. Residents of these two apartment complexes are not required to have a university meal plan. Each of the apartments in Seahawk Village and Seahawk Landing contain a large, modern living and dining area, modern kitchen with a full appliance package and cabinets and counter space, a washer and dryer, private bedrooms that measure 10 feet by 12 feet minimally and have full sized beds, and bathrooms at an approximate ratio of one bathroom per two bedrooms. Each of the apartments are furnished and involve three term leases (fall, spring, and summer). Both facilities have outdoor swimming pools. More information about on-campus housing can be found here.
Immunization & Medical History Forms

North Carolina General Statute 130A, 152-157, establishes specific immunization requirements for all students enrolled in North Carolina colleges or universities. It is the responsibility of the Student Health Center to monitor the immunization record of each student to ensure compliance with state law and university requirements.

All UNCW students are required to submit a completed "Immunization & Medical History Form." The form can be downloaded at Student Health Services

There are three parts to the form:

- **Immunization Record**: Students can have their doctor's office complete and sign the form, or attach a copy of an official immunization record.
- **Physical Examination**: A Physical Examination is not required for admission. If a student is taking a physical education course and has a medical condition that may affect participation then a student will be asked for documentation of a physical within the past 14 months or required to get one done.
- **Report of Medical History**: All Students must complete these two pages. Students under 18 will need to have a parent or guardian sign the form.

Immunizations that are REQUIRED pursuant to NC state law current as of January 1, 2013:

<table>
<thead>
<tr>
<th>College/University Vaccine Requirements and Number of Doses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria, Tetanus and/or Pertussis¹</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

**Footnote¹** - 3 doses of tetanus, diptheria toxoid, one of which must have been within the past 10 years. Those individuals enrolling in college or university for the first time on or after July 1, 2008 must have had three doses of tetanus/diphtheria toxoid and a booster dose of tetanus/diphtheria/pertussis vaccine if a tetanus/diphtheria toxoid or tetanus/diphtheria/pertussis vaccine has not been administered within the past 10 years.

**Footnote²** - An individual attending school who has attained his or her 18th birthday is not required to receive polio vaccine.

**Footnote³** - Measles vaccines are not required if any of the following occur: diagnoses of disease prior to January 1, 1994; an individual who has been documented by serological testing to have a protective antibody titer against measles; or an individual born prior to 1957. An individual who enrolled in college or university for the first time before July 1, 1994 is not required to have a second dose of measles vaccine.

**Footnote⁴** - Mumps vaccine is not required if any of the following occur: an individual who has been documented by serological testing to have a protective antibody titer against mumps; an individual born prior to 1957; or enrolled in college or university for the first time before July 1, 1994. An individual entering college or university prior to July 1, 2008 is not required to receive a second dose of mumps vaccine.

**Footnote⁵** - Rubella vaccine is not required if any of the following occur: An individual who has been documented by serological testing to have a protective antibody titer against rubella; 50 years of age or older; An individual who entered college or university after their 30th birthday and before February 1,
Footnote 6 - Hepatitis B vaccine is not required if born before July 1, 1994.

International Students and/or non-US Citizens: Vaccines are required as noted above. Additionally, these students are required to have a Tb skin test (PPD or TST) that has been administered and read at an appropriate medical facility within 12 months prior to the first day of class. (Chest x-ray required if test is positive).

Meningitis Vaccinations: All students must inform the Student Health Center whether or not they have received the meningococcal vaccine, and if so, the month, date and year of the vaccination.

Notes:

a. Immunization records must bear either the administering provider's signature, name, address and phone number or the official stamp of the health care facility at which the immunizations were administered.

b. Laboratory proof of immunity to German Measles (Rubella), Red Measles (Rubeola) or Mumps is acceptable.

Failure to comply with North Carolina immunization requirements will result in administrative withdrawal from the University.

University Testing Services

University Testing Services provides secure computer-based and paper-based testing and test proctoring services for the UNCW and surrounding communities. While providing quality and professional facilities and services, the staff strives to provide a testing experience that is fair, efficient, and accessible. Admissions and certification testing programs as well as proctoring services for online courses are available through University Testing. Other proctoring services may be provided on a space-available basis. Please contact us at: testingservices@uncw.edu to inquire about availability or for additional information about testing and proctoring services.

Testing programs coordinated by or administered in University Testing include: CLEP, COMPASS, DSST, GRE, LSAT, MAT, Math Placement, the PRAXIS I and II series, TEAS and iBT-TOEFL. Each national program has testing dates, eligibility, registration and payment requirements that are determined by the testing companies. This information can be found in registration materials or on their respective Web sites. Links to local appointment, payment and scheduling information can be found on our website http://uncw.edu/testingservices and online payments may be made through http://registerblast.com/uncw.

Accommodated testing for candidates with disabilities is available; however, candidates must submit requested documentation to the testing companies for review and approval. University Testing does not determine a candidate's eligibility for accommodations or accommodations available for the candidate. Please discuss your needs with Testing Services staff. Also, be reminded that not all testing programs are administered in the DePaolo Hall Testing Center; check the confirmation or admissions information received when registering for your test for the specific reporting location.

Generally, services provided in the Testing Center are by appointment and require payment in advance. Valid photo identification with a signature is always required. For additional information or to make an appointment, please call (910) 962-7444, come by our offices in DePaolo Hall, Room 1021, or visit our Web site at http://www.uncw.edu/testingservices or http://registerblast.com/uncw.
Student Government Association

The Student Government Association is a democratic organization, permitting expression of student opinion, working for the best interest of the University and upholding a high standard of morals and conduct. Student activity fee money supports the Student Government Association in its objectives and activities. Class officers, school representatives and at–large representatives are elected by the student body.

Services such as SafeRide, Legal Services, campus entertainment, and student organization funding are primary components of the comprehensive SGA program. The Student Government Association is a member of the North Carolina Association of Student Governments.

Abrons Student Health Center (SHC)

The mission of the UNCW Abrons Student Health Center (SHC) is to provide student-centered, affordable, quality health and preventive services to the students of our University. Services include confidential diagnosis and treatment of general and acute medical problems, allergy injections, immunizations, laboratory services, women's health care, contraception services, men's health assessment and preventive services. The health fee is included in student fees and entitles students taking six or more credit hours to unlimited visits. There are additional charges for services such as lab tests, immunizations, administration of allergy shots, and annual exams and physicals. Students taking less than six hours will be entitled to health services upon payment of the health fee. The Abrons Student Health Center does not issue excuses for class absences due to illness. For more information, or to make an appointment, please call 910-962-3280 or visit us on the web at Student Health Services.

All students are required to submit a completed "Immunization and Medical History Form" upon being admitted to UNCW. For more information refer to the Immunization and Medical History Form located on the Student Health Services website.

Pharmacy

The UNCW Pharmacy is located in DePaolo Hall within the Abrons Student Health Center suite. Students can fill prescriptions written by UNCW providers as well as off-campus providers, and may purchase over 100 over-the-counter medications and products. Crutches are also available for purchase. For more information, please call 910-962-3016 or visit us on the web at Student Health Services.

Health Promotion

Health Promotion is located in the Hundley Health Education Center in the Student Recreation Center, and is UNCW's central resource for health education and educational programs and services. These are designed to help students shape a healthy lifestyle by enhancing and balancing an individual's commitment to their personal health and well-being. A resource library is stocked with brochures and handouts on various health topics, as well as interactive health software, books, DVD's and videos, available on loan. All requests for information or consultation are handled confidentially, whether for personal interest, for a friend, or for a class assignment.
Staffed by a health educator, a registered dietitian and a group of peer educators, the office offers programs on nutrition, sexual health, cold/flu prevention, stress management and other health topics. The registered dietitian also provides individual counseling and programs for weight management, disease prevention/management, sports nutrition, eating disorders, and other nutrition concerns. All nutrition related services are provided with supervision and/or consultation from a registered dietitian. For more information about health promotion, call (910) 962-4135.

**Student Health Insurance**

Beginning in Fall 2010, all UNCW students will be required to have health insurance. Those unable to show proof of existing coverage will automatically be enrolled in the university sponsored insurance plan. Details are available on the Abrons Student Health Center website.

**Student Media**

Founded in 1948, The Seahawk, UNCW’s campus newspaper, publishes a bi-weekly print edition and an ongoing online edition (www.theseahawk.org) throughout the academic year. The paper is supported primarily by advertising sales, and its staff is composed entirely of students interested in journalism, multimedia, photojournalism, and computer-assisted design. Three times a year, the student magazine Atlantis publishes literature and art created by student writers and artists from throughout the UNC system. Founded in 1971, Atlantis is funded by student fees and sponsors public readings, art exhibits and related contests. Teal TV, founded in 1999, produces original news and entertainment programming in digital video, airing on UNCW-TV (TimeWarner Cable channel 5) and channel 77 on campus and archived online (www.TealTV.org). UNCW Student Media Sales & Marketing, created in 2008, provides advertising services and marketing for all student media and welcomes students interested in ad sales and consulting, marketing strategy and design. Our student media outlets are advised and governed by the Student Media Board, a chancellor's advisory board consisting of students, faculty and staff. The board elects the executive officers of each student medium and allocates funding. Applications for the board's two student-at-large positions, appointed annually, are accepted in the spring semester. On the Web: www.uncw.edu/studentmedia.

**Student Organizations**

There are over 220 student organizations registered with the Campus Activities & Involvement Center. These organizations include: political, professional, academic, ethnic and religious organizations, fraternities and sororities organizations, sport clubs, service clubs, honoraries, governing, graduate, special interest groups, and student media. All of these organizations help to develop the UNCW community through the activities and affiliations that they create. Many of the clubs are showcased during the fall Involvement Carnival held in late August. You can find out information about these organizations in the Campus Activities & Involvement Center in the Fisher Student Center – Room 2029 or on the website developed for this purpose: www.uncw.edu/activities.
University Information Center

The Information Center, conveniently located on the first floor of the Fisher Student Center, across from the Seahawk Perch, provides a variety of information about campus, student and community activities, as well as campus telephone numbers. The center also provides free laptop computer check out and umbrella checkout. The Information Center also serves as the campus Lost and Found and the distribution point for student tickets to men's basketball games. All other ticket sales, including off-campus movie tickets, Safe Ride vouchers, athletic and event tickets are now handled at the new Sharky's Box Office (Room 1002A) adjacent to Sharky's Game Room in the Fisher Student Center. Contact the Information Center at 910-962-3841.

University Learning Center

The University Learning Center is committed to being a vital part of UNCW students' education. Our academic support services are based on the principle that quality learning takes place when peers work collaboratively to develop knowledge and build skills. The University Learning Center provides students a learning environment and experience that differs from the classroom; we focus on high-quality individual, small-group and large-group student-centered and student-lead learning.

Our services support students as they develop independent learning strategies, personal responsibility, intellectual maturity, transferable skills, and a respect for diverse learning experiences. Additionally, we provide our student tutors with a valuable pre-professional experience.

Each of our academic support services is free to all UNCW students:

- Learning Services
- Math Services
- Supplemental Instruction
- Writing Services

Graduate students are encouraged to apply for tutoring positions at the University Learning Center.

Call 962-7857 or e-mail ulc@uncw.edu with questions. Also see our website for more detailed information: www.uncw.edu/ulc.

Learn more about the academic support available for graduate students below:

Math Services

The Math Lab provides assistance for all UNCW students as they develop and improve their math skills. We offer drop-in tutoring in an open Lab and we support students in all math and statistics courses, or any course with a math or statistics component.

Writing Services

The Writing Center provides assistance for all UNCW students as they develop and improve their writing skills. We employ many graduate students who have written graduate level papers and can support
UNCW's graduate population. Writing tutors can also help with personal statements and sections of longer theses. Short papers or sections of papers (ten pages or less) can be submitted online for response. Students can also drop in at the Writing Lab for quick help with their writing. Additional information is available at www.uncw.edu/ulc/writing.

Seahawk Mail

Seahawk Mail is a full-service U.S. Postal Service contract station serving UNCW students, faculty, staff, and the general public. Seahawk Mail provides on-campus student mail services, including mailboxes and package pickup. Located in the Fisher University Union, Seahawk Mail is your one-stop shop for postage, money orders, mailing supplies, FAX services, and notary services. Seahawk Mail is open weekdays from 8:30 a.m. through 4:30 p.m. with package pickup service until 6 p.m., Monday through Thursday. Mail is distributed by 1 p.m., Monday through Friday. Forms of payment accepted at Seahawk Mail are Cash, Check (with valid identification), Seahawk Buck$, and Credit Cards (Visa, American Express, and MasterCard. There is a required minimum purchase of $3.00 for credit cards).

All students may request a mailbox assignment if desiring to receive mail or packages at Seahawk Mail. Package pickup service includes all carriers, such as U.S.P.S., UPS, Fed Ex and floral delivery. Students are asked to check their boxes regularly. Students are responsible for providing a forwarding address when they move or leave the university. Please visit our website at www.uncw.edu/mail for more information.

UNCW One Card

The UNCW One Card is the UNCW student ID and official form of identification on campus. It allows the use of campus facilities, and provides safe, easy access to university services. With a valid UNCW One Card, students can access Seahawk Buck$, check out materials at Randall Library, access meal plans or food dollars at campus dining locations, access Bookstore Dollars for use at the UNCW Bookstore, ride the Seahawk Shuttle WAVE transit buses at no cost, and much more. Be sure to ask local merchants if they offer discounts to members of the Seahawk Savings Program.

Seahawk Buck$ is the debit account feature of the UNCW One Card. With prepaid funds, students can make purchases at all food service locations, UNCW Bookstore, vending machines, student copiers, health center, pharmacy, Seahawk Mail, iPrint locations, iPrint Business Center, and more. Deposits may be made either online using the UNCW One Card Online Management Center, at the UNCW One Card Office located in Warwick Center, or at kiosks located in Randall library and the Fisher University Union.

Students can track UNCW One Card balances (Food Dollars, Seahawk Buck$, and Bookstore Dollars) at the UNCW One Card Online Management Center or on the smartphone/tablet App called "Blackboard Transact Mobile eAccounts". For more information, visit the UNCW One Card office in the Warwick Center or www.uncw.edu/onecard/.

UNCW Bookstore

Located in the Fisher Student Center, the UNCW Bookstore offers everything students need for their time at UNCW. The bookstore has all course related materials including textbook rentals, new and used textbooks, and digital textbooks. They also carry a variety of school supplies, laptops, printers, tablets,
apparel and small food items. In addition, the UNCW Bookstore offers the largest inventory of Seahawk apparel and gifts, as well as a selection of magazines and trade books. They are also home to Dub City Brew Café proudly brewing Starbucks Coffee. Forms of payment accepted at the bookstore are cash, credit, debit, Barnes & Noble gift cards, Seahawk Bucks and financial aid in the form of Bookstore Dollars. Contact the UNCW Bookstore at 910-962-3188 or, at www.uncw.edu/bookstore for more information on bookstore services.

**Expenses**

The Board of Governors of the University reserves the right to change the charges for tuition, fees and the room and board rate at any time without prior notice.

**Tuition and Fees**

*(In effect at time of publication)*

All charges for tuition and regular fees are due and payable on or before the last day of registration to avoid class cancellation. Online payments can be made via E-bill www.uncw.edu/e-bill. Checks and money orders should be made payable to the University of North Carolina Wilmington and include the student's identification number.

**Full-Time Charges per Semester (9 or more semester hours)**

MBA, MSA and MSAC students refer to the separate table below for tuition and fees. Rates reflected in tables below are for main campus students.

<table>
<thead>
<tr>
<th>semester hours</th>
<th>In-state students</th>
<th>Out-of-state students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>712.41</td>
<td>2204.34</td>
</tr>
<tr>
<td>3-5</td>
<td>1285.57</td>
<td>4269.44</td>
</tr>
<tr>
<td>6-8</td>
<td>2272.80</td>
<td>6748.60</td>
</tr>
<tr>
<td>9 or more</td>
<td>3239.92</td>
<td>9207.64</td>
</tr>
</tbody>
</table>

MBA graduate students will be charged as shown below.

<table>
<thead>
<tr>
<th>semester hours</th>
<th>In-state students</th>
<th>Out-of-state students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>813.61</td>
<td>2272.10</td>
</tr>
<tr>
<td>3-5</td>
<td>1487.96</td>
<td>4404.69</td>
</tr>
<tr>
<td>6-8</td>
<td>2576.39</td>
<td>6951.88</td>
</tr>
<tr>
<td>9 or more</td>
<td>3644.69</td>
<td>9478.68</td>
</tr>
</tbody>
</table>
MSA and MSAC graduate students will be charged as shown below.

<table>
<thead>
<tr>
<th>semester hours</th>
<th>In-state students</th>
<th>Out-of-state students*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>785.14</td>
<td>2272.10</td>
</tr>
<tr>
<td>3-5</td>
<td>1431.04</td>
<td>4404.96</td>
</tr>
<tr>
<td>6-8</td>
<td>2419.00</td>
<td>6951.88</td>
</tr>
<tr>
<td>9 or more</td>
<td>3530.84</td>
<td>9478.68</td>
</tr>
</tbody>
</table>

The following student activities fees are included in the full-time tuition and the fee amount per year.

<table>
<thead>
<tr>
<th>Mandatory Fee Allocation</th>
<th>Annual Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>24.00</td>
</tr>
<tr>
<td>Athletics</td>
<td>654.55</td>
</tr>
<tr>
<td>Health</td>
<td>190.50</td>
</tr>
<tr>
<td>Media</td>
<td>12.50</td>
</tr>
<tr>
<td>SGA</td>
<td>53.00</td>
</tr>
<tr>
<td>Student Union</td>
<td>129.00</td>
</tr>
<tr>
<td>Recreation &amp; Intramurals</td>
<td>253.00</td>
</tr>
<tr>
<td>Postal</td>
<td>15.00</td>
</tr>
<tr>
<td>Athletic Facilities Operating</td>
<td>107.50</td>
</tr>
<tr>
<td>Cultural Events - Academic Affairs</td>
<td>30.15</td>
</tr>
<tr>
<td>Cultural Events - Student Affairs</td>
<td>10.00</td>
</tr>
<tr>
<td>Union Expansion Debt</td>
<td>175.00</td>
</tr>
<tr>
<td>Westside Expansion Debt</td>
<td>5.00</td>
</tr>
<tr>
<td>Recreation Expansion Debt</td>
<td>201.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>76.00</td>
</tr>
<tr>
<td>Leadership</td>
<td>21.00</td>
</tr>
<tr>
<td>ID/Debit Card</td>
<td>9.00</td>
</tr>
<tr>
<td>Assoc. of Student Government</td>
<td>1.00</td>
</tr>
</tbody>
</table>

| Total Mandatory Fees Per Year | $1,967.20 |
| Total Mandatory Fees per semester | $983.60 |

*See information on residency at the end of this section.

Other fees:

Application Fee (to accompany application, nonrefundable). – $60.00
Graduation Application Fee – $6.00
Late registration charge or late payment of tuition/fees. – $75.00
Health Insurance Fee – $802.00 per semester (fall and spring)
UNCW OneCard – Student ID – $20.00

Parking:
The University's Board of Trustees reserves the right to change parking rates. Please visit the Parking
and Transportation website at (http://uncw.edu/parking/) to confirm current parking rates.

(\textit{In effect at time of publication})

All students operating motor vehicles on campus are required to purchase a UNCW Parking permit.

Deck – premium option (Per Year) $410
Zone 1 – premium option (Per Year) $375
Zone 2 – premium option (Per Year) $340
Park and Ride (Per Year) $280
Part-time (6 credit hours or less) (Per Year) $190
Night/Weekend (Per Year) $100
Resident (Per Year) $350
Resident Deck (Per Year) $380

\textbf{Campus Mail:}
Rental Rates for Student Campus Boxes: $11.00 per semester
Rental Rates for Summer (includes both sessions): $11.00

\textit{No degree, diploma, transcript of credit, or grades will be furnished to a student until all financial obligations to the University, other than student loans, have been paid. All previously incurred expenses and accounts at the University must be paid in full prior to preregistration or registration for a new term.}

\textbf{Charge for Late Registration or Late Payment of Tuition and Fees}

A late charge will be assessed to students that fail to register and pay tuition and fees by published deadlines. Students who have not paid tuition and fees by the deadline are subject to cancellation of their registration. Students who have been cancelled for non-payment must re-register the exact classes cancelled with a $75 late charge. Appeals may be made to the Late Charge Appeals Committee c/o Student Accounts. Appeals must be submitted in writing no later than the last day of the semester in which the charge is incurred. Non-attendance or non-payment does not relieve a student of tuition liability. Students who do not plan to attend classes for a term must officially drop/withdraw from the semester.

\textbf{Non-Traditional Housing or Off-Campus Living – Meal Plans}

UNCW offers voluntary meal plans for students living off campus or in Non-Traditional Housing, consisting of Seahawk Village, Seahawk Landing, or Seahawk Crossing. The plans are designed to give students the convenience of using their One Card instead of carrying cash.

\textbf{Meal Plan Rolling:} The student's Fall semester meal plan will be automatically assigned to the student for the Spring semester. Changes to meal plans can be made in MySeaport before the change period end date. For a list of current change period dates, please visit the UNCW One Card student meal plan website at www.uncw.edu/onecard/studentmealplans.

Any unused Food Dollars will roll from the Summer Sessions, to the Fall semester, to the Spring semester, provided the student is signed-up for a meal plan in the following or roll-to semester. Any unused Food Dollars at the end of the Spring semester are non-refundable and cannot be transferred to
the new academic year or Summers sessions.

### 2014-2015 Voluntary Meal Plans

<table>
<thead>
<tr>
<th>Plan</th>
<th>Description</th>
<th>Cost (Per Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlimited Plan:</td>
<td>Unlimited meals plus $150 food dollars</td>
<td>$1,698 + Tax*</td>
</tr>
<tr>
<td>14 plus:</td>
<td>14 meals per week plus $225 food dollars</td>
<td>$1,598 + Tax*</td>
</tr>
<tr>
<td>10 plus:</td>
<td>10 meals per week plus $300 food dollars</td>
<td>$1,598 + Tax*</td>
</tr>
<tr>
<td>Block 140:</td>
<td>140 meals per semester plus $425 food dollars</td>
<td>$1,598 + Tax*</td>
</tr>
<tr>
<td>Block 90:</td>
<td>90 meals per semester plus $425 food dollars</td>
<td>$1,200 + Tax*</td>
</tr>
<tr>
<td>Block 60:</td>
<td>60 meals per semester plus $300 food dollars</td>
<td>$825 + Tax*</td>
</tr>
<tr>
<td>Unlimited Lunch:</td>
<td>Unlimited meal swipes Monday-Friday from 10a.m.-4p.m.</td>
<td>$850 + Tax*</td>
</tr>
<tr>
<td>Seahawk $700:</td>
<td>$700 food dollars- Add meals or food dollars to suit your needs</td>
<td>$700 + Tax*</td>
</tr>
<tr>
<td>Seahawk $350</td>
<td>$350 food dollars- Add meals or food dollars to suit your needs</td>
<td>$350 + Tax*</td>
</tr>
</tbody>
</table>

*NC Sales Tax is applied to the Meal Swipe portion of the meal plan at the time of the meal plan purchase, and Food Dollars will be taxed as they are used.

Meal swipes can be added to any voluntary meal plan in packages of 10 meals for $89 + Tax*. Food dollars can be added to any meal plan, $50 or above, at any time during the semester.

Meal plans and meal plan rates are set by the university's Board of Trustees and are subject to change. The most recent approved rates are available through the One Card office at (910) 962-3560 or email: mealplans@uncw.edu.

### On-Campus Living

The university currently has residence facilities for over 4,143 students in eight modern, conveniently located residence halls, 26 apartment buildings, and eleven suite-style buildings.

All buildings are equipped with air-conditioning, telephone service, and basic cable television service. Ethernet computer networking, which allows student computers to access university software, has been installed in all residential facilities. Laundry facilities are available. Residence hall, apartment (A-M) and
suite (O-U) students are required to participate in one of the four meal plans. Seahawk Village, Seahawk Landing, and Seahawk Crossing residents will not be required to have a university meal plan. Wagoner Hall, the university's main dining hall, offers a variety of cutting-edge American entrees, ethnically inspired foods, vegetarian selections and lots more. Students may also use their meal plans or purchase meals at Dub's Café in the Warwick Center, Hawk's Nest in the Fisher Student Union, and Wagoner Hall. Dining locations throughout campus offer a wide selection of food and beverages. During winter and spring break, all residential facilities are closed with the exception of Seahawk Village, Seahawk Landing, Seahawk Crossing, A-M apartments, and the University suites (O-U).

**Traditional Housing - Meal Plans**

A meal plan is required for all undergraduate and graduate students who plan to live in on-campus traditional housing, which includes Belk, Galloway, Graham, Hewlett, Schwartz, Cornerstone, Honors, International House, University Apartments, or University Suites. Students living in Traditional Housing must choose a meal plan from the four required traditional meal plan options.

The UNCW One Card, the student's UNCW identification card, also serves as a meal card and must be presented at every meal. Student ID cards are not transferable. Meal swipes can be used at five dining locations: Wagoner Hall, Wag Out, Dub's Café, Hawk's Nest, and The Landing. All plans, except the Unlimited Plan, allow students to treat a friend to a meal swipe, and all plans allow students to treat a friend with food dollars. Meals do NOT carry over from one week to the next on the 10 Plus and 14 Plus plans. All other plans allot meals on a semester basis and will carry over from one week to the next.

**Meal Plan Rolling:** *The student's Fall semester meal plan will be automatically assigned to the student for the Spring semester. Changes to meal plans can be made in MySeaport before the change period end date. For a list of current change period dates, please visit the UNCW One Card student meal plan website at www.uncw.edu/onecard/studentmealplans.*

Any unused Food Dollars will roll from the Summer Sessions, to the Fall semester, to the Spring semester, provided the student is signed-up for a meal plan in the following or roll-to semester. Any unused Food Dollars at the end of the Spring semester are non-refundable and cannot be transferred to the new academic year or Summers sessions.

**Meal Plan Options**

**2014 - 2015 Traditional Housing Meal Plans**

<table>
<thead>
<tr>
<th>Plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unlimited Plan</strong></td>
<td>Unlimited Meals Plus $150.00 Food Dollars ($1,698.00 per semester + Tax*)</td>
</tr>
<tr>
<td><strong>14 Plus:</strong></td>
<td>14 Meals Per Week Plus $225.00 Food Dollars ($1,598.00 per semester + Tax*)</td>
</tr>
</tbody>
</table>

This plan offers unlimited meals per week to be used at five dining locations, and $150 food dollars which can be used at all campus dining locations.

This plan offers any 14 meals during the seven-day week to be used at five dining locations, and $225 food dollars which can be used at all campus dining locations.
10 Plus: 10 Meals Per Week Plus $300.00 Food Dollars ($1,598.00 per semester + Tax*)
This plan offers any 10 meals during the seven-day week to be used at five campus
dining locations, and $300 food dollars which can be used at all campus dining
locations.

Block 140: 140 Meals Per Semester Plus $425.00 Food Dollars ($1,598.00 per semester +
Tax*)
This plan offers 140 meals per semester to be uses at five dining locations, and
$425 food dollars which can be used at all campus dining locations.

*NC Sales tax is applied to the Meal Swipe portion of the meal plan at the time of the meal plan
purchase, and Food Dollars will be taxed as they are used.

Meal swipes can be added to any voluntary meal plan in packages of 10 meals for $89 + Tax*. Food
dollars can be added to any meal plan, $50 or above, at any time during the semester.

Meal plans and meal plan rates are set by the university’s Board of Trustees and are subject to change.
The most recent approved rates are available through the One Card office at (910) 962-3560 or email:
mealplans@uncw.edu.

Room and Board Rates

Room and board rates are set annually by the University’s Board of Trustees during their December
meeting. The most recent set of approved rates is available by contacting the Office of Housing and
Residence Life.

Annual contracts are for the full academic year consisting of both the fall and spring semesters. Seahawk
Village Apartments, Seahawk Landing Apartments, and two of the four suite buildings in Seahawk
Crossing require that a three term lease be signed. Room rates include utilities, local telephone service,
high speed Ethernet service, basic cable television service, security and housekeeping (with the
exception of the A-M Apartments, Seahawk Village Apartments, Seahawk Landing Apartments, and
Seahawk Crossing Suites).

The University reserves the right to change campus housing rates at any time without prior notice. A non-
refundable $105 housing fee must be remitted with each completed contract. Timely submission of the
housing contract and $105 housing fee is highly recommended. Assignments will be made on a first
come, first served basis. Once all beds are assigned, Housing and Residence Life will start a waiting list.
The waiting list will remain in effect through the opening of the residential facilities on August 16, 2014.
2014 - 2015 Semester Room and Board Rates

Double Room (Belk, Galloway, Graham, Hewlett and Schwartz)

- with 14 plus $225: $4,072
- with Unlimited meal plan plus $150: $4,172

Apartment A-M

- with 14 plus $225: $4,594
- with Unlimited meal plan plus $150: $4,694

Double Room (Suites, International House, Honors House and Cornerstone Hall)

- with 14 plus $225: $4,395
- with Unlimited meal plan plus $150: $4,495

Single Suite

- with 14 plus $225: $4,594
- with Unlimited meal plan plus $150: $4,694

Special Note: There will be two other meal plan configurations which will not exceed $1,598.00. The exact configurations have not yet been confirmed.

Seahawk Village Apartments and Seahawk Landing Apartments (Three Term Lease Required)
First year students (freshmen) are not eligible to reside in the Seahawk Village Apartments and Seahawk Landing Apartments. Meal plans are optional in Seahawk Village and Seahawk Landing.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Bedroom Apartment:</td>
<td>$3,215</td>
<td>$3,215</td>
<td></td>
</tr>
<tr>
<td>Three-Bedroom Apartment:</td>
<td>$3,128</td>
<td>$3,128</td>
<td>$1,687</td>
</tr>
<tr>
<td>Four-Bedroom Apartment:</td>
<td>$3,004</td>
<td>$3,004</td>
<td></td>
</tr>
</tbody>
</table>

Seahawk Crossing (Three Term Lease Required in Buildings #2 & #4 and Academic Year Contract Required in Buildings #1 & #3)
First year students (freshmen) are not eligible to reside in the Seahawk Crossing. Meal plans are optional in Seahawk Crossing.

Three Term Lease (Buildings 2 and 4)

- Four-Bedroom Suite: Fall $3,156, Spring $3,156, Summer $1,263
- Six-Bedroom Suite: Fall $3,156, Spring $3,156, $1,263
- Eight-Bedroom Suite: Fall $3,156, Spring $3,156, Summer $1,263
Summer
$1,263

**Academic Year Contract**  
*(Buildings 1 and 3)*

<table>
<thead>
<tr>
<th>Suite Type</th>
<th>Fall $3,156</th>
<th>Spring $3,156</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Bedroom Suite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Six-Bedroom Suite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight-Bedroom Suite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you are interested in obtaining information regarding campus housing, please contact:

The Housing and Residence Life Office  
University of North Carolina Wilmington  
601 South College Road  
Wilmington, North Carolina 28403-5959  
Telephone 910-962-3241  
Fax: 910-962-7032

**UNCW Refund Policy – Fall and Spring**

The university's refund policy complies with the requirements of the university's accrediting agency and the U.S. Department of Education. This refund policy only applies to complete withdrawals from UNCW. Students who simply withdraw from an individual class after the drop/add period receive NO refund or reduction of fees.

Students must follow the official withdrawal process to receive a refund under the university's policy. To officially withdraw from the university, students must submit an Official Withdrawal Form to the Graduate School. Any outstanding financial obligations to the university will be deducted from the amount refunded.

A student who officially withdraws from the university on or before the last day of registration (drop/add) period will receive a refund of the amount paid. Refunds are based on the date contained on the Official Withdrawal Form.

Students completely withdrawing after the drop/add period will receive refunds as follows:

<table>
<thead>
<tr>
<th>Date of Complete Withdrawal (Schedule on Student Accounts website)</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>After add/drop but prior to first 10% of the enrollment period</td>
<td>90%</td>
</tr>
<tr>
<td>Between the first 10% and the end of the first 25% of the enrollment period</td>
<td>50%</td>
</tr>
<tr>
<td>Between the first 25% and the end of the first 50% of the enrollment period</td>
<td>25%</td>
</tr>
<tr>
<td>After the end of the first 50% of the</td>
<td>0%</td>
</tr>
</tbody>
</table>
enrollment period

Declining balance portions of board plans will be refunded separately. The refund policy applies to complete withdrawals from UNCW.

Note: Before officially withdrawing, a student should understand financial implications.

**UNCW Refund Policy – Summer School**

Because of the short duration of summer school sessions, summer school charges are not refundable after the drop/add period.

**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 entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residency 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 residency 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. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residiency acts accompanied by residiency 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-month 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.

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 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 18 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.

Appeal. The initial classification of graduate students as in-state or out-of-state residents for tuition purposes is made by the Graduate School. Graduate students who establish in-state residency during or after their first semester at UNCW may apply for a residency status change through the Graduate School. If the Graduate School denies the application for in-state residency, an appeal for in-state status may be made to the campus appeals body, Out-of-State Tuition Appeals Committee. University regulations governing residential classification of students 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 this manual. Copies of the manual are available for inspection upon request in Randall Library and posted on the UNC General Administration's website, http://intranet.northcarolina.edu/docs/legal/SRC/The_Manual_081408.pdf.

Financial Aid

The primary mission of the Office of Scholarships & Financial Aid (OSFA) is to assist prospective and currently enrolled students and their families in securing the most suitable financial aid as the student pursues a degree or teaching certificate at UNCW. Through our outreach efforts, we support the University's mission, including the commitment to public service and the encouragement of access to college. To this end, we administer federal, state and institutional student financial aid programs in excess of $100M to assist UNCW students.

Eligibility for the majority of our programs is determined using the U.S. Department of Education’s Federal Methodology. Most gift aid is need based. However, a significant amount of non-need based funding is also available, primarily in the form of loans.

UNCW offers assistance in the form of scholarships, grants, loans, Federal Work-Study jobs or a combination of these programs. For most graduate students, federal student loans are the primary source of financial assistance. Students are encouraged to file the Free Application for Federal Student Aid (FAFSA) as soon after January 1st as possible to receive priority consideration for aid. Aid funds are disbursed to the students’ account at the beginning of each semester on the first day of class to those students whose financial files are completed. Aid will continue to be disbursed through the rest of the
semester as student's financial aid files become complete. Refunds are processed regularly for students who have a credit balance. In order to receive a refund, the student needs to access the Student Accounts website to establish a student profile. This profile must be entered in order to receive excess funds from loans, overpayments, scholarships, and grant monies. The information provided in the profile is secure and confidential. The refunds are direct deposited into a checking or savings account specified by the student. Contact Student Accounts at (910) 962-4281(910) 962-4281 with any questions.

To apply for financial aid, students must complete a Free Application for Federal Student Aid (FAFSA). Some students must submit other documentation as requested by the OSFA. To receive federally-funded financial aid, students must be making satisfactory academic progress as determined by the OSFA; be a U.S. citizen or eligible non-citizen; and meet other criteria as specified by the U.S. Department of Education including at least half-time enrollment status. Questions concerning financial aid at UNCW should be directed to the Office of Scholarships & Financial Aid. The office is located in the Warwick Center.

Office: (910) 962-3177 FAX: (910) 962-3851
Office of Scholarships & Financial Aid Web site
Office of Scholarships & Financial Aid questions: e-mail: finaid@uncw.edu
Veterans Services questions: e-mail: veterans@uncw.edu
On-line student account information

Graduate Enrollment Status for Financial Aid Purposes

For financial aid purposes, the following definitions apply for determining graduate enrollment status during the academic year (fall, spring and summer semesters):

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Graduate Level Credit Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>9 or more</td>
</tr>
<tr>
<td>3/4 time</td>
<td>6.0 - 8.5</td>
</tr>
<tr>
<td>1/2 time</td>
<td>4.5 - 5.5</td>
</tr>
<tr>
<td>Less than 1/2 time</td>
<td>0 - 4.0</td>
</tr>
</tbody>
</table>

*Number of credit hours in which the student is enrolled at the end of the drop/add period. Students enrolled in a master's program must be earning credit hours in a qualified program in order to be eligible for financial aid. Note: a student may also be considered full-time when enrolled for less than nine hours if one of several conditions are met. See full-time status under the Academic Regulations and Procedures section.

Graduate students must be enrolled at least half-time in graduate-level courses to qualify for most financial aid programs.

Total credit hours for all summer sessions are used to define enrollment status in summer semester for financial aid purposes.
In order to receive a refund in the first session of Summer School, graduate students must be registered for at least 4.5 hours during Summer I. If the student registers for 3 hours in each session, the refund will not be available until the first day of class of the second session. All students, including graduate students, must be attending at least half-time prior to a refund being issued.

Classes may be held until Summer II aid is applied to your account. Students are responsible for book money and living expenses until Summer II classes start at the end of June.

Students who need summer school aid must complete a summer school application available at www.uncw.edu/finaid after March 1. In order to have summer school aid processed in time to hold classes, the application must be received no later than one week prior to the start of the session you are attending.

**Assistantships**

Graduate teaching assistantships are available on a limited basis in the Cameron School of Business; Watson College of Education; College of Health and Human Services; and the College of Arts and Sciences. The admission application process determines the candidates for these awards. For information contact the specific department/school or the Graduate School.

**General Fellowships and Awards**

The Ahuja Academy of Water Quality Fellowship was established by Dr. Satinder “Sut” Ahuja in recognition of his life-long career in the pharmaceutical industry and his desire to improve quality of life. This fellowship will be used to assist graduate students engaged in research related to water quality.

The Jacob Boseman-Jarrell Scholarship for Excellence was established by Mark Griffis and Dave Robertson in honor of Senator Julia Boseman and UNCW softball coach Melissa Jarrell. The recipient of this merit scholarship may be an undergraduate or graduate student with a GPA of 3.00 or higher. Contact the Office of Admissions for more information.

The Dr. Ralph W. Brauer Fellowship was created through the estate of Dr. Brauer, a long tenured professor at UNCW. It is intended to provide financial support to one or more graduate students to assist with tuition and fees, books, publications or research travel as determined by the dean of the graduate school. A committee appointed by the dean recommends recipients and the amount to be awarded. Contact the dean of the graduate school for more information.

The Carl and Janice Brown Merit Scholarship was created by Mr. and Mrs. Brown to assist North Carolina residents interested in pursuing a degree offered by UNCW. Recipients shall be known as Carl and Janice Brown Scholars.

The Wayland H. Cato, Jr., Scholarship is a need-based scholarship created by Mr. Cato to assist motivated students who exhibit a strong work ethic and also give back to their communities.

The Sandra Koza Frank Travel Scholarship was created by David J. Frank and his children in memory of his wife and their mother. The award will be used to assist UNCW’s efforts to graduate global citizens by giving students an opportunity to broaden their experience while at UNCW through study abroad, and by supporting international students while at UNCW.
The Mae Rachel Freeman Scholarship was created to assist full-time students who are graduates of a high school in New Hanover, Brunswick, Pender, Columbus, Onslow, Sampson, or Duplin counties.

The Graduate School's Awards for New Scholars. A limited number of scholarships are available to students entering any of UNCW's graduate programs for the first time. Students do not apply for these scholarships. Instead, nominations originate with the departments, which submit their recommendations to the dean of the graduate school. Criteria include evidence of exceptional scholarship, normally strong GRE scores (or their equivalent) and an excellent undergraduate GPA.

The Jane Logan Lackey Fellowship was established by E.G. Lackey, president of the Lackey Foundation and is allocated to promote diversity within the Graduate School. An undergraduate GPA of at least 3.25 in the applicant's major is required.

The James R. Leutze Merit Scholarships were established by the UNCW Foundation in honor and recognition of Chancellor Emeritus Leutze's outstanding thirteen-year service to the University. The fund provides a scholarship for undergraduate and graduate students, who are known as Leutze Scholars. Recipients are selected based on documented academic ability; the graduate student by the dean of the Graduate School. The scholarships may be renewable.

The Lewis/Wiley Alumni Fellowship is a merit based graduate fellowship subject to the criteria and guidelines adopted by the Alumni Association of UNCW. For more information, contact the UNCW Alumni Relations Office.

The Perry Daniel Lockamy, Jr., Graduate Alumni Fellowship was created by the UNCW Alumni Association in memory of Perry Daniel Lockamy, Jr. and provides an annual award based on academic achievement, leadership abilities, and potential. For more information, contact the UNCW Alumni Relations Office.

Jack and Carol Mills Scholarship established by Mr. and Mrs. Mills in appreciation of the University's service to the region. It is available to either an undergraduate or graduate student attending UNCW. Selection is based on merit and demonstrated financial need. Complete the FAFSA to be considered.

The MSGT. (Ret.) E. S. Moncrief Military Dependents Scholarship was established by the Moncrief family in memory of "Big Ed" Moncrief, who served his country as a member of the USAF for over twenty years. It is available to an undergraduate or graduate student. Preference is given to the spouse of an active duty military member currently stationed in North Carolina, with demonstrated financial need. Contact the Office of Admissions for more information.

The Ralph H. Parker Scholarship was created and funded by alumni and friends of Ralph H. Parker, former director of the UNCW Office of Minority Affairs, in recognition for his long-time service to UNCW and especially his efforts to attract and retain African-American students. The scholarship is intended for any currently enrolled full-time UNCW student, is based on academic achievement and financial need. The recipient must have demonstrated the qualities of campus leadership as exemplified by Mr. Parker during his service to UNCW. Please contact the director of the Office of Institutional Diversity for further information. Complete the FAFSA and web-based application to be considered.

The Sylvia and B. D. Schwartz Graduate Fellowship Award may be awarded to any graduate student enrolled in nine hours or more at UNCW. Recipients are determined by the Graduate School and receive an amount equal to in–state tuition and fees.
The Staff Senate Scholarship is available to support university employees and their immediate family members seeking a degree at UNCW. Recipients are selected based on need, academic merit, and campus involvement and service.

The Lacy C. and Doris L. Sidbury Fellowship was established by Gwendolyn S. Solomon as a memorial to her parents. It is considered both a merit and need based fellowship subject to the criteria used by both the UNCW Graduate School and the Office of Scholarships and Financial Aid.

The Student Accounts and Cashier's Office (SACO) Scholarship was created by staff members of the Student Accounts and Cashier's Office to assist students pursuing a degree at UNCW.

The Student Government Association Scholarship was established by the SGA to recognize student leaders of campus organizations. The scholarship is available to an undergraduate or graduate student with a cumulative GPA of at least 3.00 who is an active member of at least one student organization.

The Teal Spirit Distinguished Merit Scholarship is a merit scholarship created by Joe and Barbara Cowan. The recipient will be selected based on demonstrated academic ability and special achievement, and is renewable for a period of four consecutive years provided the recipient continues to remain a full-time student with a cumulative GPA of 3.0.

The Tower 7/WBLivesurf Scholarship is the brainchild of Joshua Vach and is available to two full time students who are active members of the UNCW Surfing Club or are active surfers. Preference will be given to students who are active participants in one or more surfing related organizations with a second preference being need. Recipients are selected by the Department of Psychology.

The Henry and Roya Weyerhaeuser Merit Scholarship is a merit based scholarship created by Mr. and Mrs. Weyerhaeuser, long-time supporters of UNCW, to assist high ability students.

The Veterans of Foreign Wars Post 9408 Leland Scholarship is available to a freshman, undergraduate, or graduate student who is a member or dependent of Post 9408 or its auxiliary. Recipients who maintain a GPA of at least 2.50 may reapply. Contact the Office of Admissions for more information.

Accountancy

The Carr Riggs & Ingram-Jake Rhyne Memorial Scholarship is an annual scholarship created in memory of Jake W. Rhyne, C.P.A., and is used to assist students enrolled in the MSA program in the Cameron School of Business. The recipient is chosen based on scholastic achievement and citizenship. He or she must be a resident of Eastern North Carolina or any county west of I-95 in which Carr Riggs & Ingram maintains an office.

The Deloitte Fellowship was established by employees of Deloitte. This merit scholarship is available to students in the Master of Science in Accountancy program.
The Pearson and Patterson Group Scholarship in Business is a merit scholarship created by Chad Pearson and Paul Patterson to assist students majoring in economics, finance, management, accounting, or marketing.

The Joanne Rockness MSA Scholarship was created to recognize the leadership of Dr. Rockness as the previous director of the Master of Science of Accountancy (MSA) program. The recipient must have been accepted into the Cameron School of Business and the MSA program. The scholarship is merit-based with financial need as a secondary consideration. Contact the chair of the Department of Accountancy and Business Law for more information.

Elwood Walker Fellowship is awarded annually to a MSA student in the Cameron School of Business. The recipient must be academically gifted, have a strong character and be supported by recommendations of the faculty of the Cameron School of Business.

The Robert F. Warwick Accounting Scholarship was created by family and friends of Robert F. Warwick to honor his contributions to both UNCW and the accounting profession, and is intended to reward academic merit. The recipient must have been formally accepted into either the undergraduate accounting program or the MSA program within the Cameron School of Business. First preference is given to students who attended a New Hanover County high school. Contact the chair of the Department of Accountancy and Business Law for more information.

Art and Art History

The Leslie N. Boney, Sr. Scholarship in Art is a merit scholarship created to assist students pursuing a degree offered by the Department of Art and Art History.

Biology and Marine Biology

The Department of Biology and Marine Biology Merit Scholarship is a merit scholarship created by the department to assist students majoring Biology and Marine Biology.

The Judith C. Bryan Holden Beach Turtle Watch Fellowship in Marine Biology was founded by the Holden Beach Turtle Watch Program to assist graduate students in Marine Biology interested in studying some aspect of sea turtle conservation. It is named in honor of Judith Bryan (known on Holden Beach as "The Turtle Lady", founder of the Holden Beach Turtle Patrol in 1989. Ms. Bryan funded the program herself for many years and in 1989 was the recipient of the 34th Annual Governors Conservation Achievement Award.

The John Colucci, Jr. Memorial Scholarship is awarded to a marine biology student. The recipient is identified by the department and may be awarded to graduate or undergraduate students. Contact the Department of Biology and Marine Biology.

The F. P. Fensel, Jr., Memorial Fellowship is intended for a graduate student in marine biology as selected by the faculty of the department based on merit. If there are no students that meet the requirements the scholarship may be awarded to an undergraduate student in marine biology. The scholarship covers tuition and fees for one academic year. A student may reapply for a second year during the designated time as established by the department chair.
Got-Em-On Live Bait Club Graduate Fellowship is intended to provide financial support for a student who has been accepted into the graduate program, who will study fish biology and whose interest and research focus on the issues affecting the fish population in the waters of Southeastern North Carolina.

The Owen Graham Kenan Scholarship was created by Mrs. Owen G. Kenan and her children in memory of her husband and their father, and is used to assist graduate students in the marine biology program. This is a merit scholarship awarded to the student(s) with exceptional credentials based on documents submitted for admission to the graduate program. The recipient(s) shall have been accepted into the Master of Science or Doctor of Philosophy program in marine biology. The scholarship is renewable for a second year contingent upon exemplary performance during the first year.

The David G. Lindquist Scholarship for Biology was created in honor of David G. Lindquist, Professor Emeritus of Marine Biology at UNCW. This scholarship is used to assist students majoring in biology and is awarded annually in the amount of $500. The recipient can be an undergraduate or graduate student and is selected on demonstrated academic ability. Contact the chair of the Biology and Marine Biology Department for more information.

The Lewis E. Nance Chemistry Fellowship created in honor of Dr. Nance, a beloved member of the chemistry faculty, is a merit based fellowship to assist a new or currently enrolled full-time chemistry graduate student.

The New Hanover/Pender Medical Scholarship is a merit scholarship intended to provide financial assistance to a student in their final year of graduate or undergraduate study at UNCW. The recipient must have excelled academically and exhibited a serious desire to attend medical school.

The NC Shell Club Scholarship in Malacology was created the organization dedicated to providing a friendly and enthusiastic forum where people of all levels of expertise can meet and share knowledge and information about the fascinating world of shells. This is a merit scholarship created to assist students conducting research or pursuing a degree in a discipline related to Malacology, the study and conservation of mollusks.

The Dr. James F. and Frances B. Parnell Fellowship was created by Dr. and Mrs. Parnell in recognition of Dr. Parnell's long-time tenure and service to the UNCW Department of Biology and Marine Biology. This merit fellowship is intended to assist graduate students who have been formally accepted into the UNCW Graduate School. Preference is given to a student studying some aspect of field oriented terrestrial vertebrate biology. Contact the Department of Biology and Marine Biology.

Business Administration

The Frank Dunne, Jr. Memorial Scholarship is a merit scholarship awarded annually to a rising junior, senior or graduate student accepted into the Cameron School of Business who has demonstrated high scholastic ability, need, and strong character, supported by recommendations from the faculty of the Cameron School of Business.

The Matthew D. Glova Scholarship in Business is a merit scholarship created to assist students pursuing a degree offered by the Cameron School of Business.

The J. W. Jackson Scholarships were established by the J.W. Jackson family in memory of one of Wilmington's leading businessmen. They are awarded annually to rising juniors, seniors, or graduate
students in the Cameron School of Business. The scholarship is designed for students with high academic potential. Students awarded this scholarship are eligible to reapply.

The New Hanover County Estate Planning Council Scholarship in Business is a merit scholarship and will be used to assist students pursuing a degree offered by the Cameron School of Business.

The Norman R. Kaylor Scholarship was created by W. Chris Hegele, a Cameron School of Business Alumnus. It is a merit based scholarship available to a rising junior, senior or graduate student enrolled in the Cameron School of Business.

The Judy R. Tharp Scholarship in Business is a merit scholarship established by Mrs. Tharp to encourage students of diverse backgrounds to pursue a degree offered by the Cameron School of Business.

The William J. and Jaqueline S. Warwick Scholarship was created by Mr. and Mrs. Warwick. It is awarded to an in-state undergraduate or graduate student who has been formally accepted into the Cameron School of Business. Selection is based on demonstrated academic ability as evidenced by a minimum 3.3 GPA, with financial need as a secondary consideration. Preference is given to a recipient who continues to qualify for the scholarship until graduation.

The Wells Fargo Bank Scholarship was created by in 1994 to assist UNCW in fulfilling its diversity goals as defined by its mission. It is awarded based on demonstrated academic ability to an undergraduate or graduate student who has been formally accepted into the Cameron School of Business. It may be renewed.

Chemistry

The Will S. Deloach Chemistry Fellowship is available to academically outstanding Chemistry students. Contact the chair of the Department of Chemistry for more information.

The Mary Jo and Bill Oakley Fellowship in Chemistry was created by Mr. and Mrs. Oakley for a graduate student and chemistry major. It is merit-based and the recipient is selected on demonstrated academic ability and special achievement.

Computer Science

The Computer Science Chairs Scholarship is awarded annually at $1,000. The recipient must be a computer science major at UNCW and can be an undergraduate or graduate student. The scholarship is a merit scholarship and the recipient is selected on demonstrated academic ability. Apply to the chair of the Department of Computer Science.

The Construction-Imaging Systems Scholarship in Computer Science was created by the founder of Construction-Imaging Systems to assist students pursuing a degree in Computer Science. The award is $2,000 per year to be awarded to two students, undergraduate or graduate, at $1,000 each.

Creative Writing
The Robert H. Byington Leadership Fellowship in Creative Writing was established to honor Dr. Robert H. Byington for his efforts in establishing the creative writing program at UNCW. A student must have at least one semester's thesis work remaining. The recipient shall be an M.F.A. student of outstanding creative achievement who, by vote of the M.F.A. faculty, has demonstrated unusual generosity of spirit toward peers, faculty and staff, contributing significantly to the morale, community spirit, and excellence of the M.F.A. in creative writing program. Interested students should contact the Department of Creative Writing.

The Philip Furia Departmental Award in Creative Writing was established in Dr. Furia's honor by his wife, Dr. Laurie Patterson. During his tenure at UNCW, Dr. Furia has served as chair of the departments of English and Creative Writing, as well as director of the Film Studies program. He has also published numerous publications on notable American lyricists such as Ira Gershwin, Irving Berlin and Johnny Mercer. This merit scholarship will assist students pursuing a course of study in creative nonfiction.

The Bernice Kert Fellowship in Creative Writing was created in memory of Mrs. Bernice Kert, a published author and biographer, by her children. Mrs. Kert wrote "The Hemingway Women: Those Who Loved Him—the Wives and Others" and "Abby Aldrich Rockefeller: the Women in the Family." This fellowship will be awarded to a student in the MFA program in the Department of Creative Writing; the recipient will be selected based on demonstrated creative talent and artistic promise.

The Margaret Shannon Morton Fellowship was created by Doug and Susan Morton in memory of his great aunt, Margaret Shannon Morton, one of the original faculty members at Wilmington College. The recipient must be a second-year student in the Creative Writing program. The fellowship is a graduate merit scholarship, with financial need as a consideration. The recipient must have a minimum 3.2 GPA from their first year in the graduate program.

Education

Grace M. Burton Promise of Excellence Graduate Fellowship is offered to elementary, language and literacy, middle school or special education full-time graduate students. The fellowship award is made based on scores attained on the Miller Analogies Test or Graduate Record Examinations.

The Jewel and Joseph Cross Scholarship in Education is a merit scholarship created to assist students pursuing licensure or a Master of Arts in Teaching.

The Janis Norris Education Scholarship was created by Mrs. Norris, a long-time advocate and supporter of teacher education. She attained her Master of Arts degree in Educational Supervision from the Watson College of Education in 1981.

The Ann Royer Corley Scholarship created by Dr. Carol Chase Thomas in memory of her godmother, is offered to graduate or undergraduate students who have been formally accepted into one of the programs in the Watson College of Education. The scholarship recipient is selected based on demonstrated academic ability.

The Peggy and Jim Mahony Scholarship in Education is a merit scholarship, with financial need as a secondary consideration. It is available to either a graduate or undergraduate student pursuing a degree offered by the Watson College of Education.

Donald R. Watson Merit Award is offered to graduate students who are enrolled in the master's program. A GPA of 3.0 and a commitment to the field of education is required. Selection is based on the
student's prior academic performance, uniqueness and quality of application, plans for future application of study abroad experience and letters of support. This scholarship may also be awarded to an undergraduate student.

Educational Leadership

The John Fischetti Global Education Award was created by the first cohort of the Watson College of Education's Doctor of Education program on honor of Dr. Fischetti, the first coordinator of the program, who provided outstanding guidance and support to the members of the cohort. The intent of the award is to extend Dr. Fischetti's passion for global perspectives in education by providing students enrolled in the Ed.D. in Educational Leadership and Administration program an opportunity to study abroad.

English

The Philip Gerard Graduate Fellowship is intended to provide tuition, fees and other expenses to graduate students of English who are working toward an M.F.A. in creative writing. The scholarship is merit-based as a first priority, with exemplary moral character and leadership potential serving as secondary consideration.

The Christopher Gould Fellowship in English has been established by Charles F. Green, III in honor of Dr. Christopher Gould, a distinguished member of the faculty of the UNCW Department of English. Through Dr. Gould's tireless advocacy, professional writing now has a strong certificate program, making it the largest option in the English major. The fellowship will be awarded to a graduate student pursuing a graduate degree offered by the UNCW Department of English and the recipient is selected based on demonstrated academic ability and special achievement.

The Kathy Rugoff Scholarship in English is a merit scholarship created by Jeffrey Eng in memory of his beloved wife. Dr. Rugoff had a distinguished 24-year career (spanning from 1987 to 2011) as a dedicated teacher and scholar in the Department of English. Her interdisciplinary approach to her work was fueled by her passion for literature, music, art and photography.

The Wilmington Coca-Cola Scholarship Fund is intended to provide assistance to undergraduate and graduate students majoring in the humanities. Recipients are selected based on character and leadership. Consideration is also given to candidates who have shown evidence of self-help. The scholarship rotates between English, history, foreign languages, and philosophy and religion. Contact the Department of Foreign Languages and Literatures.

Environmental Studies

The Christian-Johns Family Scholarship in Environmental Studies was created by Gregory Johns and his wife, Terry Christian. It is a merit scholarship and will be used to assist students interested in pursuing a degree offered by the Department of Environmental Studies.
Geology

The Anna T. Kniffen Memorial Scholarship was established by Ernest T. Kniffen in memory of his mother. It is available to a student who has been accepted into either the department of history or the department of geography and geology as an undergraduate or graduate. Preference is given to students with financial need and demonstrated academic ability.

Gerontology

The Karel Dutton Scholarship was created by friends and colleagues of Karel Dutton in honor of her dedication to the pursuit of lifelong learning and service to the university. The scholarship will be used to assist students interested in pursuing a degree in an area related to Gerontology.

History

The Boney-Bellamy Mansion Fellowship in History was established by the Bellamy Mansion Museum, one of North Carolina’s most spectacular examples of antebellum architecture, built on the eve of the Civil War by free and enslaved black artisans. The fellowship will assist graduate students pursuing a degree in History with a concentration in Public History.

The Historic Wilmington Foundation Scholarship in Public History is intended to assist graduate public history students with an annual award. The recipients are selected and awarded internships at the Historic Wilmington Foundation.

The Hurston and Mora Scholarship in History was created in honor of two scholars who made significant contributions to American society and culture, Zora Neale Hurston and Magdalena Mora. The award is to assist a first generation history student, either graduate or undergraduate.

The Anna T. Kniffen Memorial Scholarship was established by Ernest T. Kniffen in memory of his mother. It is available to a student who has been accepted into either the department of history or the department of geography and geology as an undergraduate or graduate. Preference is given to students with financial need and demonstrated academic ability.

The M. Tyrone Rowell Fellowship is merit based and is available to a graduate student of history working toward a Master's degree, and is chosen by the chair of the History Department. Recipients may reapply if their academic standing performance is competitive with that of other candidates for the scholarship.

The Stamp Defiance Chapter of the National Society Daughters of the American Revolution Scholarship in History was created to assist graduate students who are studying and preparing for positions in museums, historic sites and historic preservation. Recipients must be graduate students in the public history program and the annual award amount is $500.

The Susan Goodman Stern Graduate Fellowship is awarded to a continuing or entering student in the history graduate program. The criteria include having a genuine interest in the study of ideas and people, sensitivity to the environment and concern of others within the community. The fellowship is awarded by the Department of History.
The Wilmington Coca-Cola Scholarship Fund is intended to provide assistance to undergraduate and graduate students majoring in the humanities. Recipients are selected based on character and leadership. Consideration is also given to candidates who have shown evidence of self-help. The scholarship rotates between English, history, foreign languages, and philosophy and religion. Contact the Department of Foreign Languages and Literatures.

Liberal Studies

The Wentworth Berg Scholarship in Graduate Liberal Studies was created by Barbara and Joe Cowan to honor Dr. Mike Wentworth, first director of the Graduate Liberal Studies Program, and Dr. Herb Berg, current director of the Graduate Liberal Studies Program. It is a merit scholarship intended to assist students who are enrolled in the Graduate Liberal Studies program at UNCW.

Mathematics

The Gene T. and Elizabeth J. Fales Scholarship is awarded to a full-time junior, senior, or graduate student who has declared a major in mathematics or pre-engineering and who has completed high school in North Carolina. Preference is given to students from New Hanover, Brunswick, Guilford or Randolph Counties. Scholarship is based primarily on need with merit as a secondary consideration. Contact the Department of Mathematics and Statistics or the Pre-engineering program.

The Adrian D. Hurst Mathematics Scholarship is available to full-time rising juniors and seniors or graduate students in mathematics and statistics or in the pre-engineering transfer program. The award may be renewable, but is limited to four semesters. Contact the Department of Mathematics and Statistics.

Nursing

The Robbie & Glenn Hodges Scholarship in Nursing was created by Mr. and Mrs. Hodges to provide financial support to a student in their pursuit of becoming a nurse as a result of their keen awareness of the importance of the nursing profession. As Wilmington residents and alumni of UNCW (Robbie) and Wilmington College (Glenn), they also recognize the importance of UNCW to southeastern NC. This is a merit scholarship.

The Lois Kochanski Nursing Scholarship was created in honor of Lois Kochanski’s long-time support of health care, including 35 years as Executive Director of The Foundation for Advanced Education in the Sciences at the National Institutes of Health. This scholarship will be used to assist students interested in pursuing a degree offered by the School of Nursing.

The Jane Whedbee Lane Scholarship in Nursing was created by Lucile Whedbee in memory of her daughter, Jane, and is to be awarded to an undergraduate or graduate student interested in pursuing a degree in nursing. The annual award amount is $500.

The W. C. "Billy" Mebane, Jr., M.D. Scholarship was created by the Cape Fear Memorial Foundation in memory of W. C. "Billy" Mebane, Jr., M.D., to recognize his contributions to our community as a founder of Cape Fear Memorial Hospital. The recipient must have been accepted in the UNCW nursing program as either an undergraduate or graduate student, and must have graduated from a high school, or be a
permanent resident, in Duplin, Pender, Brunswick, Columbus, Bladen or New Hanover County. The scholarship is merit-based with financial need as a secondary factor.

**The Geraldine King Morris Nursing Scholarship** was established by Lt. Gen (Ret.) John W. (Jack) Morris and his children in memory of his wife and their mother, Geraldine King Morris, and to honor her lifelong devotion to the nursing profession. The recipient of this merit scholarship must be accepted into the School of Nursing as an undergraduate or graduate student. Preference is given to students with an indicated desire to join the armed forces.

**The Dr. R. T. Sinclair, Jr., M.D. Scholarship** is awarded to a student accepted in the UNCW nursing program as either an undergraduate or graduate student. The recipient must be a graduate from a high school or be a permanent resident in Bladen, Brunswick, Columbus, Duplin, New Hanover or Pender County, and must have maintained a 3.25 GPA to be eligible for renewal.

**The Kay Whitfield Scholarship in Nursing** is a merit scholarship created by the Whitfield family in honor of Kay. The recipient must indicate an interest in pursuing a degree offered by the School of Nursing.

**The Louie E. Woodbury Scholarship** was established by the Cape Fear Memorial Foundation in memory of Louie E. Woodbury. This merit scholarship is available to an undergraduate or a graduate student in the School of Nursing who graduated from a high school in Duplin, Pender, Brunswick, Columbus, Bladen, or New Hanover County.

### Public Administration

**The Holt Oil Fellowship** was established by Hannah Holt and Holt Oil Company in memory of Charles B. C. Holt. Mr. Holt was a nature lover and advocate for land conservation; as a member of the NC House of Representatives, he was afforded opportunities to shape laws for land conservation and protection. This fellowship will assist students pursuing a Master in Public Administration degree.

### Social Work

**The Jason R. Holcombe Scholarship in Human Services** was created by the Holcombe family in honor of Jason's creative and intense spirit in order to inspire and empower students that exemplify Jason's commitment to creating. This is a merit scholarship, and preference will be given to transfer or non-traditional students.

### Spanish

**The Nieka "Sean" Wright Memorial Fellowship in Foreign Languages and Literatures** was created by the faculty of the Department of Foreign Languages and Literatures in memory of Sean, who completed his M.A. in December 2011 and passed away in April 2012. This merit award will assist students pursuing a graduate degree offered by the Department of Foreign Languages and Literatures.

**The Wilmington Coca-Cola Scholarship Fund** is intended to provide assistance to undergraduate and graduate students majoring in the humanities. Recipients are selected based on character and leadership. Consideration is also given to candidates who have shown evidence of self-help. The
scholarship rotates between English, history, foreign languages, and philosophy and religion. Contact the Department of Foreign Languages and Literatures.

**Loans**

Students must complete a FAFSA to initiate the application process and are automatically considered for all Federal Loan programs and Federal Work-Study. Students may borrow up to $20,500 in Direct Student Loans per academic year.

**Federal Unsubsidized Direct Student Loans** are available to graduate students who file the FAFSA and otherwise are eligible. Students may borrow up to $20,500 or the cost of attendance minus all other resources (including financial aid, tuition remissions). Interest begins accruing when the funds are disbursed to the student. Repayment begins when the student graduates or drops below half-time enrollment status. There are a variety of repayment plans. A portion of the loan may be cancelled upon completion of employment under certain terms and conditions. Interest rate for 2014-2015 is 6.21%. Students who complete the FAFSA are automatically considered. Students must be enrolled at least half-time to be eligible for Federal Direct student loans.

**Federal Perkins Loans** are available to students with substantial demonstrated need. Perkins Loans are low-interest loans to help cover educational expenses. Funds are limited in this program. Need is determined by the federal formula through the regular financial aid process. The Perkins Loan program will be discontinued following the 2014-2015 academic year. Contact the Office of Scholarships & Financial Aid for further information.

**PLUS Loans for graduate or professional students.** Graduate or professional students are eligible to borrow under the Federal Direct PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning 60 days after the last disbursement of the loan, and a fixed interest rate of 7.21 percent in the Federal Direct PLUS Loan program. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They must have applied for their annual maximum loan eligibility under the Federal Subsidized and Unsubsidized Direct Loan Program before applying for Graduate or Professional PLUS loan. They also must complete an entrance interview prior to first disbursement and an exit interview when the student leaves school. Entrance and exit interviews can be completed either in person or on the web.

**Master Promissory Note.** To receive a Direct Loan or PLUS loan for graduate students, the student is required to complete a Master Promissory Note (MPN) with the U.S. Department of Education Direct Loan Program.

**Entrance and Exit Interviews**

Students who receive a Federal Unsubsidized or Perkins Loan must complete a loan entrance interview prior to receiving the first disbursement of a loan.

Students who received a Federal Unsubsidized or Perkins Loan must complete an exit interview prior to leaving UNCW. Exit interviews must be completed by students who withdraw or graduate.

Entrance and exit interviews may be completed on the web. There is a link to both interviews on the OSFA web site.
It is important that students who borrow Perkins and Direct loans realize that the loans require repayment, usually within 10 years after leaving school. Loan calculators are available at the interview website demonstrating estimated loan payments and approximate income required to make payments.

Please note that all Federal Student Loans are processed through the U.S. Department of Education Direct Loan Program. Students who borrowed prior to 2010-11 and have loans through other lenders may be interested in consolidation. Contact the Direct Loan Servicing Center for more information.

**Non-Federal and Alternative Loans**

Non-federal loans are often referred to as alternative loans because they represent an alternative to the federal loan program.

The Direct Loans and PLUS Loans generally provide more favorable terms and conditions than non-federal loans. For that reason, we **strongly recommend** students and their families first apply for federal loans using the FAFSA before considering non-federal loans. Non-federal loans may be helpful to students who need to borrow more than allowed under the federal loan programs and those students who are ineligible for federal loans. Eligibility for non-federal loans is determined by the lender based on credit review. UNCW certifies the loan amount but has no influence on the credit decision. A very small percentage of students are ineligible for federal loans. The most common reason for this ineligibility is failure to meet UNCW's satisfactory academic progress policy.

**Employment**

**Federal Work-Study Program** is federally funded and provides part-time jobs both on and off the UNCW campus for students who have financial need as determined by federal formula. To be awarded Federal Work-Study, a student must meet all eligibility requirements for federal aid and file a FAFSA. Students are automatically considered.

**Satisfactory Academic Progress (SAP) for Financial Aid Eligibility (Graduate)**

Federal regulations require that students receiving financial aid maintain satisfactory academic progress from both qualitative and quantitative measures: cumulative GPA, hours earned compared to hours attempted and maximum time limit. For graduate students, Financial Aid Satisfactory Academic Progress (SAP) standards regarding GPA are the same as the standards established by the UNCW Graduate School (see Retention Policy under Academic Regulations) for continued enrollment. To remain eligible for financial aid, graduate students must earn at least 67% of all attempted hours.

Satisfactory Academic Progress and eligibility for financial aid are determined each academic term after grades are available.
Appeals

Federal regulations allow for certain cases in which the school may waive the Satisfactory Academic Progress (SAP) standards. Specifically, if a student's failure to be in compliance with one or more areas of satisfactory academic progress is due to events beyond the student's control, such as a student's extended illness, serious illness or death in the immediate family, or other significant trauma, and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred, the student may appeal to the Office of Scholarships & Financial Aid (OSFA). Eligibility may be regained by appeal. Contact the OSFA to obtain a Satisfactory Academic Progress (SAP) Appeal form.

Policy on Return of Title IV Funds

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds they are disbursed with each day of class attendance. When a student who has received federal financial aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal law requires UNCW to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the federal government. This calculation may have the effect of requiring a return of funds that have already been disbursed to the student. Students are encouraged to meet with their financial aid counselor prior to making the decision to withdraw from school. Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funding received.

Veterans Services

Veterans and dependents are encouraged to utilize their VA Educational Benefits while enrolled in the graduate programs at the University. For eligibility information, contact the Office of Scholarships & Financial Aid, (910) 962-3177, or e-mail the veteran services coordinator at: veterans@uncw.edu

Academic Regulations and Procedures

Students are responsible for knowing and abiding by the policies included in this catalogue.

Official Method of Communication

The University of North Carolina Wilmington regards e-mail as an official method of communication with students, staff and faculty. The UNCW e-mail address is the official address for faculty, staff and student electronic communications. Faculty, staff and students assume full responsibility for the decision to forward e-mail, and any failure to receive e-mail communications due to an alternative e-mail service does not necessarily constitute a defense for failure to respond. While e-mail is an official method of communication, it is not the only official method of communication and does not exclude alternate methods such as written or oral communications. All members of the university community must maintain good e-mail management habits and adhere to the standards of responsible use specified in the UNCW
Responsible Use of Electronic Resources Policy (www.uncw.edu/policies/it.html) if the institution is to maintain a quality, collaborative computing environment.

**Electronic Mail Accounts**

The university electronic mail account that is assigned to each active student is the primary official means for communicating with individual or groups of students. Official university communications include, but are not limited to, enrollment information, grade information, financial information and policy, and announcements, as well as individualized notices. This system affords an efficient method for official messages to be disseminated to both on-and off-campus students. It is the responsibility of each student to frequently access their UNCW electronic mail account as it may contain an official communication from the University.

**Registration**

No minimum number of hours is required for official registration; however, specified maximum course loads must not be exceeded. Students in graduate programs are permitted to register for no more than 15 hours in any one semester. Course loads for students who have service appointments will be determined on an individual basis. A student enrolled in the summer may not register for, and will not receive credit for, more than six hours a term.

For registration and preregistration dates please refer to the Office of the Registrar's Calendar of Events: (http://www.uncw.edu/reg/calendars.htm).

**Cancellation of Course Registration**

A department chairperson, upon recommendation of the instructor, may cancel a student's registration in any course offered in the department if the registered student fails to attend the first class meeting and fails to notify the department office of a desire to remain enrolled within 24 hours of the class time. This cancellation action will only take place when a course is fully enrolled and additional students are waiting to enroll. Students who wish to drop a class should not assume they have done so by not attending the first class, but should follow the normal drop/add procedures.

The appropriate dean's office should notify the relevant department chairperson of late-arrival students who cannot attend the first class meeting because of illness or other reasons approved by a dean of the college, the professional schools or the dean of students. If cancellation action is taken by a department chairperson, the registration openings resulting from this action will be offered to students seeking enrollment in the courses during the official drop/add period. Students who have been authorized to add a course should follow the normal drop/add procedures.

Student appeals resulting from emergencies or other extenuating circumstances will be considered on a case-by-case basis in the appropriate dean's office.
Web Registration

Registration, preregistration and drop/add are done through SeaNet. The current schedule of classes is also available through SeaNet https://seanet.uncw.edu. Additional information regarding registration is available at the Office of the Registrar's website http://www.uncw.edu/reg.

Continuous Registration Policy

For graduate students in programs that require a thesis:

Students who have finished all course work including all of the required thesis hours:

1. May not register for more than the maximum number of thesis hours that are required to complete the degree.
2. Students who continue to use university resources in completing their degrees must enroll in and pay tuition and fees for one hour of continuous enrollment (GRC 600 or for IMBA students, IMB 600). This enrollment will be charged at the rate consistent with one credit hour of extension tuition and fees. These hours will not count toward the degree. Graduate students who need to register for GRC 600 or IMB 600, must do so through the Graduate School (http://www.uncw.edu/grad_info/forms-students.htm). Students may register for GRC 600 or IMB 600 up to three times. Beyond that, students should complete a form to request permission to extend continuous enrollment (http://www.uncw.edu/grad_info/forms-students.htm). All signatures requested on the form should be obtained before the form is sent to the Graduate School for final approval.

For graduate students in programs that do not require a thesis:

Students who have finished all course work, but have not finished exit requirements (comprehensive exam, oral and written exam, defense, etc.) must enroll in GRC 600 or IMB 600.

Graduate students must be enrolled in the term in which they complete their graduate work or are scheduled to receive their degree.

Students must:

1. be enrolled in thesis preparation courses for credit, or
2. be enrolled in continuous registration (GRC 600 or for IMBA students, IMB 600), or
3. be enrolled in a course for credit in their program of study in the term in which they receive their degree.

Students are responsible for complying with the policy stated above. Please contact the Graduate School (James Hall, second floor, 962-7303) for clarification or more information.

Full-Time Status

Graduate—Regular Term

Full-time status requires a minimum enrollment of 9.00 credit hours.
Three-quarter-time status requires a minimum enrollment of 6.75 credit hours.
Half-time status requires a minimum enrollment of 4.50 credit hours.
Less than half-time requires a minimum enrollment of 1.00 credit hour.

Full-time status requires a minimum enrollment of nine credit hours. However, a graduate student may also be considered full-time when enrolled for less than nine hours if the student: 1) holds a full (20 hour) teaching or research assistantship and is enrolled in five or more hours, 2) holds a partial, at least 10 hour but less than 20 hour, teaching or research assistantship and is enrolled for seven or more hours, 3) is enrolled in one of the following courses from the table below:

**Graduate–Summer Term**

Full-time status requires a minimum enrollment of 4.00 credit hours across all sessions in the summer term.
Three-quarter-time status requires a minimum enrollment of 3.00 credit hours across all sessions in the summer term.
Half-time status requires a minimum enrollment of 2.00 credit hours across all sessions in the summer term.
Less than half-time requires a minimum enrollment of 1.00 credit hour across all sessions in the summer term.

*Enrollment status for determining financial aid eligibility is calculated across all sessions in the summer term.*

A graduate student in good standing, who is pre-registered for the following fall semester, is not required to enroll during the summer to maintain status as a graduate student and retain privileges for access to campus facilities (check with the Student Recreation Center as additional fees may apply). Full-time status requires a minimum enrollment of four credit hours. A student may also be considered full-time when enrolled for less than four hours if the student is enrolled in one of the following courses from the table below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 598</td>
<td>(One to three hours of research)</td>
</tr>
<tr>
<td>BIO 698</td>
<td>(One to three hours of research)</td>
</tr>
<tr>
<td>BIO 699</td>
<td>(Dissertation)</td>
</tr>
<tr>
<td>CLR 597</td>
<td>(Master's Project)</td>
</tr>
<tr>
<td>CRM 598</td>
<td>(Internship)</td>
</tr>
<tr>
<td>CRW 594</td>
<td>(Study Abroad)</td>
</tr>
<tr>
<td>CRW 598</td>
<td>(Internship)</td>
</tr>
<tr>
<td>CSC 594</td>
<td>(Capstone Project)</td>
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<tr>
<td>CSC 598</td>
<td>(Internship)</td>
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<tr>
<td>EDL 569</td>
<td>(Internship)</td>
</tr>
<tr>
<td>EDL 570</td>
<td>(Leadership Applications I)</td>
</tr>
<tr>
<td>EDL 571</td>
<td>(Leadership Applications II)</td>
</tr>
<tr>
<td>EDL 596</td>
<td>(Culminating Project I)</td>
</tr>
<tr>
<td>EDL 597</td>
<td>(Culminating Project II)</td>
</tr>
<tr>
<td>EDL 598</td>
<td>(Thesis)</td>
</tr>
<tr>
<td>EDL 599</td>
<td>(Thesis)</td>
</tr>
<tr>
<td>EDL 698</td>
<td>(One to three hours of research)</td>
</tr>
<tr>
<td>GLS 598</td>
<td>(Final Project)</td>
</tr>
<tr>
<td>GLY 597</td>
<td>(Final Project)</td>
</tr>
<tr>
<td>GLY 598</td>
<td>(Internship)</td>
</tr>
<tr>
<td>GR 600</td>
<td>(Continuous enrollment)</td>
</tr>
<tr>
<td>GRC 600</td>
<td>(Continuous enrollment)</td>
</tr>
<tr>
<td>GRN 590</td>
<td>(Practicum)</td>
</tr>
<tr>
<td>GRN 598</td>
<td>(Internship)</td>
</tr>
<tr>
<td>HST 598</td>
<td>(Internship in Applied History)</td>
</tr>
<tr>
<td>IMB 594</td>
<td>(Capstone Project)</td>
</tr>
<tr>
<td>IMB 600</td>
<td>(Continuous enrollment IMBA students)</td>
</tr>
<tr>
<td>MAT 596</td>
<td>(Research Project)</td>
</tr>
<tr>
<td>MIS 594</td>
<td>(Capstone Project)</td>
</tr>
<tr>
<td>MIS 598</td>
<td>(Internship)</td>
</tr>
<tr>
<td>MIT 542</td>
<td>(Internship)</td>
</tr>
<tr>
<td>MIT 598</td>
<td>(Development Project/Portfolio)</td>
</tr>
<tr>
<td>MSC 598</td>
<td>(Research)</td>
</tr>
<tr>
<td>NSG 595</td>
<td>(Education Residency)</td>
</tr>
<tr>
<td>NSGL 594</td>
<td>(Clinical Practicum)</td>
</tr>
</tbody>
</table>
EDL 699 (Dissertation)    PLS 593 (Study Abroad MPA)
EDN 596 (International Practicum)    PLS 594 (Practicum MPA)
ENG 596 (Internship)    PLS 595 (Capstone Seminar)
ENG 598 (Internship)    PLS 598 (Internship)
EVS 595 (Seminar/Final Project)    PSY 597 (ABA Internship)
EVS 597 (Practicum)    PSY 598 (Internship)
EVS 598 (Internship)    SOC 598 (Internship)
Thesis (599)

A student may not enroll beyond three terms of continuous enrollment (GRC 600 or for IMBA students, IMB 600), without special permission.

Course Credit

Graduate Courses Taken for Undergraduate Credit

Graduate courses at UNCW or other regionally accredited institutions may be used to fulfill undergraduate requirements if approved by the course instructor, student's department chair, dean of the college/school, and the dean of the Graduate School. All other transfer credit policies apply. Permission forms may be obtained on the Graduate School home page at: http://www.uncw.edu/grad_info/forms-students.htm.

Graduate Courses Taken as an Undergraduate to Later Apply to a Graduate Degree

Undergraduate students who wish to take graduate courses and later receive graduate credit for them must (1) obtain permission in advance from the course instructor, student's department chair and dean of college/school, and (2) present it to the Graduate School for approval. Graduate courses taken under this provision may not be used to fulfill undergraduate degree requirements. Permission forms may be obtained on the Graduate School home page at http://www.uncw.edu/gradschool/registration/forms/undergraduatetograduate.pdf.

Credit for Approved Combined Degree Programs

Graduate courses used to fulfill an undergraduate degree requirement at UNCW may be applied to a graduate degree only when taken as part of an approved combined degree program. Courses applied toward an awarded degree may not be applied to a second degree except as described by specific degree programs.

Courses Approved for Undergraduate Credit Only

Courses approved for undergraduate credit, may not become a part of the graduate program, do not carry graduate course credit, and do not compute in the graduate GPA. A graduate student who is required to take undergraduate courses, whether as a requisite for admission or for other reasons, or who takes such
courses in the field of his or her graduate major, must make grades of at least B on all such courses in order to maintain eligibility as a graduate student.

**Non-degree Credit**

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.

**Directed Individual Study**

This course, designated as 591 in each department, involves investigation beyond what is offered in existing courses. To enroll in a Directed Individual Study, students should refer to the course description section of the graduate catalogue for program specific course restrictions and complete the appropriate form. Additionally, approval must be obtained from (1) the faculty member who will direct the study and (2) the graduate coordinator or department chairperson.

**Extension Courses**

*(see section on Special Academic Programs)*

**Transfer of Course Credit**

A maximum of six semester hours of graduate credit may be transferred from another regionally accredited institution in partial fulfillment of the total hours required for any graduate degree. When special circumstances warrant, students may petition the Graduate School for transfer of more than six semester hours. Each such petition must be accompanied by a statement of endorsement from the appropriate dean. Under no circumstances will more than two-thirds of the hours required for a graduate degree or post-baccalaureate certificate be accepted. At least one-third of the hours required for each program must be earned at UNCW.

Grades earned on transferred work must be equivalent to B or better. Transferred credit will be accepted by the Graduate School only upon recommendation of the program coordinator for the program. Graduate School must have an official transcript showing the satisfactory completion of courses offered for transfer credit. The courses must have been taken within the allowed time limits for the degree.

**Experiential Learning**

The UNCW Graduate School will consider awarding transfer credit for experiential learning accepted for credit at another institution only if the experience was an integral part of a graduate program (e.g., internships, field experience) and was supervised and approved by the institution.
Adding/Dropping

Courses may be added or dropped only during the official drop/add period, which is noted in the current University Calendar, linked from http://www.uncw.edu/catalogue/.

Withdrawal Policy for Graduate Students

This refund policy only applies to complete withdrawals from UNCW. Students who simply withdraw from an individual class after the drop/add period receive NO refund or reduction of fees whatsoever. A student is allowed to withdraw from the University or from individual courses through the first week of the semester without having a grade entered on the academic record. From the second week through the twelfth week of the semester, any student who withdraws will receive a grade of W. A grade of W will not affect the student’s grade point average.

Beginning with the thirteenth week of the semester, a grade of WF will be assigned for each course withdrawal. The instructor will assign the grade of F at the end of the semester for any student that has not gone through the withdrawal process. Should extenuating circumstances warrant, the grade of WF or F assigned for course withdrawal may be changed to a W. This determination will be made by the Graduate School. It is the student’s responsibility to initiate the appeal. The decision of the dean is final and must be rendered prior to the end of the semester in which the withdrawal occurred. The grade of WF and F will affect the student’s grade point average.

If the term of an individual course does not conform to the standard 15 week semester, the withdrawal period is calculated based upon the course term’s equivalence (i.e., a student is allowed to withdraw from the course through the first 1/15 of the course term without having a grade entered; between 2/15 and 12/15 of the course term, a student who withdraws will receive a W; beginning 13/15, a grade of WF will be assigned for a withdrawal).

A student who plans to withdraw from a course or all courses for the term, but plans to return to the University, should complete the “Graduate School Course(s)/Term Withdrawal” form before or on the last day for withdrawal as indicated in the University Calendar of Events. If the student does not plan to register in the following term, then a leave of absence form must be completed (refer to the leave of absence guidelines below). This form is located at http://www.uncw.edu/grad_info/forms-students.htm and, upon completion, should be sent directly to the Graduate School.

A student who plans to withdraw from all courses and the University, and does not plan to return to the University, should complete the "Graduate School Complete Withdrawal" form. This form is located at http://www.uncw.edu/grad_info/forms-students.htm and, upon completion, should be sent directly to the Graduate School.

Students who choose to completely withdraw from the University, but later decide to return, must reapply to the Graduate School and pay all applicable fees.

Faculty who wish to register an accusation of academic dishonesty or misconduct against a graduate student should immediately notify the Graduate School in writing. Graduate students may not withdraw from any course for which such an allegation of academic dishonesty or misconduct has been filed with the Graduate School. Should the student subsequently be found innocent of these charges and if the
withdrawal date has passed, the student may petition the dean of the Graduate School for withdrawal from the course.

**Leave of Absence Guidelines**

Students who will not use university resources should apply to the Graduate School for a leave of absence. Students choosing this option must complete a leave of absence form. If a graduate student requests, and is granted a leave of absence, the student must return in the term specified on the Leave of Absence form. If a student fails to continue in the agreed upon term, then he/she must reapply for admission.

**Graduate Grading**

The University of North Carolina Wilmington uses the quality point system and semester hour credit for calculating student achievement. Plus (+) or minus (-) grades may be awarded at the discretion of the faculty. Only courses approved by the Graduate Council will be eligible for S/U or P/F grading. Up to six credit hours of S/U may be applied to any degree program. Grade symbols and equivalent quality points used are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00 qp</td>
<td>Excellence</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 qp</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33 qp</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00 qp</td>
<td>Completely satisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>2.67 qp</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33 qp</td>
<td></td>
</tr>
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<td>C</td>
<td>2.00 qp</td>
<td>Minimally acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0 qp</td>
<td>Failure</td>
</tr>
<tr>
<td>P/F</td>
<td></td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory progress (thesis)</td>
</tr>
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<td>Unsatisfactory progress (thesis)</td>
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<tr>
<td>I</td>
<td></td>
<td>Work incomplete</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdraw passing</td>
</tr>
</tbody>
</table>

*Earned grade points = quality points*
The grade point ratio is determined by dividing the accumulated number of grade points earned (quality points) by the accumulated number of quality hours.

**Grades of Incomplete**

An incomplete grade may be given if the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course work, but in no case will the extension exceed one year unless approved by the Graduate School. The instructor may set the maximum allowable period for completion of the course work, but in no case will the extension exceed one year. If the time allowed is to be less than one year, this information should be transmitted in writing to the student, with a copy to the Graduate School. If, within 12 months, a change of grade has not been submitted by the instructor, the incomplete automatically becomes an I/F.

**Retention Policy**

Three grades of C, one grade of F, or one grade of U (e.g. thesis/dissertation) results in dismissal from the graduate program. Further, if a student falls below a 3.0 GPA at any time, he or she goes on academic probation and has either three subsequent courses or nine hours to bring the GPA up to at least a 3.0. In addition, a student must have at least a 3.0 GPA in order to begin any program specific comprehensive examination and/or thesis work.

A graduate student who is required to take undergraduate courses, whether as a requisite for admission or for other reasons, or who takes such courses in the field of his or her graduate major, must make grades of at least B on all such courses in order to maintain eligibility as a graduate student.

**Minimum Competency Requirement**

Individual graduate programs may designate certain courses as requiring minimum competence of B. Any student receiving a C in such a course must repeat it and receive a grade of B or better. Such courses may be repeated only once, and failure to receive a B or better grade in the repetition will result in dismissal from the graduate program. Both the initial C and subsequent grade will count in determining the GPA, but only the initial hours will count toward degree requirements.

**Policy on Repeating Courses**

A student who has received a grade of C in a graduate course may repeat that course once. Both the first and second grade will count in determining the GPA, but only the initial hours will count toward degree requirements. Students may not repeat a course in which they received a grade of A or B. The initial grade of "C" will count in the total number of grades of "C" for retention purposes.
Retention by Appeal

Students who have been dismissed from the graduate program and readmitted by special action of the Graduate School shall have their subsequent retention policy determined individually by the Dean of the Graduate School. In cases where a student is readmitted by such special action, the grades of C, F or U that existed at the time of readmission will not be grounds for ineligibility for graduation as defined in the policy on graduation below.

Auditing Policy for Graduate Students

Auditing is considered the privilege to attend a class if space is available. The decision to allow auditing within the professional schools and graduate degree programs is the prerogative of the deans and the department chairs. Within those programs granting the auditing privilege, students must have the approval of the instructor and the appropriate department chair or dean prior to registering or adding the course(s) to their schedule. The student should consult the Office of the Registrar for auditing enrollment procedures and registration dates. The audit will be considered part of the student course load with respect to tuition and fees. Tuition and fees are the same as for credit enrollment.

Attendance, preparation, and participation in classroom discussions and activities are at the discretion of the instructor and the department. No credit is given and no examinations are required. An audit designation will appear on the student's transcript. A course audit may not be changed to graduate credit.

Graduate Internships

Several units of the Graduate School offer students the opportunity to earn academic credit in a work environment. The purpose of the internship experience is to provide students the opportunity to integrate practical experience with classroom learning. Permission of the dean of the school/college or chair of a department, or director of a program offering the internship is required for enrollment. The Graduate School approves graduate internship policies. Information about specific graduate internships is available from graduate units offering the internships.

Graduation

A student must have no less than a 3.0 GPA on all graduate-level courses. Three grades of C, one grade of F, or one grade of U (e.g. thesis/dissertation) results in ineligibility for graduation. Grades of A,B,C,F,S,U and W are permanent grades and can be changed only by the instructor with the approval of the appropriate dean in cases of arithmetical or clerical error or as a result of protest of grade.

Graduate students must complete all degree requirements to be eligible to walk in a graduation ceremony. Graduate students who have completed all degree requirements for July graduation, may walk in the December ceremony and their names will be listed in the December commencement program; graduate students who have completed all degree requirements for December graduation, may walk in the December ceremony and their names will be listed in the December commencement program; graduate students who have completed all degree requirements for May graduation, may walk during the May ceremony and their names will be listed in the May commencement program. A graduate student may walk only in the graduation ceremony in the term in which they graduate.
Grade Appeal Procedure

Any student considering an appeal on a final course grade should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method chosen by the faculty member that is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, discriminatory, arbitrary, or capricious academic evaluation by a faculty member is a violation of a student's rights and is the only valid ground for a final course grade appeal. Such an appeal must be made no later than the last day of the next succeeding regular semester. Grades not appealed by that time become permanent.

These procedures are not to be used in cases involving student academic dishonesty or in cases where a student disputes the final course grade for reasons other than alleged discriminatory, arbitrary, or capricious academic evaluation by a faculty member.

Any student who contests a final course grade under this procedure shall first attempt to resolve the matter with the instructor involved. Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the steps outlined below.

1. The student shall present the appeal in writing to the chair of the department within which the contested grade was awarded. The written statement shall limit itself to a factual description of evidence pertaining to the valid ground for the appeal and documentation of all attempts to reach resolution. By conferring with the student and the instructor, the chair will seek resolution by mutual agreement. The chair will provide a written statement of the results of this effort to the faculty member and student.

2. Failing to resolve the issue in Step 1, the student shall present the written appeal and all documentation of attempts to reach resolution to the dean of the college or school, in which the protested grade was awarded. The dean, by conferring with the student and the instructor, will seek resolution by mutual agreement. The dean will provide a written statement of the results of this effort to the chair, faculty member, and student.

3. If Step 2 fails to produce a resolution, the student shall provide a written appeal request to the dean of the graduate school. The written statement shall limit itself to a factual description of evidence pertaining to the valid ground for the appeal, documentation of all attempts to reach resolution, and the student's desired outcome. This initiates the last stage of the grade appeal process.

4. Upon receipt of the written appeal request, the dean of the graduate school will convene and chair meetings of the Grade Appeals Committee, which consists of faculty members appointed by the dean of the graduate school. The committee will make recommendations to the dean following the hearing proceedings.

5. If the dean affirms the instructor's decision, he/she will notify the faculty member, student, chair, and appropriate college or school dean or director in writing. The decision made by the dean is a final university decision and may not be appealed further.

6. If the dean affirms the student's appeal, he/she shall prescribe the method by which the student will be reevaluated and communicate that to the faculty member, student, chair, and appropriate college or school dean or director in writing. If the reevaluation results in a grade change, the established Course Grade Change procedure will be followed. The grade resulting from the reevaluation is a final university decision and may not be appealed further.
**Academic Grievance Procedure**

Graduate students who have academic or procedural concerns, other than grades, should attempt to resolve those concerns at the lowest academic level as soon as possible (and no more than 90 days) after the event giving rise to the complaint. The first level for redress is with the appropriate faculty member. Within 30 days of failing to reach a satisfactory resolution with the faculty member, the student may appeal to the department chairman. Failing resolution at the department level, the student may, within 10 business days, appeal jointly to the dean for the student's academic area and to the dean of the Graduate School. The deans (or their designees) will conduct interviews with all parties to arrive at a resolution of the issue. The mutually agreed upon decision of the deans will be final and not subject to further appeal. Complaints that fall within the categories of sexual harassment, improper personal relationships, personal discrimination, unlawful workplace harassment, or workplace violence should be filed in accordance with Appendix J of the UNCW Code of Student Life.

**Final Examination Policy**

University policy requires the scheduling of final examinations. Under this policy, the final examination schedule provides a three hour period for each examination and allows a maximum of four examinations per day. The length of the final examination, up to a maximum of three hours, is at the discretion of the instructor.

The final examination schedule is published at the beginning of each semester. Courses offered during the day have final examinations during the day. Night courses have final examinations at night.

A student who is scheduled to take three or more final examinations in one calendar day may have one or more rescheduled by notifying the three or four instructors and the appropriate deans of this desire at least two weeks before the beginning of the final examination period. It will be the responsibility of the instructors, working with the student, to reschedule the examinations and to so inform the student and the appropriate deans at least one week before the beginning of the final examination period.

Rescheduling of a final examination for an entire class requires the approval of the appropriate dean.

**Transcripts**

Transcripts are issued by the Office of the Registrar at the request of students. Requests for transcripts can be made online through SeaNet or by visiting the Office of the Registrar. Transcript request instructions can be found at http://www.uncw.edu/reg/students-transcripts.htm. The fee for each transcript is $8.

**Indebtedness**

All indebtedness to the University must be satisfactorily settled before a diploma or transcript of record will be issued.
Change of Name and Address

It is the obligation of every student to notify the University in writing of any change in name. Documentation in the form of a government issued identification (such as a valid driver's license or voter registration card) plus a photo identification is required for name changes. Graduate students need to bring these documents to the Graduate School (2nd Floor, James Hall). Addresses may be updated by way of the Student Information System on SeaNet.

Safety and Health Program

UNCW's safety program complies with the State Occupational Safety and Health Act of 1973.

Master's Degree Examination

Every master's candidate must pass either a written comprehensive examination covering his or her field of study, or an oral comprehensive examination covering all course work required for the degree, or both, according to the decision of his or her department or school. The general expectation is that the comprehensive exam is taken near the end of coursework and in conformance with a schedule established by his or her department or school. If a thesis is required, a final oral defense of the thesis may be required in addition to the comprehensive examination, or as part of the oral examination.

A committee of at least three members of the graduate faculty (at least two of whom must be in the major program) evaluates the student's work for the master's degree, approves any thesis required, and administers any oral examination that may be given. If the student has a minor field of study, at least one member of the student's committee must represent the program of the minor.

A master's candidate who fails either a comprehensive written or oral examination may not take the examination a second time until at least three months have elapsed. No student may take an examination a third time without approval of the dean of the Graduate School. A student passes an examination only on approval by at least two-thirds of the members of the examining committee. The vote of the examining committee is considered to be final.

Registration for Thesis

Every student required to write a master's thesis must register for a minimum of three hours of thesis credit. A maximum of six credit hours for the thesis may be used toward course requirements for the master's degree. During each term that a student is working on a thesis, he or she should register for as many hours as are academically appropriate, except that, if the required hours of thesis credit have been taken, the student may register for GRC 600 (continuous enrollment) so long as this is the only course for which he or she is registered. Any student engaged in thesis research and/or writing that involves the use of university faculty or facilities must be registered during the semester or summer session in which he or she is using faculty time or facilities, whether the student is in residence or not. Graduate students must be enrolled in the term in which they complete their graduate work or are scheduled to receive their degree.
Foreign Language Requirement

Foreign language requirements differ from one graduate degree program to another. At an early stage, a graduate student should consult his or her graduate program advisor concerning what foreign language, if any, will be required. The requirement for a student in a given program must be one of the options approved for that program by the Graduate School. Each department or curriculum shall determine when a graduate student must fulfill a foreign language requirement, provided that such a requirement be satisfied before a student is admitted to candidacy. At the time a student requests admission to candidacy, his or her dean will be asked to certify on the application of candidacy that such a requirement has been met.

Application for Admission to Candidacy and for the Degree

A student in a master's degree program applies for admission to candidacy at the time of application for the degree. To be eligible for graduation each student must apply for a specific graduation on or before the deadline shown in the Calendar of Events. A $6 graduation application fee is added to the student's account when the degree application is submitted. If a student has already applied for candidacy and for the degree, but fails to meet a deadline for a particular graduation, he or she must contact the Graduate School to specify a new graduation date.

Degree Time Limits

A graduate student has five calendar years (masters) or six calendar years (Ph.D.) to complete his or her degree program. The period begins with the student's first term of work after formal admission to a degree–granting program. Work completed as a non–degree student does not initiate the five–year period for completing a degree program.

Courses taken more than five calendar years prior to the admission of a student into a degree program at UNCW normally are not accepted for credit toward fulfilling the requirements of the student's degree program. In some cases, however, with approval of the student's advisory committee and department/unit chair, a student may petition the Graduate School to accept for credit work that is more than five years old.

When extenuating circumstances warrant, an extension of the time limit for completing a graduate program may be granted to a student upon his or her petition to the Graduate School. Such petitions must include an explanation and the endorsement of the student's advisory committee and academic unit's chair or dean.

Policy Statement on Illegal Drugs

In accordance with policy adopted by the Board of Governors of the University of North Carolina and the Board of Trustees of UNCW, disciplinary proceedings against a student, faculty member, administrator, or other employee will be initiated when the alleged conduct is deemed to affect the interest of UNCW. The
penalties that may be imposed range from written warnings with probationary status to expulsion from enrollment and discharge from employment.

The full text of the policy appears in the UNCW Policies and Procedures Manual (http://uncw.edu/policies/documents/04.110.pdf ), the Faculty Handbook, VIII.C.3 (http://www.uncw.edu/fac_handbook/policies/state/drugs.htm), and in both the electronic and print forms of the Code of Student Life (uncw.edu/cosl).

Release of "Directory Information"

The University of North Carolina Wilmington routinely has made public certain information about its students. Typically, UNCW releases the names of students who are selected by the various honorary societies, receive scholarships, make the Dean's List, hold offices, or are members of athletic teams. The annual commencement program publishes the names of persons who have received degrees from UNCW during the year.

The Family Educational Rights and Privacy Act defines the term "directory information" to include the following information: the student's name, classification, local address, local or contact telephone listing, UNCW e-mail address, place of birth, major fields of study, participation in officially recognized activities and sports, weight and height and date of birth of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The University will make public information about each student limited to these categories in ways such as those described above. Of course, information from all these categories is not made public in every listing.

Students who do not wish to have "directory information" made public without their prior consent must complete a "Request to Prevent Disclosure of Directory Information" form in the Office of the Registrar.

Family Educational Rights and Privacy Act (FERPA)

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student had given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.
The policies of the University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the Office of the Secretary of The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; telephone: 919-962-4588).

Student Conduct

The filing of an application of admission shall be construed as both an evidence and pledge that the applicant accepts the standards and regulations of the University of North Carolina Wilmington and agrees to abide by them. Each student, by the act of registering, is obligated to obey all rules and regulations of the University as stated in the Code of Student Life, the university catalogue and other university publications. The University reserves the right to ask for the withdrawal of any student who refuses to adhere to the standards of the institution.

Academic Honor Code

The University of North Carolina Wilmington is a community of high academic standards where academic integrity is valued. UNCW students are committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge. This commitment begins when new students matriculate at UNCW, continues as they create work of the highest quality while part of the university community, and endures as a core value throughout their lives.

The UNCW Honor Pledge

All students enrolled at UNCW are subject to the UNCW Student Academic Honor Code (hereafter referred to as the Honor Code), which is intended to help every member of the UNCW community appreciate the high value placed on academic integrity and the means that will be employed to ensure its preservation. Students are expected to perpetuate a campus culture where each student does his or her own work while relying on appropriate resources for assistance. In such a climate students enjoy a special trust that they are members of a unique community where one's thoughts and words are attributed correctly and with proper ownership, and where there is little need for systems to sanction those who cheat. As such, all UNCW students shall commit to the principles and spirit of the Honor Code by adhering to the following pledge:

"As a student at The University of North Carolina Wilmington, I am committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge. I pledge to uphold and promote the UNCW Student Academic Honor Code."

A graduate student assigned a course grade of "F" as a result of an Honor Code offense will be deemed ineligible to continue in the UNCW Graduate School. The full UNCW Student Academic Honor Code may be viewed at uncw.edu/cosl.
Class Attendance

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.

The Graduate School

Ron Vetter, Associate Provost for Research and Dean of the Graduate School

Graduate School

Successful completion of a graduate program at the University of North Carolina Wilmington requires the student to demonstrate a depth and sophistication of knowledge, performance in certain skills, and/or professional, laboratory, or field experience substantially beyond the level required for a baccalaureate degree. The particular requirements for academic rigor and professional competencies, and the tools for measuring them, are defined by the discipline at a level consistent with national norms or standards for the certificate or degree.

Consequently, all graduate programs and the courses that support them are progressively more advanced in academic content than undergraduate programs and courses, include knowledge of the literature of the discipline, ensure ongoing student engagement in original research and/or appropriate professional practice and training experiences, and foster independent learning.

The Graduate School at the University of North Carolina Wilmington administers programs of study leading to the Master of Business Administration; the Master of Education; the Master of Science; the Master of Arts; the Master of School Administration; the Master of Arts in Teaching; the Master of Science in Accountancy; the Master of Fine Arts; the Master of Science in Nursing; the Master of Public Administration; the Master of Social Work; Ph.D. in marine biology; Ed.D. in educational leadership and administration; Post-Baccalaureate Certificate Programs; and Post-Master's Certificate Programs.

Each of these programs provides capable students with an opportunity to pursue advanced study, training, and research designed to enhance their academic and professional development. More detailed descriptions of these programs appears separately in the following pages.
Admissions

General Admissions Requirements

For admission to a graduate degree program at the University of North Carolina Wilmington, the applicant must (1) hold a bachelor's degree from a regionally accredited college or university in this country or its equivalent in a foreign institution. Equivalency of international baccalaureate degrees will be determined using World Education Services (WES.org) or Educational Credential Evaluators (ECE.org) course-by-course transcript evaluations submitted to the Graduate School. (2) have a strong overall academic record with a B average or better in the basic courses prerequisite to the area of proposed graduate study; and (3) meet additional admission requirement(s) as outlined by the graduate program. Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), and Miller Analogy Test (MAT) scores (if required by the program) are valid for five years from the date the test is administered.

All applications must be submitted electronically through the online application no later than the published deadline, at midnight Eastern Time.

A student who leaves the University and who does not register for at least one semester must apply for readmission to the Graduate School. Each student admitted to a graduate degree program must have a completed medical report form on file at UNCW before initial registration may be effective. In addition, an immunization record for each newly admitted UNCW graduate student, regardless of status, is required by law to be on file at UNCW prior to enrollment.

Graduate students are subject to the same university policies and regulations as undergraduates unless otherwise stated.

Specific admission requirements are listed under each degree program.

Regular Admission With Deficiencies

A student whose grades and/or test scores and admissions portfolio are at an acceptable level but who does not have the undergraduate background expected by the academic unit and the Graduate School may be assigned deficiency courses. The letter of admission lists the deficiencies that must be completed before the student advances to candidacy. It may be required that some or all deficiencies be completed before the student enrolls in specific degree courses. Deficiency courses are taken in addition to those normally required for a degree.

Provisional Admission

A student who does not meet minimum academic standards but has counterbalancing evidence to suggest the potential for success may be admitted on a provisional basis. Provisional admission provides an academic unit with more evidence on which to base its admission decision. A student must obtain a grade of B or better in all courses taken while in provisional status. Normally, the academic unit reviews the student's status following completion of nine hours of approved graduate study. The academic unit may recommend a change in status to the Graduate School and recommend withdrawal from the program, if appropriate. A student who has completed provisional requirements should check with the
academic unit to verify that the change of status has been noted by the program. A provisional student may also be assigned deficiency courses.

**Non-Degree Students (Special Graduate Status)**

In some cases, students who are not seeking a graduate degree maybe permitted to take graduate courses. Such permission to take graduate courses does not constitute admission to a graduate degree program. Non-degree graduate students are not candidates for degrees. Enrollment must be maintained in at least one graduate course each semester. The undergraduate grade-point averages for non-degree graduate students are expected to meet the same standards that apply to the admission of graduate students in full standing. Students that are later accepted to a degree program may, with approval, have up to 10 hours applied toward the degree. Normally, non-degree status is not available and does not apply to students interested in taking courses in the Cameron School of Business Administration. Admission requirements may vary for each academic unit, and students seeking non-degree status therefore must determine and meet these conditions prior to completing their application.

**Re-Enrolling**

A student who leaves the University and who does not register for at least one semester (fall or spring, not applicable for summer) must apply for readmission to the Graduate School. The reenrollment application is available through the Graduate School web site www.uncw.edu/grad_info/

**Admissions – International Students**

International students must present evidence of their ability to speak, read, and write the English language and to meet fully the financial obligations associated with their study at the University. Students from foreign countries where English is not the primary language or that did not earn their baccalaureate degree from a regionally accredited US institution, must present the results of the TOEFL examination (Test of English as a Foreign Language) or IELTS (International English Language Testing System), as a part of their application for admission. TOEFL scores are valid for two years from the date the test is administered. A minimum score of 550 (paper test), or a minimum score of 79 on the Internet-based test (TOEFL iBT) is required for admission to all programs, or IELTS minimum score of 6.5 or 7.0 to be eligible for a teaching assistantship, but this score does not guarantee acceptance. A financial responsibility statement must also be submitted.

In addition to the TOEFL, international applicants who do not speak English as a primary language and who wish to become teaching assistants are required to demonstrate competence in oral communication skills if the teaching assistantship involves classroom instruction, laboratory instruction, or tutoring. A minimum score of 45 on the Test of Spoken English (TSE) or a minimum of 25 on the speaking section of the TOEFL iBT or an examination of comparable score on an equivalent test is required to be eligible for an instructional assignment. Minimum score criteria may be higher for some graduate programs.
Policy Statement for Graduate Students Working on Campus

Graduate students may be employed as a teaching/research assistant or in another flat-rate assignment on campus. Normally, these assignments do not exceed 20 hours per week during the regular fall or spring term. Additional hourly work on campus may be approved by the Graduate School on a temporary, case-by-case basis; however, the total assignment should not exceed 30 hours per week.

It is the responsibility of each academic unit to ensure that academic progress is a priority and work assignments do not interfere with a student's progress toward the degree.

Non-Discrimination Policy

The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, or relationship to other university constituents - except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for State funded employee benefit programs.

Any student who supplies false or misleading information or who conceals pertinent facts in order to enroll in the University of North Carolina Wilmington is subject to immediate dismissal from the University.

Application forms and other admissions information may be obtained through the Graduate School web site www.uncw.edu/grad_info/ Contact information: Graduate School, University of North Carolina Wilmington, 601 South College Road, Wilmington, North Carolina 28403-5955, (910) 962-3135 or (910) 962-4117 phone, (910) 962-3787 fax.

Department and Prerequisite Abbreviations

The following standard list of abbreviations are used for stating department and prerequisite abbreviations:

Accountancy          MSA
Anthropology          ANT
Biology              BIO
Biology Lab          BIOL
Business             BUS
Business Law         BLA
Chemistry            CHM
Chemistry Lab        CHML
Clinical Research   CLR
Computer Science    CSC
Conflict Management and Resolution CMR
Sociology and       SOC
Criminology         CRM
<table>
<thead>
<tr>
<th>Program</th>
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<tr>
<td>Creative Writing</td>
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<td>Economics</td>
<td>ECN</td>
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<td>Educational Leadership</td>
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<td>Education</td>
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<td>English</td>
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<td>Environmental Studies</td>
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<td>History</td>
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<td>Information Systems</td>
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<td>International Exchange</td>
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<td>International MBA</td>
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<td>Liberal Studies</td>
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<td>Operations Management</td>
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Course Descriptions

Accountancy

ACG 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

MSA 500 - Professional Accounting Research

Credits: 1-3
Explores the interaction of theory, research, and application of financial accounting and auditing standards. Students will learn to use the research techniques, analytical skills, professional judgment, and communication skills needed by professional accountants to apply FASB, AICPA, PCAOB, and SEC accounting and auditing pronouncements.

MSA 503 - Current Topics in Nonprofit Organization Accounting

Credits: 1-3
A survey of the accounting and financial reporting practices of government and other types of nonprofit organizations, and a critical review of contemporary issues concerning changes to existing government and nonprofit accounting and financial reporting methods.

MSA 504 - Federal Tax Research

Credits: 1-3
Tax research techniques applicable to federal tax laws in regard to individual, corporate and partnership taxpayers. Use of traditional and computerized tax services in the solution and reporting of tax cases.

MSA 505 - Partnership and S Corporation Taxation

Credits: 1-3
This course studies principles of taxation applicable to partnerships and S corporations. The course emphasizes the tax consequences of organizations, operations, distributions, and liquidations for entities and their owners.
MSA 506 - Estate Planning

Credits: 1-3
An examination of wealth transfer taxes and income taxation of estates and trusts. The course further looks at the integration of these taxes and the planning opportunities available to minimize tax liabilities.

MSA 508 - Taxation and Business Decisions

Credits: 1-3
This course examines the impact of taxation on managerial decisions, policies, and procedures with respect to the organization and operation of a corporation. Topics of study may include the tax consequences of contributions, non-liquidating distributions, and income determinations for corporations and shareholders.

MSA 510 - Tax Planning Techniques

Credits: 1-3
This course explores opportunities for planning under federal tax law. Topics of study include business acquisitions and liquidations, consolidations, and international operations for corporations and other business entities.

MSA 512 - Auditing Concepts

Credits: 1-3
Study of the objectives, standards, procedures and reporting requirements associated with a public accountant's role in auditing financial statements and performing assurance engagements. Students will learn how to make client acceptance decisions, plan and conduct audits and generate appropriate report(s) in light of competitive, legal and ethical constraints.

MSA 514 - Ethics & Prof In Actg

Credits: 1-3

MSA 515 - International Management and Strategy

Credits: 1-3
Explores how managers in firms are affected by key environment factors, such as politics, culture, economics and geography, etc. It studies strategies for resolving the differences and challenges posed by international business opportunities and competition.
MSA 516 - Systems Assurance

Credits: 1-3
Study of systems issues in today's technological environment with an emphasis on auditing an EDP system. Includes a study of auditor control risk; organization, documentation, hardware and software control; auditing computer programs, computer files, computer processing; and auditing third party and expert systems.

MSA 517 - Human Resource Management

Credits: 1-3
A survey of the relationship between management of human resources and the effective management of the firm. Topics covered include staffing, performance appraisal, compensation systems, discipline, due process, motivation, team development and effectively managing meetings.

MSA 518 - Risk Based Auditing

Credits: 1-3
Selected areas of auditing including analytical procedures, statistical sampling, internal control, internal auditing, auditor reports, and other attestations. Emphasis on directed readings, case studies, individual research and special reports.

MSA 520 - International Accounting

Credits: 1-3
A survey of international accounting topics including comparative accounting systems and practices, internal accounting standards, analyzing foreign financial statements, and transfer pricing.

MSA 521 - Current Trends in Communication and Technology

Credits: 1-3
Current and emerging issues in communications and technology that affect or are affected by business. Hardware and software issues concerning end-user computing are explored. Communications technology and software for accessing information beyond the organization's boundaries are stressed.

MSA 522 - Business Database Systems

Credits: 1-3
Major database structures are presented and discussed. The relational database structure is stressed. Conceptual foundations, such as normalization, are integral to the course. Students are required to become competent users of major database management features: report generation, development of input forms that maintain integrity, and queries.

MSA 524 - Accounting Information Systems Analysis and Design

Credits: 1-3
A study of concepts and techniques related to the systems development life cycle, structured systems
analysis and design techniques, and rapid application development with particular focus on accounting information systems.

**MSA 525 - Marketing Management**

Credits: 1-3
Examining major factors considered in the analysis, development, and control of marketing programs. Attention is directed to decisions concerning service offerings, pricing strategy, promotional methods, and the channels of distribution. Emphasis is placed on the role marketing plays in the management and decision-making of the firm.

**MSA 526 - Advanced Financial Accounting**

Credits: 1-3
Advanced study of the principles, theory and authoritative standards governing the preparation of financial statements. Topics include International Financial Reporting Standards, cash flow reporting, fair value accounting, and accounting for income taxes, leases, pensions and derivative financial instruments.

**MSA 527 - Marketing Professional Services**

Credits: 1-3
An in-depth exploration of the marketing of professional services, highlighting the distinctions which exist in the marketing of intangibles. In addition, the managerial implications of these distinctions and strategies available to overcome the difficulties associated with the marketing of services are examined.

**MSA 528 - Consolidations and Financial Topics**

Credits: 1-3
The study of corporate mergers and acquisitions and the related accounting issues. Topics include acquisition accounting under the purchase method and preparation of consolidated financial statements in parent/subsidiary relationships. Current merges and acquisitions are also studied. Additional financial topics are covered related to mergers.

**MSA 530 - Management Decisions and Control**

Credits: 1-3
Advanced theoretical and applied analysis of financial information systems for management planning and control. Topics include management control systems, strategic cost analysis, activity-based cost management and budgeting systems.

**MSA 534 - Accounting Practicum: Tax/Audit**

Credits: 1-3
A capstone course that examines the current issues facing the accounting profession including financial reporting, management accounting and control, information systems, and professional certification topics. The course includes a comprehensive project with a required professional presentation to faculty and business leaders.
MSA 535 - Accounting Practicum: Accounting Information Systems

Credits: 1-3
Prerequisite: MSA 524. A study and application of concepts related to the systems development lifecycle. The course includes a comprehensive project which will involve the analyzing, designing, and/or implementing an accounting information system for a real world client.

MSA 539 - Corporate Financial Management

Credits: 1-3
Examination of corporate decision-making process using cases to emphasize application of theory. Evaluation of balance sheet, income statement, cash flow statement and statement of stockholder's equity for purpose of controlling and financing growth.

MSA 540 - Cases in Financial and Investment Management for the Accountant

Credits: 1-3
Examination of corporate decision-making process using cases to emphasize application of theory. Evaluation of balance sheet, income statement, cash flow statement and statement of stockholder's equity for purpose of controlling and financing growth. Examination of investor decision-making process using cases to emphasize application of theory. Evaluation of pricing of various capital market instruments including derivative securities and convertible securities. Fundamentals of constructing efficient portfolios and writing investment policy statements for both individual and institutional investors.

MSA 562 - Business Law for Accountants

Credits: 1-3
This course is designed for students who have not taken undergraduate Business Law courses. Topics covered will include an overview of Tort Law, Contract Law, Property Law, Business Organizations, UCC Law, Secured Transactions, Commercial Paper, and Bankruptcy.

MSA 566 - Environmental Law

Credits: 1-3
This course will examine the purposes, methodology and effects of the law as it relates to environmental issues such as water and air pollution, toxins and land use. Topics will include current affairs, common law rights and remedies, the current legislative and regulatory framework and market-based approaches.

MSA 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Consent of the MSA director.

MSA 592 - Topics in Accounting

Credits: 1-3
Prerequisite: Consent of instructor. Study of topics or issues not covered in existing courses.
Anthropology

ANT 500 - Practicing Ethnography

Credits: 3
(445) Ethnographic research methods and qualitative approaches. Topics covered include observation, focus groups, participant-observation, life history, interviewing, qualitative analysis, research ethics, collaborative projects. Field research as basis for seminar paper.

Biology and Marine Biology

BIO 501 – Introduction to Science as a Profession

Credits: 2
Survey of educational trajectories and employment prospects for graduate students in the sciences, focusing on Biology and Marine Biology. Practical treatment of performance and communication in the scientific profession, with particular coverage of responsible conduct of research, laboratory and field safety, analyses of data, and the writing and reviewing of journal articles and grant proposals. Two lecture hours each week.

BIO 512 - Electron Microscopy and Cell Ultrastructure

Credits: 3
Prerequisite: Course in cell biology or permission of instructor. A discussion of the general and specialized techniques of transmission and scanning electron microscopy and their application to the elucidation of the structure and function of cell organelles in plants and animals. Three lecture hours each week. The lab for this course is BIOL 512.

BIO 515 - Introductory Biostatistics

Credits: 3
Introduction to biostatistical methods including exploratory data analysis, distributions, experimental design and hypothesis testing, analysis of variance, simple linear and multiple regression, analysis of covariance, and model selection. The lab for this course is BIOL 515.

BIO 519 - Advanced Topics in Cellular and Molecular Biology

Credits: 4
Prerequisite: Upper-level undergraduate or graduate course work in cellular and molecular biology or permission of the instructor. Selected topics in cellular and molecular biology. Includes: cytoskeletal components, membrane dynamics, cellular receptors, metabolism, gene expression, protein structure and function, molecular evolution and extrachromosomal DNA. Three lecture and three laboratory hours each week. May be taken more than once for credit under different topics.
BIO 526 - Advanced Topics in Microbiology

Credits: 2-4  
Prerequisite: Course in microbiology and organic chemistry or permission of instructor. Study of the taxonomy, morphology, metabolism, genetics and ecology of microorganisms. Emphasis is placed on the current microbiological literature. Lecture and laboratory hours each week. May be taken more than once for credit under different topics.

BIO 530 - Advanced Topics in Evolutionary Biology

Credits: 3  
The study of adaptation and diversity from both a micro and macro evolutionary perspective. Principles of population genetics, molecular evolution, phylogeny and systematics are among the topics that will be addressed in lecture and readings. Applications in behavior, physiology, ecology, medicine and conservation are stressed throughout. Three lectures per week. May be taken more than once for credit under different topics. The lab for this course is BIOL 530.

BIO 531 - Population Genetics

Credits: 3  
Prerequisite: Course in genetics. Basic principles of the dynamics of genes within populations. Topics include fitness, polymorphism, genetic equilibrium, and the effects of non–random mating and selection. Three lecture hours each week.

BIO 534 - Advanced Topics in Ecology

Credits: 3  
Prerequisite: Course in general ecology. Advanced topics in population dynamics, and community ecology. Current ecological theory on population regulation and community dynamics will be examined using a combination of literature readings, class discussion, and formal lectures. Three lecture hours each week. May be taken more than once for credit under different topics. The lab for this course is BIOL 534.

BIO 538 - Cytogenetic Methodology

Credits: 2  
Prerequisite: Course in genetics. Laboratory course introducing techniques for studying and analyzing the chromosomes of a variety of organism including plants and animals. Four laboratory hours each week.

BIO 539 - Advanced Topics in Population Biology

Credits: 2-4  
Prerequisite: Courses in genetics and ecology or permission of instructor. Study of the ecology, genetics, and evolution of populations. Topics include dynamics of population structure, growth, and regulation; natural selection and the maintenance of genetic variation within populations; differentiation of populations and speciation; evolution of population strategies. Lecture hours each week. May be taken more than once for credit under different topics.
BIO 549 - Advanced Topics in Physiology

Credits: 4
Prerequisite: Permission of instructor. Study of topics in physiology for which significant new understanding has been obtained. Consideration is given to those emergent techniques that have permitted the application of scientific methodology to particular physiological problems. Three lecture and three laboratory hours each week. May be taken more than once for credit under different topics.

BIO 550 - Systematic Biology

Credits: 3
Prerequisites: A course in statistics is strongly recommended. A survey of methods used in systematic investigations including phylogenetic, cladistic, and eclectic approaches to the analysis of molecular, allozymic, cytogenetic, morphometric, and discrete plant and animal data sets. Nomenclatorial rules and procedures are discussed. Three lecture hours each week.

BIO 551 - Advanced Vertebrate Biology

Credits: 2
Prerequisite: Permission of instructor. Individualized instruction in the identification, classification, and ecology of the terrestrial vertebrates of the coastal zone with emphasis on field methodologies. Designed to fill gaps in each student's knowledge of the classes of terrestrial vertebrates. Four laboratory hours each week.

BIO 558 - Biology of Recreational and Commercial Fishes

Credits: 3
Prerequisite: Course in ichthyology and permission of the instructor. A study of the major groups of fishes and invertebrates utilized in fisheries, with emphasis on the biology, economic importance, and management of selected groups. Topics focus on contemporary management strategies and needs. Two lecture and three laboratory periods each week.

BIO 560 - Estuarine Biology

Credits: 4
Prerequisite: Course in general ecology or permission of instructor. An examination of the unique physical, chemical, and biological interactions within estuaries, emphasizing nutrient cycles and energy flows. Three lecture and three laboratory hours each week.

BIO 561 - Barrier Island Ecology

Credits: 3
Prerequisite: Course in general ecology or permission of instructor. Survey of vegetation and physiography of barrier islands. Two lecture and three laboratory hours each week.
BIO 562 - Wetlands of the United States and their Management

Credits: 3
Prerequisite: Course in general ecology or permission of the instructor. Ecology and management of wetlands and adjacent communities. Examination of methods used to restore and create wetlands. Two lecture and four laboratory hours each week.

BIO 564 - Biological Oceanography

Credits: 3
Prerequisite: Permission of instructor. Discussion of the recent oceanographic literature concerning nutrient cycling, distribution and regulation of oceanic productivity, and advances in methodologies used to study oceanic processes and controlling factors. Three lecture hours per week. The lab for this course is BIOL 564.

BIO 566 - Behavioral Ecology of Reef Fishes

Credits: 3
Prerequisite: Course in ichthyology or permission of instructor. An ecological and ethological approach to the study of reef fishes, including theories and problems dealing with ecological niche, competition, social systems, and population biology. Two lecture and three laboratory hours each week.

BIO 568 - River Ecology

Credits: 3
Prerequisite: course in general ecology or permission of instructor. The biology, ecology, chemistry, and physical nature of streams, rivers, and watersheds. Biodiversity, endangered species, pollutants, the regulatory structure, and river politics will be discussed. Three combined lecture and lab hours per week, plus field trips to local rivers, streams and tidal creeks.

BIO 571 - Phytoplankton

Credits: 0-4

BIO 575 - Taxonomy of Aquatic and Wetland Plants

Credits: 3
Prerequisite: Course in plant taxonomy or permission of instructor. Discussion, collection, and identification of vascular plants found in the aquatic and wetland habitats of coastal North Carolina. Extensive field work and individualized instruction in collection and identification techniques. Two lecture and three laboratory hours each week.

BIO 577 - Experimental Mycology

Credits: 3
Prerequisite: Graduate status. An accelerated introduction to general mycology with emphasis on the role of fungi as friend and foe in various ecosystems. The use of fungi as experimental tools as well as
modern technology useful to their study are considered. Two lecture and three laboratory hours each week.

BIO 578 - Biology of Harmful Algae

Credits: 3
Prerequisite: BIO 205, BIO 446, or consent of instructor. Identification (taxonomy), ecology, physiology and toxin production by both marine and freshwater microalgae. Toxin structure and mode of action, effects on humans and public health, environmental damage and possible mitigation/management strategies.

BIO 579 - Advanced Topics in Organismic Biology

Credits: 2-4
Prerequisite: Permission of instructor. Advanced study of the ecology, natural history, behavior, or systematics of selected groups of organisms. Lecture and laboratory hours each week. May be taken more than once for credit under different instructors.

BIO 580 - Field Studies in Biology

Credits: 1-6
A research experience–oriented field course offered in selected regional locales. Emphasis is placed on distribution, taxonomy, and ecology of animal and/or plant organisms.

BIO 585 - Special Topics in Advanced Biology

Credits: 1-6
Designed to deal with selected topics not considered in detail in regular course offerings. More than one topic may be taken for credit.

BIO 590 - Biomechanics

Credits: 4
Prerequisite: Course in animal biology. A study of the interactions of organisms with their physical environment. Concepts from fluid and solid mechanics are applied to biological form and function. Three lecture and three laboratory hours each week.

BIO 591 - Directed Independent Study

Credits: 1-4
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses. May be repeated under different subtitles.

BIO 594 - Pract: College Bio Teaching

Credits: 2
BIO 596 - Critique of Scientific Literature

Credits: 1
Review and critique of grant proposals, manuscripts, and published papers pertaining to biological research.

BIO 598 - Research

Credits: 1-3
Credit hours taken by students in pursuing their masters thesis research. May be taken more than once for credit, but for no more than 3 hours total.

BIO 599 - Thesis

Credits: 1-6
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

BIO 601 - Oceanography and Environmental Science

Credits: 2-3
Prerequisite: BIO 564 or permission of instructor. Topics and methods in biological oceanography and environmental science. Required of all Ph.D. candidates. May be repeated under different subtitles.

BIO 602 - Ecology

Credits: 2-3
Prerequisite: permission of instructor. Topics and methods in marine ecology. May be repeated under different subtitles.

BIO 603 - Physiology and Biochemistry

Credits: 2-3
Prerequisite: permission of instructor. Topics and methods in the physiology and biochemistry of marine organisms. May be repeated under different subtitles.

BIO 604 - Cellular and Molecular Biology

Credits: 2-3
Prerequisite: permission of instructor. Topics and methods in the cellular and molecular biology of marine organisms. May be repeated under different subtitles.

BIO 605 - Evolution and Diversity

Credits: 2-3
Prerequisite: permission of instructor. Topics and methods in the evolution and diversity of marine organisms. May be repeated under different subtitles.
**BIO 690 - Seminar**

Credits: 1
For resident students, attendance at departmental seminars is required. Candidates are required to present two scientific seminars (dissertation proposal and dissertation defense) at UNCW within four years of residency. Candidates are expected to orally present their research at least once at other institutions or (inter-) national scientific meetings. Credit is awarded during the candidate's last semester of residency.

**BIO 694 - Practicum in College Biology Teaching**

Credits: 2
(594) An introduction to theory, research, and practice in college biology teaching. Combines supervised internship in biology teaching with formal classroom instruction. For graduate students who have been awarded teaching assistantships in the Department of Biology and Marine Biology and others with permission of instructor. Ph.D. students will be required to engage in limited formal instruction. Two semester hours per week.

**BIO 698 - Research**

Credits: 1-6
Credit hours taken by students in pursuing their dissertation research. May be taken more than once for credit.

**BIO 699 - Dissertation**

Credits: 1-12
Credit hours taken by students in analyzing their research data and writing their dissertation.

**MBY 537 - Ichthyology**

Credits: 0-4

**Biology and Marine Biology Lab**

**BIOL 512 - Electron Microscopy Laboratory**

Credits: 1
Corequisite: BIO 512 and permission of instructor. Techniques for fixing, embedding and thin sectioning tissue. Students prepare tissue for observation and analysis and examine the tissue with the transmission electron microscope. Three laboratory hours each week. This course is the lab for BIO 512.

**BIOL 515 - Introductory Biostatistics Laboratory**

Credits: 1
Prerequisite or corequisite: BIO 515. Introduction to biostatistical methods including exploratory data
analysis, distributions, experimental design and hypothesis testing, analysis of variance, simple linear and multiple regression, analysis of covariance, and model selection. Students will use various statistical software packages to execute data analyses. This course is the lab for BIO 515.

**BIOL 530 - Advanced Topics in Evolutionary Biology Lab**

Credits: 1  
Co- or prerequisite BIO 530. An introduction to analysis and interpretation of experimental and comparative work in evolution. Generation of new data sets, analysis of new and/or existing data sets and computer simulations will be used in laboratory studies of micro and macro evolution. Three laboratory hours each week. May be taken more than once for credit under different topics. This course is the lab for BIO 530.

**BIOL 534 - Advanced Topics in Ecology Laboratory**

Credits: 1  
Corequisite or prerequisite: BIO 534. Approaches to analysis and interpretation of ecological data. Using sample and real data sets, various analytical approaches for examining population and community patterns will be examined. Estimation of theoretical parameters from data will also be explored. May be taken more than once for credit under different topics. This course is the lab for BIO 534.

**BIOL 564 - Biological Oceanography Laboratory**

Credits: 1  
Corequisite: BIO 564. Laboratory and field investigations of oceanographic problems, including instruction in standard analytical techniques, experimental design, and analysis, with an emphasis on biological responses to physical and chemical factors. Three laboratory hours per week. This course is the lab for BIO 564.

**Business**

**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.

**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.
**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.

**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.

**BUS 540 - Marketing Decision Marking 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.

**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 places on managing globalization, diverse workers, technology and social responsibility.

**BUS 591 - Directed Independent Study**

Credits: 2  
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

**BUS 605 - Organization Change and Strategic Leadership**

Credits: 3  
Study of organization and leadership theories; examines effective strategic leadership to recognize the need for change, then manage and evaluate change processes in educational organizations. Topics include fostering innovation, effective use of human resources individually and in teams, and motivating employees to highest performance.
BUS 624 - Strategic Management and Planning

Credits: 3
Course focuses on theory-based and practical approaches for long-term and short-term planning including competitive thinking, environmental analysis, developing core competencies, strategic formulation, strategic decision making, communicating decisions, using strategic scorecards, and planning for successful implementation of strategies. Discusses stakeholder issues involved in strategic management, budgeting processes, and project management.

Business Law

BLA 560 - Legal Envir and Bus Reg
Credits: 3

BLA 564 - Sem in Acct Legal Liability
Credits: 1-3

BLA 565 - Current Issues in Bus
Credits: 1

BLA 591 - Directed Independent Study
Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

BLA 592 - Topics in Business Law
Credits: 1-3

Chemistry and Biochemistry

CHM 501 - Introduction to Chemical Research
Credits: 2
Scientific proposal and manuscript preparation. Communication techniques. Experimental design and data analysis. Computer applications. Library use. Laboratory safety. Two hours each week.
CHM 512 - Mass Spectrometry and Nuclear Magnetic Resonance Spectroscopy

Credits: 3
Pre-requisite: CHM 211 -CHM 212 or equivalent
Introduction to advanced structural elucidation techniques using advanced mass spectrometry and NMR.

CHM 516 - Advanced Organic Chemistry

Credits: 3
Prerequisite: Two semesters of organic chemistry. Study of contemporary synthetic organic chemistry. Topics may include chiral synthetic methods, natural products synthesis, bioorganic chemistry, relationships between structure and reactivity and the role of reactive intermediates, with emphasis placed on examples from the recent literature.

CHM 517 - Medicinal Chemistry

Credits: 3
(417) Prerequisite: Two semesters of organic chemistry. Systematic study of the chemistry and biological activity of hormones, vitamins, drugs affecting the nervous system, and other miscellaneous agents.

CHM 521 - Advanced Physical Chemistry

Credits: 3
The study of quantum statistical mechanical basis of thermodynamics, including the behavior of solids and liquids. Kinetics of chemical reactions, particularly the microscopic picture of chemical reactions based on quantum statistical mechanics.

CHM 522 - Rates and Mechanisms

Credits: 3
Prerequisite: Physical chemistry. Chemical kinetics and reaction mechanisms. Transition state and collision theories. Catalysis.

CHM 525 - Computational Chemistry

Credits: 3
(425) Prerequisite: Physical Chemistry. Theory and practice of computational chemistry, including molecular mechanics, semi-empirical and ab initio molecular orbital theory, density functional theory, and molecular dynamics. Two hours of lecture and two hours of computer lab hours each week.

CHM 536 - Advanced Analytical Chemistry

Credits: 3
Prerequisite: Organic chemistry, quantitative analysis. Application of modern analytical methods to chemical problems. Emphasis upon chemical information, structural and quantitative, obtainable from these techniques. Topics may include modern spectroscopic, chromatographic, electrochemical, bioanalytical or isotopic techniques.
CHM 545 - Inorganic Chemistry

Credits: 3
Prerequisite: Physical chemistry and quantitative analysis, or equivalent. Study of periodic relationships: crystal lattice theory; transition metals and ions; crystal field theory; organometallic structures and reactions; and reaction mechanisms.

CHM 546 - Advanced Inorganic Chemistry

Credits: 3
Prerequisite: CHM 545 or equivalent. Study of contemporary inorganic chemistry. Topics may include organometallic, bioinorganic chemistry, group theory, and/or current topics in contemporary inorganic chemistry.

CHM 567 - Biochemical Techniques and Instrumentation

Credits: 2
Prerequisite or corequisite: CHM 365 or equivalent. Theory and practice of advanced biochemical techniques. Topics may include buffer and reagent preparation, protein assay, protein purification, electrophoresis, enzyme kinetics, vesicle construction, DNA isolation, and molecular visualization and modeling. Four hours each week.

CHM 568 - Advanced Biochemistry

Credits: 3
Prerequisite: CHM 365 or equivalent and CHM 321. Topics may include protein structure, stability, and visualization, enzyme kinetics and mechanisms including enzyme activators, inhibitors, and inactivators, ligand recognition and binding, and enzyme regulation.

CHM 574 - Aquatic Chemistry

Credits: 3
Prerequisite: Permission of the instructor. The chemistry of aqueous solutions, including use of activity coefficients, acid-base and buffer concepts, gas solubility, results of carbon dioxide dissolution, trace metal speciation, oxidation-reduction processes, photochemistry and mineral solubility. Concepts will be applied to laboratory solutions and natural waters.

CHM 575 - Chemical Oceanography

Credits: 3
CHM 576 - Chemical and Physical Analysis of Seawater

Credits: 3
(PHY 576) Prerequisite: Permission of instructor. Study of modern chemical and physical measurements of seawater including salinity, alkalinity, pH, nutrients, and dissolved oxygen. Several class periods may also be devoted to working aboard an oceanographic research vessel while at sea.

CHM 579 - Role of the Oceans in Human Health

Credits: 3
(MSC 579) Prerequisite: CHM 212, BIO 110, or consent of instructor. Discovery, structure, and biological activity of marine bioactive compounds, chemotaxonomy, pharmaceutical leads, marine biotoxins, structure, mode of action, regulation and monitoring, the producing organisms, how (biosynthesis) and why these compounds are made. Two lectures per week.

CHM 585 - Industrial and Polymer Chemistry

Credits: 3
(485) Prerequisites: Physical chemistry and two semesters of organic chemistry. Properties, synthesis, and reactions of major industrial chemicals; synthetic plastics, soaps and detergents; petrochemicals; paints and pigments; dyes; pharmaceutical and nuclear industries; mechanism of polymerization; copolymerization; physical and chemical properties of polymers; polymer characterization; advances in polymer techniques.

CHM 586 - Fundamentals of Heterocycles with Emphasis on Pharmaceuticals

Credits: 3
(486) Prerequisite: 2 semesters of Organic Chemistry. Well over half of all known organic compounds and most pharmaceuticals are heterocycles (containing an atom other than C in the ring). This course will examine their chemistry. Topics include the nomenclature, properties, synthesis, and pharmaceutical applications of heterocycles.

CHM 590 - Special Topics

Credits: 1-3
Study of a topic or technique in chemistry not covered in regular courses. May be repeated for credit.

CHM 591 - Directed Independent Study

Credits: 1-6
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.
CHM 595 - Graduate Seminar

Credits: 1
Discussion by students, faculty, and guest lecturers of research ideas and/or research results. May be repeated two times for credit.

CHM 597 - Comprehensive Literature Review

Credits: 3
Prerequisite: 12 credits of graduate level chemistry. The ability to survey the literature is the basis of advanced learning in chemistry. In this course students are taught the fundamentals of scientific literature searching and will be required to demonstrate the ability to apply their chemical knowledge to the discussion of a topic in the chemical literature. The topic to be reviewed will typically take the form of a written review article requiring the student to survey and synthesize current literature, explain the chemistry essential to understanding the topic and provide an extensive bibliography.

CHM 599 - Thesis

Credits: 1-6
Laboratory research for thesis and thesis preparation. Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Chemistry Lab

CHML 512 - Mass Spectrometry and Nuclear Magnetic Resonance Spectroscopy Lab

Credits: 1
Prerequisite: CHM 211 - CHM 212 or equivalent. Corequisite: CHM 512. Application of advanced structural elucidation techniques using advanced mass spectrometry and NMR.

Clinical Research

CLR 501 - Clinical Research Monitoring and Ethics

Credits: 3
In-depth examination of the stages of a clinical study from an operational perspective. Includes an overview of clinical research monitoring techniques and ethical considerations. Introduces skills for project planning and implementation; effective team management; management of timelines, resources, and contractual obligations; and monitoring project progress and risk.

CLR 510 - Advanced Scientific Writing & Interpreting Medical Literature

Credits: 3
Examination of methods used in developing a systematic literature review of a body of research relevant to drug development. Emphasizes methods for reviewing and summarizing pre-clinical and clinical trials
data. Discusses interpretation of statistical results. Students will critique scientific rigor in published medical literature.

**CLR 512 - Pharmacotherapeutics for Clinical Research and Product Development**

Credits: 3
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.

**CLR 515 - Epidemiology and Safety**

Credits: 3
Examination of the application of epidemiologic methods to clinical research. Includes overview of clinical study design with emphasis on burden of illness and post-marketing safety studies, assessment of bias, and interpretation of statistical results. Introduction to the development, validation, and selection of appropriate surveys and patient-reported outcomes instruments.

**CLR 520 - Regulatory Affairs & Project Management**

Credits: 3
In-depth study of regulations pertaining to biopharmaceutical and device development, including, but not limited study of INDs, NDAs, ANDAs, CANDAs, PLAs, CMC, submission processes, and financial/accounting (Sarbanes-Oxley) compliance. Studies the organization, responsibilities, and interactions between Regulatory Affairs and Project Management necessary to successfully manage pre-clinical and clinical research projects.

**CLR 525 - Current Issues in Global Regulatory Development and Management**

Credits: 3
Study of the global regulatory bodies, regulations, and management strategies that govern clinical research. Presents the FDA regulations, as well as reviews other countries’ regulations pertaining to drug, biologic, and device development. Current issues in global biopharmaceutical development reviewed.

**CLR 540 - Advanced Pharmacoeconomics**

Credits: 3
Exploration of analytical tools and strategies to evaluate the economic contribution of biopharmaceutical products from the perspective of patients, reimbursement groups, and prescribers. Discuss quality-adjusted methods and decision analysis. Examine basic concepts of formulary submission documents and product pricing strategies.

**CLR 545 - Biopharmaceutical Technology Transfer and Intellectual Property Management**

Credits: 3
The study of leveraging research capabilities with the marketplace and communicating research results
for public benefit. Topics to include: the identification, management, development and commercialization of marketable research and technologies. Additional topics include patents and licensing.

**CLR 550 - Clinical Research Trial Design & Data Management**

**Credits:** 3  
In-depth study and development of clinical research designs, including biopharmaceutical clinical research protocols and statistics for phases 1 through 4. Emphasis also placed on data management, including electronic data capture and emerging data capture methods. Includes development of skills necessary for multi-disciplinary teamwork required to build, maintain, and analyze a high quality study database.

**CLR 555 - Innovative Product Development and Strategic Planning**

**Credits:** 3  
Principals of operational and business practices pertaining to drug, biologic, and device development. Developing strategies including planning from research to discovery to formulation reviewed, including cost estimation and project management.

**CLR 560 - GXPs, ICH, and Quality Audits**

**Credits:** 3  
In-depth study of regulations governing the design and execution of clinical research. The role of IRBs, history of GXPs, principals of GLPs, GMPs, and GCPs are reviewed. The incorporation of compliance and quality assurance in clinical research, as well as auditing strategies, compliance inspections and auditing techniques reviewed.

**CLR 597 - Master's Project**

**Credits:** 1-3  
Prerequisites: CLR 501, CLR 510, CLR 520, CLR 550, and CLR 560. A research activity alternative to the thesis. The project emphasizes methods of implementing research findings to solve identified clinical research or regulatory affairs problems or practice improvements. A scholarly presentation is required to summarize the project.

**CLR 599 - Thesis**

**Credits:** 1-3  
Prerequisites: CLR 501, CLR 510, CLR 520, CLR 550, and CLR 560. Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.
Coastal and Ocean Policy

MCOP 501 - Science and Coastal and Ocean Policy Issues I

Credits: 3
The course is the first of a two course sequence examining the scientific foundation of selected coastal and ocean policy issues and problems. Specific attention is focused on the way science is used to frame and understand selected coastal and ocean policy problems.

MCOP 502 - Science and Coastal and Ocean Policy Issues II

Credits: 3
The course is the second of a two course sequence examining the scientific foundation of selected coastal and ocean policy issues and problems. Specific attention is focused on the way science is used to frame and understand selected coastal and ocean policy problems.

MCOP 511 - Coastal and Ocean Law

Credits: 3
The course explores legal issues arising from the use and protection of the lands, waters, and natural resources of the coastline, coastal watersheds, and the near shore marine environment. Topics studied include laws and policies defining public and private property rights in the shoreline and submerged lands, coastal wetlands protection, coastal erosion, public shoreline access, coastal zone management act, clean water act, disaster preparedness and climate change, and other coastal resources and uses.

MCOP 512 - Marine Resource Law

Credits: 3
The course focuses on Federal and state laws respecting the use and management of the territorial sea, the continental shelf, and the 200-mile Exclusive Economic Zone. Topics considered include the history and status of state-federal preemption, state and federal regulation of domestic marine fisheries and aquaculture, marine endangered and protected species, offshore energy development, marine pollution control, oil spill liability, and area-based management approaches such as the national marine sanctuary program. Federal statutes explored include the Magnuson Fishery Conservation and Management Act, the Outer Continental Shelf Lands Act, the Ocean Dumping Act, and the Marine Mammal Protection Act.

MCOP 513 - Admiralty Law

Credits: 3
This course will provide an overview of Admiralty law and jurisdiction, with special emphasis on issues related to maritime personal injury, collision, carriage of goods by sea, and the creation and enforcement of maritime liens. Attention will be given to maritime practice and procedure, focusing on such issues as removal to federal court, right to jury trial, vessel seizure and attachment, and the perfection of in rem jurisdiction.
MCOP 520 - Coastal and Environmental Science and Policy

Credits: 3
The course examines the interactions between natural systems and the laws, programs, and policies used to manage impacts on those systems. Utilizing the experience of lectures, labs and fieldtrips, students are provided with a basic understanding of the development of environmental policy and the role science plays in the policy process.

MCOP 521 - Institutions and the Environment

Credits: 3
The course examines the critical role that human institutions play and their interactions with the environment. Particular attention focuses on how institutions develop, function, and serve to manage policy problems. Students will also learn techniques that can be used to analyze institutional arrangements.

MCOP 524 - Coastal Resources Management

Credits: 3
Examination of activities and management efforts in the coastal zone of both developed and developing countries and their impacts on the environment. Special emphasis is placed on tools and techniques used by coastal managers to manage coastal and maritime resources.

MCOP 525 - Coastal Ecosystem Governance

Credits: 3
Examines programs, policies, and competing approaches to the integrated management of coastal and maritime resources. Topics may include integrated water resources management, integrated coastal zone management, adaptive management, watershed management, ecosystem management, socio-ecological systems, marine protected areas, marine spatial planning, and large marine ecosystems. Particular attention is placed on ways to foster improved environmental governance and stewardship of coastal and marine resources.

MCOP 531 - Fisheries Law and Management

Credits: 3
Examines laws, policies, and approaches used to manage fisheries in the U.S. and internationally.

MCOP 540 - Interdisciplinary Field Seminar in Coastal and Ocean Policy

Credits: 3
The focus of this course is an in-depth exploration of a coastal or ocean policy problem by examining its ecological, political, legal, social, cultural, and economic dimensions. The course will also examine the human institutions crafted to address and govern the problem.
**MCOP 591 - Directed Independent Study**

Credits: 1-6  
Independent investigation of research problems or directed readings in a selected area of coastal and ocean policy.

**MCOP 592 - Special Topics in Coastal and Ocean Policy**

Credits: 3  
Intensive study of selected topics in coastal and ocean policy. The course may be taken for credit up to three times for a total of nine credit hours provided the course topics are different.

**MCOP 593 - Seminar in Coastal and Ocean Policy**

Credits: 3  
Students enroll in the seminar the semester prior to completing their capstone project. During the seminar students will receive and initiate their final capstone project. The seminar involves guest speakers related to their capstone projects as well as professional and career development topics.

**MCOP 595 - Capstone Seminar**

Credits: 3  
Prerequisites: MCOP 593. This course provides a synthesizing analytical experience to complete the degree program. Students are assigned to either an individual or group project to analyze a coastal and ocean policy problem. Their analysis combines the analytical perspectives developed during the program to analyze this policy problem. Students then prepare and present a final written report.

**MCOP 598 - Internship in Coastal and Ocean Policy**

Credits: 3-6  
Participation in a field experience, including a journal and written report critically describing the student's responsibilities and experiences, focusing on linkages between the theory learned in coursework and the practice of coastal and ocean policy. Field experience will result from a supervised internship in a cooperating public, private, or nonprofit organization. This course is graded satisfactory/unsatisfactory (S or U).

**Communication Studies**

**COM 595 - Special Topics in Communication Studies**

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.
Computer Science

CSC 500 - Concepts in Computer Science

Credits: 6
Prerequisite: consent of instructor. An accelerated introduction to fundamental concepts in computer science. Topics include object-oriented programming; data structures; program control structures; introduction to algorithm design and analysis and software engineering concepts.

CSC 515 - Artificial Intelligence

Credits: 3
Prerequisite: CSC 332 or equivalent. Introduction to key concepts and applications of artificial intelligence. Knowledge representation; state space searching; heuristic search; expert systems. Biologically – inspired computing techniques such as neural networks, fuzzy logic and genetic algorithms. Implementation of concepts and techniques.

CSC 516 - Introduction to Biologically Inspired Computing

Credits: 3
Prerequisite: CSC 415, CSC 515 or consent of instructor. Theory and application of computing paradigms that operate analogously to biological systems. Topics such as machine learning, artificial neural networks, genetic algorithms, fuzzy systems, swarm intelligent systems, and hybrids of these systems. Attention will be given to problem representation and emerging models of computation.

CSC 517 - Symbolic Artificial Intelligence

Credits: 3
Exploration of key concepts and applications of symbolic artificial intelligence such as knowledge representation, search strategies, game theory, heuristic search, knowledge engineering, expert systems, reasoning, learning, natural language processing. Implementation of concepts and techniques.

CSC 520 - Digital Image Processing

Credits: 3
Prerequisite: CSC 340 or equivalent. This course introduces the methods and theory of digital image processing beginning with image representations, storage formats, and data structures. Students develop tools for reading image data, determining image properties and performing common point, local, and global transforms. The course also covers data compression, digital watermarking, morphological processing, and steganography.

CSC 521 - Computer Gaming

Credits: 3
Prerequisites: ART/CSC/FST 320, CSC 340, and CSC 370. Topics related to the design and implementation of computer games are covered, including design, modeling, and animation of meshes for game characters and environments, scene and object representation, graphics pipeline, collision
detections, picking, graphics optimization, and other issues such as basic game physics and artificial intelligence for games. Animations are created using advanced 3D software and code modifications to a game engine will be made.

**CSC 522 - Performance Evaluation of Computer Systems**

Credits: 3  
Prerequisite: STT 215, MAT 162, and CSC 221. Modeling and evaluation of computer systems. Probability spaces and probability calculus, random variables and their distribution functions, the calculus of expectations. Markov chains; birth-death processes; Poisson processes; single queue; network of queues and their simulation. System simulation for performance prediction. Modeling concurrent processes and the resources they share.

**CSC 532 - Design and Analysis of Algorithms I**

Credits: 3  
Prerequisite: CSC 332 or equivalent. Theory of the design of efficient computer algorithms. Algorithms for sorting, searching, pattern matching, and polynomial arithmetic, cryptography, as well as study of greedy algorithms, graph algorithms.

**CSC 533 - Design and Analysis of Algorithms II**

Credits: 3  
Prerequisite: CSC 532. Theory of the design of efficient computer algorithms. Amortized analysis, sorting networks, matrix operations. Polynomials and FFT, number-theoretic algorithms, and computational geometry.

**CSC 537 - Parallel Computing**

Credits: 3  

**CSC 540 - Advanced Scientific Computing**

Credits: 3  
Prerequisite: CSC 340 or equivalent. This course introduces the underlying theory, design, implementation, application, and analysis of numerical algorithms fundamental to scientific computation. Topics include Fourier and wavelet transforms spectral analysis, energy distributions, convolution, correlation, windowed transforms, and filtering. Other topics include constrained nonlinear and combinatorial optimization, curve fitting, data mining, clustering, and fuzzy logic.

**CSC 544 - Network Programming**

Credits: 3  
Prerequisite: CSC 344 or MIS 416 or equivalent. Implementation of network and distributed programming
concepts using C, C++, or JAVA on Unix or Windows platforms. Networking programming interfaces, security, management, design and applications. Hands on experience with network components. Students plan, configure, install, diagnose, performance tune, operate and manage state-of-the-art computer networks, internetworking devices and protocols.

**CSC 546 - Grid Computing**

Credits: 3
(446) Prerequisites: CSC 344 or CSC 332. Grid computing software components, standards, web services, security mechanisms, schedulers, and resource brokers, workflow editors, grid portals, grid computing applications.

**CSC 550 - Software Engineering**

Credits: 3
Prerequisite: CSC 450 or equivalent. An introduction to software life cycle models; size estimation; cost and schedule estimation; project management; risk management; formal technical reviews; analysis, design, coding and testing methods; configuration management and change control; and software reliability estimation. Emphasis on large development projects. Individual project following good software engineering practices required during the semester.

**CSC 553 - Object-Oriented Analysis and Design**

Credits: 3
Prerequisite: CSC 332 or equivalent. An exploration of object-oriented design and software construction. Topics in object-oriented analysis and programming: classes, methods, messages, inheritance, static and dynamic binding, polymorphism, templates, design methodologies, class libraries, and software reuse. Substantial object-oriented software project required.

**CSC 564 - Computer and Network Security**

Credits: 3
(MIS 564) Prerequisite: CSC 544. An in-depth coverage of network security technologies, network design implications, and security planning for an organization’s computer network. Procedures for the identification, preservation and extraction of electronic evidence. Auditing and investigation of network and host intrusions. Forensic tools and resources for systems administrators and information system security officers.

**CSC 570 - Real-Time Graphics**

Credits: 3
Prerequisites: CSC 370 or equivalent. Theory and implementation of high-performance computer graphics. Applications from virtual reality, training, and entertainment. Graphics hardware. High-fidelity graphics. Introduction to computational geometry.
CSC 572 - Scientific Visualization

Credits: 3
Prerequisite: CSC 332 or equivalent, senior or graduate standing in a science program, or permission of instructor. The application of computer graphics techniques to scientific, medical, engineering, and business data. Understanding the requirements placed on data display by physics, physiology, and psychology.

CSC 577 - Pattern Recognition

Credits: 3
Prerequisite: CSC 340 or equivalent. This course introduces pattern recognition methods and theory using conventional statistical approaches, neural networks, fuzzy logic, support vectors, and linear principal component analysis (PCA). The course also presents methods for non-linear PCA, clustering, and feature extraction. Students implement algorithms; apply methods to selected problems, and to document findings.

CSC 587 - Systems Simulation

Credits: 3
(MIS 587) Prerequisite: QMM 280, STT 215, or equivalent. Study of the techniques and applications of computer simulation of systems. Students will learn to plan simulation studies, program them in a simulation language, perform the study, and analyze the results with statistical rigor. Also covered are random number generation, input distribution selection, generating random variables, and variance reduction techniques.

CSC 591 - Directed Independent Study

Credits: 1-6
(MIS 591) Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

CSC 592 - Topics in Computing

Credits: 1-6
(MIS 592) Prerequisite: Permission of instructor. Topics in computing of current interest not covered in existing courses.

CSC 594 - Research Project

Credits: 1-6
(MIS 594) Prerequisite: Permission of instructor. Focused study of a research topic in the practical application of computer science or information systems under the guidance of a faculty member. Topics are selected by the student with faculty and graduate coordinator approval. Written analysis and oral presentation of the project is required.
CSC 595 - Research Seminar

Credits: 1-6
(MIS 595) Prerequisite: Permission of instructor. Research and discussion of selected topics in computer science or information systems. Oral presentation required.

CSC 598 - Internship

Credits: 1-6
(MIS 598) Prerequisite: Overall GPA of at least 3.0. Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Students must secure permission of the graduate coordinator.

CSC 599 - Thesis

Credits: 1-6
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Conflict Management and Resolution

CMR 502 - Conflict Management Theory

Credits: 3
The module presents an overview of the theoretical state of the field. The most important theoretical approaches from the various disciplines are presented. Students are required to demonstrate a thorough knowledge of all of the important perspectives to the understanding of the causes and mechanisms of conflict.

CMR 503 - Decision Making and Negotiation

Credits: 3
This module presents the theoretical foundations of three important conflict management techniques, namely Negotiation, Mediation and Facilitated Problem Solving. Students are required to have a solid understanding of the background to these techniques, as well as a sound understanding of their applications.

CMR 507 - Mediation and Conflict Resolution Practicum

Credits: 3
This applied module provides the students with an intense workshop on applied management techniques, including negotiation and mediation skills development. Training draws on the students' own, personal experience, and includes the use of case studies and scenario-based role-playing.

CMR 520 - Conflict Management and Resolution
Credits: 3
This module examines the dynamic aspects of social conflict - how it originates, escalates, de-escalates and is terminated. A number of different models and their various implications for conflict management are debated.

**CMR 521 - Alternative Dispute Resolution**

Credits: 3
Mediation and other Alternative Dispute Resolution systems now exist in many organizations to address issues such as supervisor-supervisee conflicts, management-union disputes, and team-workgroup problems. Using case studies from a wide range of work environments, this course explores alternative dispute resolution systems in the workplace, examining their usefulness, their limitations, and their future.

**CMR 522 - Public Management and Facilitation**

Credits: 3
The module on public management and facilitation is designed to introduce students to the principles of planning, managing and facilitating a workshop to elicit information, gain consensus and arrive at informed decisions. It is designed to focus on the roles, structure and running of workshops. It will be of particular benefit to team leaders and people working in a project environment.

**CMR 523 - Ombudsmanship**

Credits: 3
This module provides basic information and training for the Organizational Ombudsman by emphasizing the principles of confidentiality, neutrality, independence, and informality. The course will enable the Organizational Ombudsman, persons interested in becoming an Ombudsman, or anyone desiring to establish an Organizational Ombudsman function to act with purpose, understanding, and effectiveness when working with the individual and the organization. The course focuses on how the Ombudsman works with the visitor to the office as well as how they act as a change agent within their organization. The course will allow you to practice key Ombudsman skills of listening, asking questions, clarifying, generating options, and negotiation throughout the Ombudsman process.

**CMR 524 - Family Violence Across the Lifespan: Professional and Social Responses**

Credits: 3
This module explores the impact of abuse, neglect and violence on early childhood development. The focus is on conflict intervention strategies and program designs to address the effects of violence in families, schools, and communities. The focus is then on the long term effects of violence and trauma in adult survivors that can be associated with domestic violence, abuse and neglect, and violence in schools.

**CMR 525 - Conflict in International Politics**

Credits: 3
Students are provided with an overview of the current international system and introduced to the actors, their interactions and the norms of the international system. The impact of the law and norms of international relations on international conflict are analyzed and debated.
CMR 526 - The 21st Century Workplace: Diversity Matters

Credits: 3
This course covers the basics of planning for and managing the needs of the diverse workplace. You will examine the management of a diverse workforce in terms of changing work priorities, quality of work life, human resource policies, procedures, and organizational culture. You will also explore strategies to align these workforce changes with your professional goals, as well as to define training needs and options related to implementing necessary changes.

CMR 527 - Labor Law and Relations

Credits: 3
This module examines various themes within the labor relations and labor law fields, as they impinge on the ability of the individual to manage conflict in the workplace. There is a particular concentration on the content of recent legislation, and the practical issue of learning to cope with change relationships, on the part of both labor and management.

CMR 528 - Individual and Organizational Problem Solving and Decision Making

Credits: 3
This course is the Capstone Course for students graduating with a concentration in Domestic, Social and Organizational Conflict Transformation. The course will integrate theories of organizations at different levels of analysis (micro/intra and interpersonal, and macro/organizational), and a problem-solving process that managers and executives can use to identify and resolve organizational problems. Students will work through multiple cases of organizational problems at all levels in small groups and the entire class. They will learn to apply a 4-step process to diagnose and resolve organizational problems: 1) identify the problem; 2) diagnose root causes using the 'Five Whys' technique; 3) identify possible solutions; 4) evaluate solutions and choose optimal one(s), taking into consideration likelihood of success and difficulty of implementation. Students will apply basic theories of Organizational Behavior (OB), including the individual (motivation, satisfaction); interpersonal (group processes) and organizational (structure, process) to the situations.

CMR 530 - International Law and Dispute Resolution

Credits: 3
This module deals with the basic rules governing the international community. A substantial portion of this course focuses on the role of international and national tribunals in the law-making process of the international community, with emphasis on modern developments in jurisdiction, international agreements, war crime tribunals, anti-terrorist conventions and international economic law. Special consideration is also given to the impact of the United Nations with respect to resolution-creation as well as truce agreements.

CMR 531 - Ethics in International Affairs

Credits: 3
This module examines several international relations traditions and finds that thinking about what one should do is an important part of our ability to analyze the way in which states and other actors interact.
Understanding ethics also informs our ability to decide what our own nation should do; it is vital to our responsibilities as citizens. The graduate course on Ethics in International Affairs examines ethical frameworks such as consequentialism, liberalism, utilitarianism, and Just War Theory, as well as several non-Western ethical traditions, including the Islamic tradition. Students will analyze cases involving war/intervention, terrorism, justice, multinationals, and the environment.

**CMR 532 - Development, Change and Conflict**

Credits: 3  
This module explores contemporary development theories and processes. It relates them to key perspectives and issues in conflict in developing countries and regions. Macro-theoretical perspectives such as modernization, dependency, and neo-liberalism are examined, as well as human-centered and alternative developmental approaches.

**CMR 533 - International Peacekeeping and Negotiation**

Credits: 3  
Violent conflict within states has become the most common form of war in the Post-World War II era. Many of these conflicts are ethno-national in nature. This course will explore the shift in the nature of war towards the "Post-Modern" form of internal war, and the major tools the international community possesses to manage internal wars - peacekeeping operations. We will explore the various forms of peacekeeping operations from UN mandated operations, to regional operations including NATO and the OAU. Finally we will assess and evaluate issues in peacekeeping missions. One major issue to address in peacekeeping is command and control of both the peacekeeping forces, and the warring factions. Command and control is central to maintaining control of an operation and ensuring that negotiations can carry on to bring about an end to hostilities.

**CMR 534 - Problem Solving and Decision Making**

Credits: 3  
The purpose of this module is to acquaint the students with the basics of problem-solving and decision-making. In the process of making decisions, problems must be solved. Specific attention will be given to problem-solving in groups, and how effective solutions may be devised for a myriad of problems.

**CMR 535 - Violence Studies**

Credits: 3  
The module in Violence Studies will introduce students to the various social, political, and economic conditions that have given rise to radical response. We will closely examine small rebel bands, (commonly referred to as "guerrilla" movements), and "terrorist" organizations in both 'Third World' countries and Industrialized nations. We are often interchanging the term 'revolutionaries' with 'terrorist' given the strategies utilized to counter the possible international threat. To this end, we will also examine ways in which revolutions upset and effect alliances in the international system. That is -- examining the link between revolutions and international relations.
CMR 536 - Terrorism and Counterterrorism

Credits: 3
The threat of terrorism is pervasive in most countries around the world. The source of terrorism is important to understanding the different tools states can employ to counter the problem. This course will look at research on the causes of terrorism exploring the operational environment of states where terrorism is common. In addition to causation, this course will also explore counterterrorism methods. Counterterrorism will look at all methods individually and then turn to focus on complimentary counterterrorism strategies that elevate alternative opportunities of political engagement to encourage individuals to substitute terrorist behaviour with other forms of political engagement.

CMR 537 - Crisis Negotiation

Credits: 3
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.

CMR 538 - Intercultural Dispute Resolution

Credits: 3
Many mediators think that intercultural dispute resolution is based primarily on considerations of race, ethnicity, or national origin. Research has shown that the experiential models we most rely upon are those we learned from the cultural community in which we were raised during our formative years. We tend to respond to conflict in the ways we learned from our own culture group. In this sense, our approach to resolving conflicts is both patterned and culturally grounded. ADR professionals must consider these patterns when facilitating dispute resolution. Learn the characteristics, strengths and weaknesses of the four Intercultural Conflict Styles.

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 540 - Propaganda, Political Warfare and Influence Operations

Credits: 3
This course will prepare students to identify, assess, and counter information operations and propaganda efforts at a time when communications technologies amplify the essential nature of perception management in modern conflict and policy. Students will examine the history and methodology of foreign
propaganda and influence operations as it applies to war and statecraft in both democratic and non-democratic societies. Special attention will be paid to the methods and strategies employed against the United States and its interests around the world.

**CMR 541 - Missile Defense and its Role in Conflict Resolution**

Credits: 3
This course examines the role of Ballistic Missile Defense (BMD) in securing nations against war. Ballistic missiles (and cruise missiles, a lesser included case) are a highly effective, ultra high speed means of combat forces of virtually any size to carry out combat against surface-based targets, capable of raining nuclear warheads down on any unstoppable in their destructive power, providing any entity that possesses them with the power to terrorize, dominate, annihilate or simply deter their adversaries. In recent decades, however, the capability to destroy these weapons in flight has been underway, and already had many milestones, with several victories in combat, and widened or worsened conflicts averted, to date.

**CMR 542 - The Psychology of Terrorism**

Credits: 3
This course provides a broad overview of the psychological literature explaining: the psychological processes that are involved in the development of a terrorist, the impact of terrorism, and the combating of terrorism. The course will focus on modern day Islamic terrorism, but will also briefly examine terrorism in other societies.

**CMR 543 - International Organizational Behavior**

Credits: 3
An examination of how communication shapes operations, encounters, interactions and relationships within and between international organizations.

**CMR 544 - Strategic Communication: Analysis of Persuasion and Cultural Principles and Techniques**

Credits: 3
An advanced seminar focusing on strategic persuasion and counter-propaganda principles and methodologies in diverse cultural settings. This graduate seminar will use lecture-discussion and case studies to address culture, mass and interpersonal communication, negotiation-conflict resolution, and persuasion strategies and tactics designed to result in desired attitude and behavior change. May be repeated once for credit.

**CMR 545 - Technology and Security**

Credits: 3
This course examines the nature and importance of technology to US National Security, and its interrelationship with and effects on conflict prevention and resolution. The US has long followed a strategy of a strong defence technological base and resultant military capabilities, with the intention of deterring adversaries from engaging in armed conflicts against strategic interests of the US worldwide,
and failing deterrence, to have sufficient capabilities to fight and win conflicts around the world as well as defend home territory.

**CMR 546 - Space Technology and Security**

Credits: 3
This course will examine space technology's history, importance to US national security overall, and how space technology has contributed to the prevention and resolution of many conflicts around the world, in its short history. Included is how technology and its evolution enabled, directed, and limited space security, with its manifold benefits for conflict prevention and resolution.

**CMR 547 - National and International Security**

Credits: 3
The course will examine National and International Security and identify the concerns and perspectives that drive contending views of security policy. It will introduce students to the field of security studies within the context of Peace, War and Defense (PWAD) as it has evolved since its inception following World War II and will explore some of the critical events and issues that form the background of 9/11. With the intent of considering strategies for enhancing National and International Security, this course investigates pressing, critical security threats and issues and focuses on the security problems and potential solutions.

**CMR 548 - Emerging International Security Threats**

Credits: 3
This course surveys a suite of emerging international threats which pose serious security risks to international development, stability and progress. The purpose is to assess the future international security environment in order to help develop government policy, strategy and plans for dealing with emerging security threats like genocide; organized crime; narcotics trade; human trafficking; weapons proliferation; environmental, energy, health and financial perils; regional issues; and other related topics.

**CMR 549 - Political Violence and Insurgency**

Credits: 3
This graduate course will explore the concepts of Political Violence and Insurgency in the context of international security. While these essential elements of Political Violence and Insurgency will be treated separately, this course will also examine and define their relationship to international terrorism. The approach of the course will be both descriptive and prescriptive in nature and content and will be presented within the framework of an operational and policy perspective. This course subject and content material is essential for anyone who is interested in or involved with international and national security and must deal with Political Violence, Insurgency, International Terrorism or Counterterrorism.

**CMR 550 - Trauma Awareness and Transformation**

Credits: 3
Participants will explore the social psychological-neurobiological-physical-spiritual processes of responding to deep personal loss, pain and suffering in settings of individual and community violence and
trauma, as well as examine recently developed approaches to the healing of individuals and communities who have experienced trauma.

**CMR 551 - Non-Violent Communication and Crisis Intervention**

Credits: 3
This course is designed to provide students with a thorough overview of the issues of crisis theory, crisis intervention, and nonviolent communication. You will explore crisis theories as critical times for capitalizing the ability to change, and will explore how episodes of crisis can transform personal, family, social, and community relationships. You will learn and practice skills for understanding people in crisis, responding to rage-and to the destructive impulses that may arise from rage, and for intervening to prevent escalation to violence. Through discussions of core principles of different crisis intervention theories and practice sessions, you will learn skills of deep listening, building authentic and empathic relationships, and honoring authentic human connections.

**CMR 552 - Spy Tech: The Technology of Modern-Day Intelligence, Surveillance and Reconnaissance (ISR) and its Role in Global Conflict Management**

Credits: 3
US national security and global stability with it, depend not only on whether or not the US has the military might to achieve its national security goals, but also whether or not it is in danger, and if so, where, who, to what extent, how, and with what, its adversaries were seeking to attack the US. This course will focus on the modern-era technologies of ISR, from radio and radar detection, through image-taking, both by film and by electronic means and the other spectra which have been discovered and exploited over the years. How these tools were and are deployed, and the nature and effects of their deployment, from the first lighter-than air balloons of WWI, through the fast fighters with cameras instead of guns in WWII, through bombers, spy satellites, ELINT, SIGINT, through the U-2, SR-71, through to the satellites and spy drones of today, will all be examined. This course will cover the eras in which these technologies were discovered and exploited, and the effects and ramifications of these technologies will also be examined.

**CMR 553 - From M-4s to Smartphones: Soldier Tech on the Modern Battlefield**

Credits: 3
What are the tools that a modern-day US infantryman uses, carries, and indeed, wears, that help to make him the greatest warrior ever to walk the battlefields of today? What guns, bullets, helmets, body armor, other clothing, and indeed, what colors should his clothing be, to best enable him to hide, to move and to remain unseen by his enemies, to survive on the modern battlefield, and to succeed in finding and defeating his enemies? What communications devices should he have, how should it work to help him to achieve all these goals? This course examines the current state of the art in individual infantryman’s "gear" from the weapons he carries, to the uniforms he wears, to the rapidly-growing sophistication of the means by which he communicates and coordinates with his fellow soldiers and commanders.

**CMR 554 - Cyberwarfare, the Newest Dimension of War: Cyber-Technology and its Role in 21st-Century Conflict**

Credits: 3
The US depends upon networks to operate its vital water and electrical grids; without either of these networks, modern civilization would quickly die. The US economy depends on networks for funds
management, investment, et al, as does all the rest of the world that is involved in the global money market in any way. Similarly, if not even more so, the US military depends critically upon networks and global information access for the success, and indeed, superiority, of its global security operations, in what some experts have termed the "Reconnaissance-Strike Complex." This course will examine the nature of cyber systems, of networks, and the economic and military power they confer up any nation-state that uses them effectively. It will also examine the vulnerabilities that these cyber-networks, and how a sufficiently sophisticated and powerful cyberattack, a "cybergeddon," could conceivably destroy all the advanced infrastructure that make a modern civilization like ours run. It will also examine current and future efforts to defend against such threats, and counterattack adversaries who might launch such attacks.

CMR 555 - Robots at War: Examining the Evolution of Unmanned Vehicles in Armed Conflicts and Security Operations

Credits: 3
Robots are with us, at war, today; indeed there are thousands of robots currently at war, operating beside, overhead, and at sea (both on and beneath the surface), our men and women in uniform. Robots look nothing like us; they typically look like smaller versions of other existing machines of war: airplanes, tanks, boats, and the like. Robots do the 3D, or 'dull, dirty, dangerous' jobs such as long-endurance overhead surveillance, mine-detection and mine-clearing. This course examines the evolution, state of the art of robotic systems and their multitudinous and growing roles in warfighting, intelligence gathering, and mine-clearing, among others. It also considers the rapid growth of the technologies underlying unmanned vehicles, and the possible future directions that these technologies and applications might take. Finally, the class will consider the roles of 'freedoms' that robots should have on the modern and future battlefields.

CMR 556 - Nuclear Weapons, Nuclear Wars: The Technologies of Nuclear Weapons and their Delivery Systems

Credits: 3
Nuclear weapons are the most powerful, destructive weapons ever devised by man; they can be used to destroy an entire nation, no matter how vast, in a matter of minutes. Conceived in the later days of WWII, nuclear bombs were used to devastating effect on Japan, bringing the otherwise fanatically-determined warring nation to surrender in a matter of days. The Cold War itself revolved around the battle of wills between the world's two most powerful nation-states, precisely because they were armed with ever-growing, ever-more sophisticated arsenals of nuclear weapons and delivery systems. This course examines the history and technology of nuclear weapons and their delivery systems, the effects these technologies had on US and global security, as well as efforts to defend against these weapons. It also examines the international relations theories developed both during and after the Cold War, into the current era, to try to understand the nature of nuclear warfare and how best to prevent it.

CMR 557 - Disaster Mental Health Response

Credits: 3
Through exploring the phases of disaster recovery, students will learn basic triage and screening, psychological first aid and early interventions to help restore psychological, social and behavioral health. Using a strengths-based approach, students will learn to identify protective factors and to foster healthy coping skills, resilience and recovery before, during and after disasters. Students will also explore factors
which increase the risk for development of more serious mental health problems and will develop a
greater understanding of trauma and traumatic stress reactions, including suggestions for early
identification and interventions. It is expected that students bring a general understanding of conflict
management theories and be prepared to use their knowledge to explore and practice basic disaster
mental health response. Learning process for this course involves a blended format which includes
independent readings and experiential excercises, combined with intensive classroom lectures and
dialogue.

CMR 560 - Intelligence and National Security

Credits: 3
This course focuses on the craft of U.S. Intelligence and its role in the making and implementation of
national security. Topics include definitions and problems of Intelligence and National Security; various
aspects of Intelligence and National Security; and significant past, present and future events, operations
and implications involving Intelligence and National Security. This course examines the concept,
framework and applications of Intelligence and National Security, as well as, analyzes the relevant
historical background and current national and international issues. Formulation and implementation of
strategic, national and operational-level policy will be addressed within the context of Intelligence and
National Security. The focus of the course will center on Intelligence and National Security and related
national and international security issues.

CMR 561 - International Terrorism: Regional Studies

Credits: 3
This course focuses on the craft of U.S. Intelligence and its role in the making and implementation of
national security. Topics include definitions and problems of Intelligence and National Security; various
aspects of Intelligence and National Security; and significant past, present and future events, operations
and implications involving Intelligence and National Security. This course examines the concept,
framework and applications of Intelligence and National Security, as well as, analyzes the relevant
historical background and current national and international issues. Formulation and implementation of
strategic, national and operational-level policy will be addressed within the context of Intelligence and
National Security. The focus of the course will center on Intelligence and National Security and related
national and international security issues.

CMR 595 - Restorative Justice

Credits: 3
Restorative Justice describes relatively new policies and practices within criminology. It generally involves
important efforts to produce accountability, reconciliation, and healing for victims, offenders, and others
affected by crime. It has been applied to many forms of crime for shoplifting to homicide, as well as to
massive criminal acts such as genocide and systematic oppression. Examples include Victim-Offender
Mediated Dialogues, Diversionary Conferencing, Community Conflict Councils, and Truth & Reconciliation
Commissions. Controversies exist regarding its utility and appropriate application in many of these areas,
especially in crimes of domestic violence. This seminar explores the theoretical framework for applying
restorative justice to post-conflict societies in the international arena.
Creative Writing

CRW 501 - Research for Creative Writing

Credits: 3
Instruction for writers of creative nonfiction, fiction, poetry, and scripts in searching electronic, print, and physical archives; historical artifacts; the geographical and built environment; and living sources, with special emphasis on interviewing techniques and ethics and on how to gracefully integrate research into artistic writing.

CRW 503 - Creative Writing Pedagogy: Theory and Practice

Credits: 3
Analysis of current theories of creative writing pedagogy and classroom practices; examination of teaching and learning theories related to the workshop model, process exercises, revision techniques, and the group dynamics of teaching creative writing. Enrollment is mandatory for and limited to graduate teaching assistants.

CRW 523 - Bookbuilding

Credits: 3
Introduction to the principles of effective graphic design and typography for book publishing, using desktop publishing applications in a computer lab setting and including hands-on production of several publications. Includes survey history and future trends in printing and publishing.

CRW 524 - Literary Magazine Practicum

Credits: 1-3
Practical course in the publication of a national literary journal. Assignments include reading submissions, writing submission reports, and serving on the editorial staff of the journal. Examination of the practical business of running a magazine, including editorial, marketing, and sales decisions. M.F.A. students may repeat for credit without limit.

CRW 525 - Special Topics in Publishing

Credits: 1-3
Intensive examination of a special area of publishing, such as book arts, electronic publishing, editing poetry, or a course taught by a guest instructor. May be repeated for credit under different subtitles.

CRW 530 - Creative Writing Workshop

Credits: 1-3
Instruction in at least two of the following genres: fiction, poetry, creative nonfiction, screenwriting. Includes classroom critique of students' work and work by professionals. M.F.A. students may repeat without limit.
CRW 540 - Writers Week Symposium

Credits: 1-3
Week-long schedule of events including, but not limited to readings, presentations, craft classes, and panels on issues of the profession. Preparatory reading of featured writers' work; individual manuscript conference of student's work with presenter, followed by student revision of that manuscript. Participation in event planning and management required. May be repeated.

CRW 542 - Poetry Writing Workshop

Credits: 1-3
Instruction in writing poetry, with classroom critique of students' work and work by professionals. Includes study of publishing markets. M.F.A. students may repeat for credit without limit.

CRW 543 - Forms of Poetry

Credits: 1-3
Craft-based instruction in specific formal issues in the tradition of poetry. Assignments will include original poetry, extensive reading, and may also include writing critiques, papers, exercises, etc. May be repeated once for credit.

CRW 544 - Fiction Writing Workshop

Credits: 1-3
Instruction in writing fiction, with classroom critique of students' work and work by professionals. Includes study of publishing markets. M.F.A. students may repeat for credit without limit.

CRW 545 - Forms of Creative Nonfiction

Credits: 1-3
Craft-based instruction in specific formal issues in the tradition of nonfiction. Assignments will include original nonfiction, extensive reading, and may also include writing critiques, papers, exercises, etc. May be repeated once for credit.

CRW 546 - Workshop in Writing the Novel I

Credits: 3
Instruction in conceiving, outlining, and writing the novel, with special emphasis on structure and narrative design. Includes classroom critique of student writing as well as study of published novels and writings on aesthetics. M.F.A. students may repeat for credit without limit.

CRW 547 - Forms of Fiction

Credits: 1-3
Craft-based instruction in specific formal issues in the tradition of fiction. Assignments will include original fiction, extensive reading, and may also include writing critiques, papers, exercise, etc. May be repeated once for credit.
CRW 548 - Workshop in Writing the Novel II

Credits: 3
Prerequisite: CRW 546 or consent of instructor. Instruction in developing, writing, and finishing the novel, with special emphasis on continuity and profluence. Includes classroom critique of student writing as well as study of published novels and writings on aesthetics. M.F.A. students may repeat for credit without limit.

CRW 550 - Workshop in Creative Nonfiction

Credits: 1-3
Instruction in writing essays, articles, and/or memoirs, with classroom critique of students' work and work by professionals. Includes study of publishing markets. M.F.A. students may repeat for credit without limit.

CRW 560 - Publishing Practicum

Credits: 1-3
Prerequisite: CRW 523, CRW 524 or permission of instructor. Practical course in book publishing, in conjunction with the CRW Publishing Laboratory. Hands-on experience editing, designing, and producing publications and promotional materials for the Pub Lab imprint. M.F.A. students may repeat for credit without limit.

CRW 580 - Special Studies in Creative Writing

Credits: 1-3
Intensive examination of a particular subject in creative writing. Topics vary from semester to semester, and may include study of an author, literary movement or period. May be repeated under different subtitles without limit.

CRW 581 - Studies in International Writing and Translation

Credits: 1-3
Intensive examination of specific formal issues in international writing and translation. Assignments will include extensive reading, and may also include translation projects, written critiques, papers, and exercises. May be repeated once for credit.

CRW 591 - Directed Independent Study

Credits: 1-3
Students must secure permission of the graduate coordinator. May be taken twice for credit. May not be taken concurrently with CRW 599 or used for thesis research.

CRW 594 - Study Abroad

Credits: 1-3
Specialized topics relating to creative writing studies taken abroad with UNCW faculty. May be repeated under different subtitles.
CRW 598 - Internship in Applied Creative Writing

Credits: 1-6
Prerequisite: 12 hours of graduate course credit or permission of instructor. Maximum hours for degree credit is six hours. Supervised professional experience in an area of creative writing studies including but not limited to editing, publishing, writing, writing instruction, and film production. Specific goals and assignments to be set and evaluated by instructor.

CRW 599 - Thesis

Credits: 1-6
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Criminology

CRM 500 - Social Research Methods

Credits: 3
Analysis of process of social research in terms of problem definition, research design, data sources, and methods of data analysis. Emphasis will be placed on the application of research methods to practical problems.

CRM 502 - Evaluation, Methods and Policy

Credits: 3
Advanced research methods course focusing on the techniques and principles of evaluation research. Emphasis will be on methods of evaluation and research design, instrument development, data collection techniques within a public/applied setting. Additionally, students will become familiar with the policy implications and consequences of evaluation research.

CRM 503 - Sociological Theory

Credits: 3
Analysis of sociological theories and theoretical perspectives, with emphasis on their practical application to contemporary society.

CRM 504 - Data Analysis

Credits: 3
The purpose of this course is to instruct students in techniques of quantitative data analysis. It will explore techniques to describe and make inferences from univariate, bivariate and multivariate data. Students will learn to evaluate scholarly literature that makes use of such methods. They will also have the opportunity to apply these statistics to current social problems.

CRM 505 - Pro Seminar
Credits: 1
Focus on the professional role of social scientists in different types of organizational contexts as constrained by organizational policies and protocol, professional codes of ethics, budgets, client needs, politics, professional commitment, technology, inter-organizational linkages, and other considerations.

CRM 506 - Qualitative Data Analysis

Credits: 3
An introduction to qualitative methods of data gathering and analysis in sociology and criminology. Specific content will cover: participant observation, in-depth interviewing, content analysis, field methods. Students are required to collect and analyze qualitative data. A final research paper demonstrating these methods is required.

CRM 507 - Community-Based Participatory Research Methods

Credits: 3
Focus on engaged methodologies that facilitate community-based participatory research (CBPR). Attention will be given to the history of CBPR, ethics, logic and methods of community-based research, research design, conceptualization, measurement and sampling, modes of observation, data gathering and analysis and democratization of the research process through validating multiple forms of knowledge.

CRM 509 - Seminar: Teaching in Higher Education

Credits: 1
(SOC 509) The purpose of this course is to provide graduate students with a basic foundation in preparation for teaching positions, post-graduation. The course will include the development of a course, learning skills related to teaching and becoming familiar with process of applying for an academic position. Students will develop course syllabi, guest lecture in a course as well as create a teaching portfolio.

CRM 510 - World Criminal Justice Systems

Credits: 3
Comparative study of criminal justice systems throughout the world. Attention to historical, structural, political, legal and philosophical similarities and differences.

CRM 515 - Advanced Victimology

Credits: 3
A sociological examination of victimization and formal responses to victimization. Empirical patterns of specific forms of victimization will be discussed, including: domestic violence, sexual violence, corporate violence, political violence, etc.

CRM 516 - Crime and Social Control
Credits: 3
A theoretical foundation for understanding formal social control strategies in response to crime patterns. Will present a history of incarceration, decarceration, diversion, and rehabilitation programs.

**CRM 517 - Death Penalty**

Credits: 3
A sociological examination of capital punishment in the USA. Emphasis will be placed on US Supreme Court decisions, sociological research on various aspects of deterrence, racial bias, public opinion, and wrongful convictions.

**CRM 530 - Restorative Justice**

Credits: 3
Restorative justice practices will be examined theoretically, empirically, and historically. Emphasis will be placed on Australia, New Zealand, the United Kingdom, Canada and the United States. Specific content includes: juvenile crime, violence against women, aboriginal/indigenous justice, victims and offenders needs.

**CRM 535 - Sociology of Deviant Behavior**

Credits: 3
Examines what comes to be considered, and treated, as deviant behavior in historical, cultural, and societal context, linking theories as to the causes and appropriate management of deviant behavior to changes in that larger context.

**CRM 540 - Race, Class, Gender and Crime**

Credits: 3
Examines the intersection of race, class, and gender with regard to criminal offending and victimization. Emphasis will be placed on the application of criminological theory to the explanation of variations in patterns of crime in relation to race, class, and gender. Additionally, this course will examine the policy implications of the current explanations.

**CRM 549 - Sociology of Law**

Credits: 3
Review of theoretical and empirical developments in the sociology of law, including classical and modern sociological theories of law and selected sociological themes of law in various social settings.

**CRM 560 - Interpersonal Violence**

Credits: 3
A sociological approach to the study of interpersonal violence, including discussion of theory, methods, and empirical findings of structural, cultural, and situational criminological research on the topic.

**CRM 561 - Seminar in Criminology**
Credits: 3
An overview of breadth of topics that comprise the discipline of criminology, with emphases on theoretical explanations and the various reactions to crime in society.

**CRM 570 - Drug Problems and Crime**

Credits: 3
Results from numerous studies have found illicit drugs, especially illicit drug sales, are linked to a myriad of crime, especially violent crime. The role of drugs in crime events and patterns of use are a focus of the course. Additionally, the topics of addiction, drug markets, both national and international and drug policy implementation and change will be addressed.

**CRM 580 - Social Justice**

Credits: 3
A sociological examination of social justice, and policies that proclaim to promote social justice in the United States. The class examines various forms of institutionalized inequality on the basis of social class, race/ethnicity, gender, and sexuality. Social policy solutions are also examined.

**CRM 585 - Communities and Crime**

Credits: 3
The course is designed to immerse students in research and policies related to communities and crime. The course will cover classic and contemporary contributions from the social sciences, with a primary focus on crime and place across American space along with occasional stops outside the U.S. borders. The course will also examine how communities deal with, and are affected by, crime and criminal offenders.

**CRM 591 - Directed Independent Study**

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

**CRM 592 - Special Topics in Criminology and Public Sociology**

Credits: 3
Intensive study of selected topics in criminology and/or public sociology.

**CRM 598 - Internship**

Credits: 6
Prerequisite: permission from instructor and successful defense of internship proposal. Supervised participation in field experience, includes written final research report. Will be graded satisfactory (S) or unsatisfactory (U).
CRM 599 - Thesis

Credits: 1-6  
Prerequisite: Successful defense of thesis proposal. Intensive study of a topic selected by the student and approved by thesis committee. Will be graded satisfactory (S) or unsatisfactory (U).

Economics

ECN 520 - Economic Analysis I

Credits: 3

ECN 521 - Economic Analysis II

Credits: 3

ECN 525 - Environmental Economics

Credits: 3  
Application of economic principles at the graduate level to environmental problems and alternative solutions. Analysis will utilize principles such as property rights, cost benefit analysis, externalities, public goods, and non-market valuation. Issues considered include pollution and solid waste management, sustainability, damage assessment, land use change, and environmental amenity valuation.

ECN 526 - International Trade & Finance

Credits: 3

ECN 528 - Regional Economics

Credits: 3  
Application of economic principles at the graduate level to the understanding of municipal and regional economies. Policy topics include land use and zoning, infrastructure, growth and development incentives, transportation, housing, public amenities and the environment. Introduction to economic impact and Geographic Information System software tools used in regional economic analysis.

ECN 530 - Natural Resource Economics

Credits: 3  
Economic principles are developed and applied to public and private decisions involving the use and allocation of natural resources. After a review of markets, the theoretical foundations for economics efficiency and optimal use of natural resources are developed and applied to policy areas such as forests, fisheries, land use, minerals, water, and global issues, with special attention given to coastal and marine resources.
ECN 565 - Cur Issues In Business

Credits: 1

ECN 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

ECN 592 - Topics In Economics

Credits: 3

Education

EDN 500 - Human Development and Learning

Credits: 3
Designed to provide foundations for decision–making in teaching and education, this course will focus on patterns of physical and social development and on types of learning. Activities will include analysis, discussion, and application.

EDN 501 - The Introduction to Elementary Education

Credits: 3
This course lays the theoretical and pedagogical groundwork for the advanced study of elementary education. Candidates review key programs, practices, and research in elementary education and consider the social, political, and economic implications in diverse elementary settings.

EDN 503 - Introduction to Early Childhood Education

Credits: 3
This introduction course is designed for students who are interested in early childhood and early intervention as professional careers. It examines the theoretical bases for teaching and early intervention with young children (birth through five years old) and their families. Content includes an overview of the historical roots, current issues, program models, and goals of early childhood education as well as an introduction to the professional standards and organizations. Particular emphasis is placed on environments and interactions that are responsive to children's developmental, individual, and cultural needs. Field experiences required.

EDN 504 - Seminar in International Education

Credits: 1-3
Will focus on country-specific culture and cross-cultural experiences in education. The major emphasis of this course will be on the presentation of education practices unique to a particular country or region.
EDN 506 - Advanced Methods of Secondary Instruction

Credits: 3
Examination of students’ understanding as a primary outcome of teaching with development of the teacher as a researcher. Emphasis on reflective practice and application of theory in planning, curriculum development, instructional strategies, selection of appropriate instructional materials, and appropriate use of technology.

EDN 507 - ESL Topics for Non-ESL Teachers

Credits: 3
This course will introduce K-12 educators to the field of English as a second language, including issues of cross-cultural communication, ESL methodology, assessment and curriculum adaptation. In this course, students will be required to analyze research related to English language learners and critically reflect on data presented. A 10-hour field experience is required.

EDN 508 - Advanced Diverse Learners

Credits: 3
Students explore the purposes of the elementary school in today's society. They investigate various philosophical stances used to design programs and select practices that will meet the needs of diverse learners. Students study the social contexts of schools and its impact on teaching and learning. Current issues and possible solutions are identified.

EDN 509 - Education in a Multicultural Context

Credits: 3
Examines the factors affecting the achievement of equal educational opportunities for all students, including those of race, ethnicity, class and gender. Emphasizes awareness and understanding of culturally diverse students, and develops skills to enhance their educational environments.

EDN 511 - ESL Issues: Culture, Policy and Advocacy

Credits: 3
Students will be introduced to the field of English as a second language. Students will research the cultural, social, legal, and political contexts of working with English language learners from both historical and critical perspectives. Students will use a social justice framework to investigate and compare how ELLs interact in academic environments. Requirements include a 10-hour participatory observation experience where students will investigate how ELLs and their families relate to the schools and communities in which they live.

EDN 512 - Historical and Contemporary Issues and Trends in Early Childhood Education

Credits: 3
This course is designed to introduce the professionals who want to advance their knowledge and skills in early childhood field to the current as well as historical issues and trends impacting young children and their families. Through assigned readings, classroom discussions and various assignments, social,
political, cultural, racial and economic roots of those issues and trends are studied. A special focus is
given to developing an insight about the implications for the future of teaching and caring of young
children and serving their families.

EDN 514 - Arts Integration Across the Curriculum (K-6)

Credits: 3
This course lays the theoretical and pedagogical groundwork for the advanced study of arts integration in
the elementary classroom. It is designed to provide candidates experiences with integrating visual arts,
music, drama, dance and movement when planning, integrating, and teaching all content areas to
elementary students.

EDN 516 - Second Language Acquisition Research and Theory

Credits: 3
Prerequisites: EDN 511. Students investigate and research important aspects of first and second
language acquisition. Topics include how first language acquisition can impact second language
acquisition, current research in both fields, the progression of theoretical developments in the field of
Second Language Acquisition and how these developments compare to those in the field of educational
psychology.

EDN 517 - Methods for Second Language Learners

Credits: 3
Students will critically examine the instructional cycle used with English as a second language students.
Topics include the design and implementation of instruction. The course includes a 30 hour field
experience component.

EDN 518 - English as a Second Language Assessment

Credits: 3
In this course, students will explore issues related to the assessment of non-native speakers of English.
Topics addressed include program evaluation, classroom assessment, issues related to standardized
assessment, and language proficiency assessment.

EDN 519 - Pedagogical Grammar for Teachers

Credits: 3
Students will investigate concepts and theories connected to the structure and components of the English
language. Students will learn how to analyze the grammar of the English language in order to design,
implement and assess instruction.

EDN 520 - Instructional Development

Credits: 3
Designed to provide students with the knowledge and skills required for designing and evaluating
instructional plans, units and educational programs. This course will include concern for such topics as
types of learning, learning hierarchies, task analysis, educational goal and objective formulation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects. Students will undertake projects relevant to their in-school experiences.

**EDN 521 - Diverse Families and Children in Communities**

Credits: 3
This course is designated to provide an overview of key theories and concepts in cultural diversity, and specifically examine the role of culture in shaping perspectives, experiences and opportunities of families and communities. The impact of social context factors such as race, ethnicity, culture, gender and economic status, religion, sexual orientation, and ability on knowledge bases, socialization and residential patterns and educational opportunity will also be studied as well as implications for access, equity, and equality in communities and society.

**EDN 524 - Action Research for Elementary Educators**

Credits: 3
This course will prepare elementary teachers to conduct action research in their educational settings for the purpose of systemic improvement of teaching and learning. Students will learn how to become effective decision makers in the design, implementation, and evaluation of research in order to positively impact learning.

**EDN 525 - Tests, Measures, and Measurements in Education**

Credits: 3
Prerequisite: EDN 301, EDN 520, or approval of instructor. Designed to develop a conceptual framework for obtaining and interpreting data about behavioral and psychological traits of persons that may be needed for a variety of purposes. Particular attention will be given to developing understanding of validity of measures for the intended purposes and for assessing the trait that is intended to be measured. Students will learn to make judgments of validity of testing systems and to develop valid tests and testing systems. Mathematical and statistical tools will be studied for analyzing items, tests, and scores and students will practice their use. Students will learn to use computers for test development, and test administration, and to analyze records of performance on tests.

**EDN 528 - Secondary School Organization**

Credits: 3

**EDN 529 - Special Topics in Elementary Curriculum**

Credits: 3
Students examine the negotiated set of beliefs about what elementary students should know and be able to master. State and national mandates are explored through the examination of contemporary contexts that influence curriculum and shape the educational climate.
EDN 532 - Comparative Studies in Early Childhood Education

Credits: 3
Designed to provide information for comparing and contrasting preschools from an international perspective, this course will include an in–depth cross–cultural survey of early childhood education in selected countries. The history of philosophical thoughts, the political and socio–economic changes and research efforts from these selected countries of interest to American early childhood educators will be studied and discussed.

EDN 533 - Early Childhood Education in Focus

Credits: 3
Designed to develop the ability to look to current trends and issues in early childhood education. Objectively, this course will include critical analysis of present exemplary programs, practices, resources, and legislation related to early childhood education. The student will be involved in identifying unresolved issues in early childhood education and writing position papers about these issues.

EDN 536 - Teaching and Learning in the Content Areas Using Multiple Literacies

Credits: 3
Examine the use of multiple literacies for teaching and learning context in K-12 classrooms and in the world outside of school. Explore a variety of methods to teach content in meaningful and engaging ways, building on students' existing literacies and further develop literacies necessary for lifelong learning.

EDN 537 - Linguistics for Teachers

Credits: 3
A study of current American English and of the principles of analysis of spoken and written language; emphasis on understanding that nature and structure of the language that students bring into the classroom. Includes exploration of language-related educational issues such as bilingualism, dialects, and disorders.

EDN 538 - Teaching Writing from a Writer's Perspective

Credits: 3
Experience the writing process from a personal and professional stance. Examine current methods of teaching and evaluating writing, including the influence of technology. Explore writing as a purposeful approach to learning and teaching.

EDN 540 - Adolescent Literature

Credits: 3
A comprehensive study of literature appropriate for the middle grades, its value in the school curriculum and its importance in fulfilling intellectual, emotional, and cultural needs of young people. Evaluation and bibliography are emphasized; classroom techniques and the use of related materials are covered. Projects related to instructional preparation and student activities are required.
EDN 541 - The Role of Literature in Learning and the Curriculum

Credits: 3
Familiarize teachers with the wealth of children and adolescent literature available to students in preschool through high school. Theories and research-based strategies for using literature to inform and support diverse students' language and literacy development are introduced and demonstrated through the extensive study of each genre.

EDN 542 - Advanced Teaching of Mathematics in the Elementary Classroom

Credits: 3
This course will address instructional principles, research, and methods supporting the mathematical learning of all children including fostering mathematical understanding via the Standards for Mathematical Practice. The current social, political, and economic trends in local, state, national and international settings will also be explored.

EDN 543 - Advanced Teaching of Social Studies in the Elementary Classroom

Credits: 3
This course explores contemporary research, practices, and issues in social studies education with emphasis on enhancing the global dimension in the elementary school curriculum. Candidates design an integrated unit of study reflecting strong content knowledge, the integration of digital tools for teaching and learning, and the use of authentic assessment methods.

EDN 544 - Advanced Teaching of Science in the Elementary Classroom

Credits: 3
This course will focus on current topics in science education as well as the use of effective instructional strategies to teach science in a K-6 classroom. These strategies are based on a theoretical and conceptual framework that addresses the current goals of K-6 science and applies research to real-world experiences to improve classroom practice through action.

EDN 545 - Black Literature and Resources for Teachers

Credits: 3
A survey of black literature, including the examination of materials published for classroom use in the public schools and the authors who have made contributions to this field.

EDN 548 - Advanced Teaching of Language and Literacy in the Elementary Classroom

Credits: 3
This course lays on the theoretical and pedagogical foundation for the advanced study of Language Arts. It focuses on curriculum, assessment, and instructional methods at the elementary level. Candidates will explore a variety of strategies and engagements that contribute to literacy competence in elementary students.
EDN 549 - Middle School Education

Credits: 3
Study of educational programs for upper elementary education (junior high, middle school, intermediate school). Review of learning, physical, and social characteristics of "transescents" and historical and current approaches to their education. Comparison and contrast of curriculum, instruction, administrative and organizational features of exemplary and typical intermediate, middle and junior high schools.

EDN 550 - Nature and Needs of Children with Exceptionalities

Credits: 3
Designed to provide a comprehensive survey of the major categories of children with exceptionalities. Emphasis will be on characteristics, etiology, educational procedures, and psycho–social implications. Activities will include lecture, discussion, and practical applications of concepts and strategies. Designed for majors in general education programs.

EDN 552 - Introduction to Gifted Education

Credits: 3
Study of gifted education including historical and current views in the field. Emphasis on characteristics of gifted learners and issues of development, identification, diversity, and impact of parents and community. Course to include readings, lecture, discussion, presentations, and school-based assignments.

EDN 553 - Social and Emotional Development and Guidance of Gifted Learners

Credits: 3
Examines theories of motivation, and social and emotional development of gifted learners. Students will develop awareness and understanding of social-emotional issues of gifted learners and implications for developing classroom, school, district, family, and community support systems. Course includes lecture, discussion, and student classroom observation assignments.

EDN 554 - Curriculum, Methods, and Materials for Gifted Education

Credits: 3
Prerequisites: EDN 552 and EDN 553. Examines curriculum, instructional methods, and materials to use in support of gifted learners. Focuses on models of curriculum and instructional methods, including assessment, diversifying/modifying strategies, and resources for gifted education. A clinical field experience is required.

EDN 555 - Program Design, Implementation, and Evaluation in Gifted Education

Credits: 3
Prerequisites: EDN 552, EDN 553, EDN 554 or permission of instructor. Designed to develop knowledge and skills in program planning for gifted education. Topics include standards and principles of program development, exemplary program models and program features, materials and resources, advocacy, program evaluation, professional development, and legislation and policies influencing design and
supervision of gifted education programs. Issues in Gifted Education will be revisited. Field-based activities will be required.

EDN 556 - Clinical Teaching in Reading Recovery I

Credits: 3
Prerequisite: Permission of the instructor. Develops skills in observing, recording, and analyzing children's reading and writing behaviors and in implementing effective methods for teaching literacy to young children at risk of reading failure. Generates understanding of theories of reading and writing processes and of reading acquisition from an emergent literacy perspective.

EDN 557 - Clinical Teaching in Reading Recovery II

Credits: 3
Prerequisite: Permission of the instructor. Develops skills in observing, recording, and analyzing children's reading and writing behaviors and in implementing effective methods for teaching literacy to young children at risk of reading failure. Generates understanding of theories of reading and writing processes and of reading acquisition from an emergent literacy perspective.

EDN 558 - Language, Literacy, and Culture

Credits: 3
Explore the emergence of language and literacy in relation to cognitive development and cultural experience. Examine literacy as psycholinguistic and strategic processes within the context of diverse learning communities. Examine implications of theories on language and literacy development for teacher decision-making, teaching practices, and literacy learning.


Credits: 3
Designed to develop curriculum, instructional, and research skills in the content areas, the course will address methods, applications, and research within specific content areas. Students will demonstrate planning and presentation skills in a supervised practicum and complete a research project and report.

EDN 566 - Research in Literacy Education

Credits: 3
Examine research methods including action research design, scientifically based inquiry, student-data analysis and program evaluation from a theoretical and pedagogical stance. Critique studies in literacy using positivistic scientific research design and interpretive ethnographic research/evaluation design to support effective decision making.

EDN 568 - Literacies and Technology

Credits: 3
Explore how new technologies influence K-12 literacy practices. Understand the role of critical literacy within literacy development and review and revise curriculum to include technologies.
EDN 571 - Mathematical Modeling: K-5 Leadership

Credits: 3
Prerequisites: EDN 580, EDN 582, EDN 585, EDN 587, EDN 578. Generating mathematical representations and making explicit connections between concepts. Pedagogy designed to equip elementary teachers to become mathematics teacher-leaders in school settings; Focus given to topics integrated within mathematical strands.

EDN 573 - The Disabled Reader

Credits: 3
Prerequisites: EDN 588, 589. Designed to develop competence and performance in testing teaching, and designing reading/learning programs for the severely disabled reader. Appropriate referral services will be identified. Consultation skills will be developed. Supervised practicum required.

EDN 574 - Global Education Issues

Credits: 3
Will provide a critical examination of global education events and issues using the lens of the theory of global citizenship.

EDN 575 - Seminar and Practicum in Early Literacy Intervention I

Credits: 3
Prerequisite: Permission of the instructor. Co–requisites: EDN 556 and EDN 557 Explores theories of professional development, supervision, and systematic changes and issues affecting early literacy, program development, and teacher learning. Develops skills for implementing, evaluating, and improving literacy intervention programs, including Reading Recovery™, and skills in facilitating conceptual change and improving teaching performance. Seminar and practicum experiences extend over two semesters.

EDN 576 - Seminar and Practicum in Early Literacy Intervention II

Credits: 3
Prerequisite: Permission of the instructor. Co–requisites: EDN 556 and EDN 557. Explores theories of professional development, supervision, and systematic changes and issues affecting early literacy, program development, and teacher learning. Develops skills for implementing, evaluating, and improving literacy intervention programs, including Reading Recovery™, and skills in facilitating conceptual change and improving teaching performance. Seminar and practicum experiences extend over two semesters.

EDN 577 - Practicum in Middle Grades Education

Credits: 3

EDN 578 - Geometry and Spatial Visualization: K-5 Assessment

Credits: 3
Prerequisite: EDN 580. Geometric concept development along with formative and summative
assessment strategies of students' geometric thinking; attention also is given to geometric content knowledge and diagnosis of student errors.

EDN 579 - Instructional Leadership in Secondary Schools

Credits: 3
Facilitates the development of instructional leadership skills and professional documentation of scholarly teaching by providing expectations and assignments promoting development of leadership skills and preparation and defense of professional documentation and portfolio products.

EDN 580 - Number Systems & Operations: K-5 Mathematical Tasks

Credits: 3
Prerequisite: Teacher Licensure. Analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level; attention is also given to the expansion of content knowledge.

EDN 581 - Comparative International Education

Credits: 3
Will examine and compare major differences in the approach to education in the K-12 setting in selected countries/regions. Differences in theoretical approaches as well as application of pedagogies will be studied.

EDN 582 - Rational Numbers and Operations: K-5 Learning Trajectories

Credits: 3
Prerequisite: (EDN 580). Focus on rational number concepts through learning trajectories at the K-5 level; attention also given to problem solving and content knowledge.

EDN 584 - Development of Language and Literacy Curriculum

Credits: 3
Prerequisite: EDN 566. Examine best literacy practices to support the synthesis of theoretical knowledge of literacy curriculum. Provide opportunities for classroom applications within a comprehensive literacy framework.

EDN 585 - Data Analysis and Measurement: K-5 Classroom Interactions

Credits: 3
Prerequisite: (EDN 580). Focus on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention also given to learning methods which facilitate appropriate classroom interactions.

EDN 586 - Professional Roles and Systems for Change in Literacy Education
Examine contrasting theories, models, programs, and practices to understand the impact leaders have on improving literacy instruction in the 21st century. Analyze the change process in a school setting to understand complexities of change. Promote team-building, coaching, and collaboration to positively affect student learning.

**EDN 587 - Algebraic Reasoning: K-5 Discourse and Questioning**

Credits: 3  
Prerequisite: (EDN 580). Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom.

**EDN 588 - Assessments in Language and Literacy**

Credits: 3  
Prerequisite: EDN 584. Develop a conceptual framework for obtaining and interpreting data about students' language and literacy performance. Explore current practices in assessment and measurement, including development and interpretation of assessment data to inform instruction.

**EDN 589 - Tutoring and Coaching for Literacy Development**

Credits: 3  
Co-requisite: EDN 588. Apply instructional theories and practices for tutoring and coaching in a K-12 educational context. Issues of cultural, linguistic, economic, intellectual, and other areas of diversity are explored in terms of assessment and instruction.

**EDN 590 - Practicum in Elementary Education**

Credits: 3  
Prerequisite: At least 18 hours of graduate coursework. Designed to provide a supervised internship in a school setting. Focus on execution and evaluation of a project involving application of theory and pedagogical principles and practices studied in the graduate program.

**EDN 591 - Directed Independent Study**

Credits: 3  
Prerequisites: 15 semester hours of graduate credit and permission of instructor. Intensive study of topic in the student's area of specialization.

**EDN 592 - International Field Experience in Education**

Credits: 1-6  
(455) Consent of instructor. Will provide experiences in a selected educational setting as part of a study abroad program.
EDN 593 - Contemporary Perspectives in Education

Credits: 1
Independent investigation of a contemporary controversial education issue. Students will research a topic, take a professional stance, and defend their position in a formal presentation to faculty and students. Must be taken during the semester in which the comprehensive exam is scheduled.

EDN 595 - Special Topics in Education

Credits: 1-4
Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. Seminars of this nature may be offered only upon approval of the dean of the Graduate School. A maximum of six semester credit hours may be counted toward degree requirements.

EDN 596 - International Practicum in Education

Credits: 6
(468) Consent of instructor. A full time practicum experience within the area of specialization. Students will engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for instruction.

EDN 597 - Teacher Change

Credits: 3
Prerequisite: 21 hours of coursework or permission of instructor. Capstone course for the M.Ed. in Teaching and Learning. Students complete a culminating research project and defend a portfolio synthesizing their learning from the program.

Educational Leadership

EDL 508 - Professional Development and the Learning Leader

Credits: 3
(608) Designed for the graduate student with demonstrated leadership experience. This course builds a research-based foundation for exploring how to best work with adults, plan for their professional growth, establish learning communities, and evaluate professional development at both the school and district levels.

EDL 509 - Public Policy and Advocacy for Children and Families

Credits: 3
This course covers the process for developing and establishing policies on a national, state, and local basis that influence decisions that impact children and families. It will also address global policies on young children and families for comparison with the United States. Students will develop strategies for influencing public policy and regulation through advocacy and resources available to support change.
EDL 510 - Internship in Leadership, Policy, and Advocacy

Credits: 3
This course will provide students with an opportunity to apply what they have learned in their graduate studies to a community-based program or agency that supports families and young children. Students may take two sections of this course for a total of six credits toward the degree.

EDL 512 - Legal Issues and Policy as a Systemic Process

Credits: 3
Required for all licensure-only and degree seeking MSA students. Provides opportunities for educational leaders to begin to understand school law and its relationship to educational policies in public schools. Activities required of students and methods of evaluation include three papers, a midterm exam, a final exam, and attendance at a Board of Education meeting.

EDL 513 - Organizational Theory and Leadership

Credits: 3
Designed to provide school leaders with the conceptual and analytic tools necessary to design and evaluate classroom instruction and school-wide instruction improvement efforts. Instructional units will examine principles of instructional design, assessment of teaching, and strategies of professional development. Activities will include lectures, seminar discussion and participation in case and field-based analysis.

EDL 514 - Technology for School Improvement

Credits: 3
This course is designed to provide a foundation in technology applications for school personnel. This course will develop knowledge, skills, and dispositions that are positive and effective indicators of the use of technology in a school setting. This course develops and collects artifacts that are evidences of the course requirements.

EDL 516 - Human Resource Development Leadership

Credits: 3
MSA status or by permission. Required by MSA degree seeking students. This course prepares students to provide effective leadership and to lead school improvement to effect positive change. Emphasis given to recruitment, induction, development, and retention of highly qualified faculty and staff.

EDL 520 - Instructional Development for School Leaders

Credits: 3
CIS Elective. Provides students in leadership roles with the knowledge and skill required to design and evaluate instructional plans, units, and educational programs. Includes a study of learning, learning hierarchies, task analysis, educational goal and objective formulation, and assessment of learner entry skills.
EDL 521 - Using Data for School Improvement

Credits: 2
Co-requisite with EDL 522. MSA status or by permission. Required for MSA degree seeking students. This course prepares students to lead school improvement and change through the use of data. Students gain knowledge and skills in assessment, program evaluation, and action research through data-based decision-making and the school improvement process.

EDL 523 - Research in Education

Credits: 3
Develop research competencies required for interpretation and critique of research reports and for design of and implementation of research for educational decision-making. Contents will include measurement, problem identification and analysis, research design, selected statistical analysis procedures, data interpretation and reporting, and research critique. Activities will include lecture, discussion, research critique, simulated and actual proposal development, simulated report development, and computer analysis of actual data.

EDL 526 - Managerial Leadership and Administration

Credits: 3
MSA status or by permission. Required for degree seeking and licensure only students. Provides both academic and field-based experiences. In conjunction with EDL 570, this develops students’ understanding of leadership and management skills for both the school and district settings. Both organization and management skills are emphasized.

EDL 530 - Curriculum, Instruction, and Assessment

Credits: 3
This course is designed to provide the knowledge and skills required to develop, implement, and evaluate curriculum and instructional models. Content covers curriculum models, alignment of curriculum to learning standards, study of learning, task analysis, goal and objective formulation, and meeting individual needs. This also includes assessment of curriculum and instruction for change and improvement. Prerequisite for EDL 574.

EDL 550 - Foundations of Higher Education

Credits: 3
(EDL 650) This course examines the history, development, goals, functions, and administrative structures in a postsecondary educational context.

EDL 551 - Student Development Theory

Credits: 3
(EDL 651) This course covers the study of major theories and practices of learning, student development, and advising and counseling. Topics also include meeting the needs of diverse learners and supporting culturally diverse students in higher education settings.
EDL 552 - Critical Issues in Higher Education

Credits: 3
(EDL 652) This course is an examination of social, political, ethical, and economic issues that impact higher education. Perspectives will include political science, organizational theory, law, and other disciplines.

EDL 553 - Evaluation and Assessment in Higher Education

Credits: 3
This course will focus on the study of theoretical perspectives underlying program evaluation and assessment in the context of higher education. Application projects will allow students to apply theory to practice and use data to drive decisions.

EDL 554 - Leadership Theory and Behavior

Credits: 3
This course examines leadership theories and styles for the development and use of effective strategies and skills in higher education. Specific application to units and programs found in higher education will be the focus.

EDL 555 - Legal Issues in Higher Education

Credits: 3
This course examines contemporary legal issues and ethical decision making in colleges and universities. Discussions include proactive and reactive strategies that involve legal issues.

EDL 556 - Technology in Higher Education Leadership

Credits: 3
This course is a critical survey of social media, mobile devices and applications used by students and professionals in postsecondary education contexts. Challenges and benefits in the use of technology, as well as, wanted and unwanted consequences will be examined.

EDL 557 - Community College Administrators

Credits: 3
(EDL 657) An examination of current community college programs, students, organization, resources, and issues that pertain to administration in the community college context.

EDL 558 - Social Justice Topics in Education

Credits: 3
This course examines topics related to privilege, marginalization, and social justice work in education. Readings, discussions, and activities are focused on the theoretical foundations that frame social justice work and practical implications for multiple stakeholder groups.
EDL 560 - Reflective Practice

Credits: 3
(EDL 659) This course will provide an opportunity for reflection on professional experiences and feedback on professional development from peers and course instructor. Reflection will be framed by the ACPA/NASPA Core Competencies for Higher Education Professionals.

EDL 565 - Current Issues in Educational Leadership

Credits: 3
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.

EDL 566 - Supervision and Teacher Evaluation

Credits: 3
Teacher supervision and evaluation is considered in the broader context of education, with these processes intentionally tied to strengthening the quality of teaching and learning. The course provides lessons, resources, theory to application assignments, and products that ensure the knowledge, skills, and dispositions to be an effective supervisor and evaluator.

EDL 567 - Learning-Centered Supervision

Credits: 3
Develops an understanding of adult development theories and supervision models in relation to application for development of teachers at beginning of their careers. Topics include clinical supervision, research on novice teachers, conditions and strategies that support growth, and specific differentiated supervisory strategies. Students will develop materials and collect resources to support a model of curricular/instructional reform.

EDL 568 - Educational Program Design and Evaluation

Credits: 3
This course focuses on school-based needs assessment, goal development, program design, evaluation planning, and capacity building. Data-based decision making for school improvement will be emphasized, specifically as it relates to program design. Students will apply knowledge and skills in needs assessment, goal development, program design, evaluation planning, and capacity building by; conducting a school-based needs assessment, developing goals by identifying and prioritizing concerns from needs assessment results given school mission and context, selecting and/or designing a program to address goals by critically reviewing relevant research and best practices, and demonstrating alignment with school and local factors, developing an evaluation plan to monitor program implementation and determine program impact, and identifying capacity building strategies to sustain focus and momentum.
EDL 569 - Internship: Pre-Leadership Applications

Credits: 3
This course is designed to provide the administrative intern with experience in one (or two) different level(s) (elementary, middle or high school) other 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. This course is required for all students not completing a split placement in 570-571.

EDL 570 - Internship: Leadership Applications I

Credits: 6
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: 6
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 572 - Reflective Leadership: Performance Assessment Capstone

Credits: 3
Runs concurrently with EDL 571. Required for all MSA degree seeking students. This course provides students an opportunity to synthesize knowledge, skills and competencies developed in their program and to complete a portfolio of artifacts to meet program exit requirements for licensure recommendation.

EDL 574 - Action Research in Curriculum and Instruction

Credits: 3
Prerequisite: EDL 530 or equivalent. Students will use the research, process of curriculum development, models of curriculum, alignment of curriculum, and instructional strategies studied in EDL 530 to develop and implement an action research project on curriculum and instruction in a PreK-12th grade classroom, school, or district setting.

EDL 575 - Social Justice Issues in Curriculum and Instruction

Credits: 3
This course facilitates understanding and analysis of contexts in which teaching, learning, schooling, and thinking about social justice have historically been located. Focuses on critical roles and responsibilities of educators as decision-makers in applying theoretical and practical knowledge, skills and dispositions to school curriculum, instruction and supervision. Open to all programs.
EDL 578 - Practicum in Developmental Instructional Supervision

Credits: 3
Prerequisite: EDL 567. Practicum experience designed to extend students' understanding and application of theory, concepts, and techniques of learning centered supervision. Students will be engaged in a variety of supervision activities while mentoring a colleague, beginning teacher, or student intern in an educational setting. Includes self-analysis of own supervisory practices and the development and implementation of a plan for professional development.

EDL 579 - Connecting Schools, Families, and Communities

Credits: 3
This course will focus on collaborative processes for connecting partners in the education of students in K-12 programs. Effective programs currently being used will be studied. Students will engage in projects to develop strategies in local schools that support families and children.

EDL 580 - Fundamental Issues

Credits: 3
This course is directly tied to the Master of School Administration thematic standards: (a) School Leader as Learner; (b) School Leader as Conceptualizer, Synthesizer, and Inventor; (c) School Leader as Planner, Operations Guide, Evaluator, and Communicator; (d) School Leader as Decision Maker, Problem-Solver and Assessor. This alignment aims to develop the capacities and habits of critical, systematic thought and analysis within a leader.

EDL 581 - Comparative Studies in International Leadership

Credits: 3
This course is designed to provide school leaders interested in curriculum, instruction, and supervision an international perspective through conceptual and analytic tools necessary to challenge, inform, and lead classroom and school-wide improvement efforts. The course will examine principle issues of curriculum, instruction, and supervision comparatively with one other country being the point of comparison. Activities will include participation in discussions, readings, academic writing, and field-based analysis.

EDL 583 - Global Perspectives in Education

Credits: 3
(EDL 646) This course focuses on gaining an appreciation and embracing global forces in education as a way of building educators’ capacity to prepare Birth-16 students for life in the collaborative, global, innovation age.

EDL 590 - Curriculum Planning in Post-Secondary Education

Credits: 3
(EDL 690) This course covers concepts of planning curriculum and courses, establishing goals and outcomes, aligning outcomes with professional or disciplinary standards, prioritizing content, and planning
for student engagement and active learning. Topics include syllabus construction, pace of instruction, amount of reading, formative and summative evaluation methods, and grading rubrics.

EDL 591 - Directed Independent Study

Credits: 1-3
Prerequisites: 15 semester hours of graduate credit and permission of instructor. Intensive study of topic in the student's area of specialization.

EDL 592 - Instructional Delivery in Post-Secondary Education

Credits: 3
(EDL 692) Educational professionals will learn about course delivery (e.g., online learning, blended, face to face instruction, seminar style, and compressed learning). They will engage in discussion and make decisions about what to teach, how to teach, and how to ensure students are achieving important learning goals in a variety of contexts.

EDL 593 - Practicum in College Teaching

Credits: 3
(EDL 693) This course will help students develop knowledge and skills as teachers in an institution of higher learning (both community college and university) to meet the needs of a diverse student body. Students will gain teaching experience and document their professional growth through an apprenticeship with a faculty member that includes syllabus development, delivery of content, reflection and self-evaluation.

EDL 595 - Special Topics in Educational Leadership

Credits: 1-4
Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. Seminars of this nature may be offered only upon approval of the dean of the Graduate School. A maximum of six semester credit hours may be counted toward degree requirements.

EDL 596 - Culminating Project I

Credits: 3
Students develop a culminating project that demonstrates their engagement in an original line of inquiry. The culminating project provides students with an opportunity to develop a unique representation of what they have learned throughout their program while also producing a product that has the potential to enhance their professional profile. Topics covered include: topic selection and format, literature review, IRB proposal preparation, and committee selection.

EDL 597 - Culminating Project II

Credits: 3
Prerequisite EDL 596. Students complete a culminating project that represents their engagement in an
original line of inquiry under the direction of a faculty member (Chair). The culminating project focus is identified and developed in EDL 596. Oral presentation and defense of project are required.

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.

EDL 599 - Thesis II

Credits: 3
Prerequisites: EDL 596, at least 18 additional hours toward completion of the master's degree, and permission of instructor required. Intensive study of topic selected by student and approval by thesis committee. This course will finalize a study started in EDL 596 to include a definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation, defense of thesis, and submission of thesis to the Graduate School required.

EDL 601 - Leadership Theory

Credits: 3
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 602 - Serving Urban and Rural Communities

Credits: 3
This course is designed to prepare educational leaders to successfully work in both urban and rural environments and to prepare for an reflect upon school-based and international internships.

EDL 604 - Educational Policy, Governmental Regulation and School Law

Credits: 3
This course is designed to be an advanced level class on educational politics, policies, and law. It builds upon coursework taken at the Masters level. The course will develop the ability of future school leaders to analyze and assess laws and policies as they impact on school systems at the micro and macro levels. It will also provide candidates with frameworks with which to analyze and assess the political influences on educational systems.

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.
EDL 606 - Technology Leadership for Systemic Improvement

Credits: 3
This course will prepare educational leaders to develop a system-wide vision for educational technology, gain knowledge and skills needed to be data-driven educational leaders, and explore the potential of technological trends for public education.

EDL 607 - Generating, Managing, and Aligning Resources in Schools

Credits: 3
Provides sources, strategies, and management of unit internal and external funds. Assist in the development of grant proposals, donor prospects, business partnerships, and the personnel and financial management of both internal and external funding budgets through private, state, and federal compliance regulations.

EDL 608 - Prof Develop & Learning Leader

Credits: 3
Designed for the graduate student with demonstrated leadership experience. This course builds a research-based foundation for exploring how to best work with adults, plan for their professional growth, establish learning communities, and evaluate professional development at both the school and district levels. 608 Doctoral level or 508 Master's level with instructor permission. Summer elective.

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 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 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 621 - Curriculum, Instruction and Assessment

Credits: 3
Designed to build upon candidates' prior experiences as teachers and curriculum designers/evaluators.
The course will develop school leaders’ skills in analyzing system-wide curricular efforts; evaluating curriculum, instruction and assessment models and approaches from a system-wide perspective and under the scrutiny of state and national accountability.

**EDL 622 - Supervision Theories and Applications**

Credits: 3
Provide advanced level study about educational supervision models, structures, and practices within school buildings and in the larger school system context. The course will develop school leaders’ knowledge, skills, and dispositions necessary in designing, implementing, and sustaining a standards-based and effective systemic model for personnel evaluation and supervision. The creation of cohesive and coherent networks and practices will be emphasized in the context of educational reform and the stimulation of professional development across educational roles and the career cycle.

**EDL 623 - Accountability**

Credits: 3
This course is designed for school leaders to identify, analyze and explore educational accountability issues at the classroom, district, state, national and international levels relative to the mandate that all young people will meet high learning standards and to successfully compete in our global society.

**EDL 630 - Proseminar in Postsecondary Education I**

Credits: 3
This course covers the theoretical concepts and empirical findings that help to describe the college environment and explain its impact on students, faculty, and staff. The intent of the course is to familiarize students with today’s higher education settings and strategies for enhancing these environments to maximize student learning and development.

**EDL 631 - Law & Policy in Higher Education**

Credits: 3
This course is an advanced study of law and policy and their relationship to higher education with a specific emphasis on analysis of the implications on the work of higher education leaders across institutional settings. It is designed to enable leaders to become knowledgeable, effective, and responsible participants within the political and policy arenas of higher education.

**EDL 632 - Budget, Finance, and Human Resources in Higher Education**

Credits: 3
The course provides prospective college and university administrators with a theoretical and working knowledge of techniques, issues, policy, and practices as they are related to budget and finance in higher education. The course also covers the diversity and complexity of roles and responsibilities when managing human resources in higher education.
EDL 633 - Today's College Student

Credits: 3
This course helps higher education leaders to develop a clear understanding of the developmental issues facing students and the process by which development occurs. Extensive study of theories of social identity development and the application of principles of social justice in college settings will assist student affairs professionals in supporting diverse students.

EDL 634 - Proseminar in Postsecondary Education II

Credits: 3
Prerequisite: EDL 630. This course will require students to apply their knowledge of institutions and institutional stakeholders in American higher education across various institutional contexts and settings. The intent of the course is to provide students with an opportunity to practice the integration of concepts from across their coursework to today's higher education settings.

EDL 635 - Academic Culture and Learning

Credits: 3
This course is an intensive examination of the student, faculty, and administrative cultures in higher education environments. Topics include the history and philosophy of college teaching, internal and external influences on instruction, faculty and students, and instructional models and methods.

EDL 640 - Special Topics in Research

Credits: 1
Special topics in research will be offered each semester on a variety of topics to support students preparing for their dissertation. Topics will be based on specific topics in research methodology and descriptions will be included in the course title. Students may select up to three EDL 640 topics while earning their degree. Details about each special topic is available in the department office.

EDL 641 - Applied Research

Credits: 3
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 642 - Program Evaluation

Credits: 3
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 643 - Quantitative Research

Credits: 3
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 644 - Qualitative Research

Credits: 3
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.

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.

EDL 646 - Global Perspectives in Education

Credits: 3
(EDL 583) This course focuses on gaining an appreciation and embracing global forces in education as a way of building educators' capacity to prepare Birth-16 students for life in the collaborative, global, innovation age.

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 650 - Foundations of Higher Education

Credits: 3
(EDL 550) This course examines the history, development, goals, functions, and administrative structures in a postsecondary educational context.

EDL 651 - Student Development Theory

Credits: 3
(EDL 551) This course covers the study of major theories and practices of learning, student development, and advising and counseling. Topics also include meeting the needs of diverse learners and supporting culturally diverse students in higher education settings.
EDL 652 - Critical Issues in Higher Education

Credits: 3
(EDL 552) This course is an examination of social, political, ethical, and economic issues that impact higher education. Perspectives will include political science, organizational theory, law, and other disciplines.

EDL 657 - Community College Administrators

Credits: 3
(EDL 557) An examination of current community college programs, students, organization, resources and issues that pertain to administration in the community college context.

EDL 659 - Practicum

Credits: 1-3
(EDL 560) This course will provide an opportunity for reflection on professional experiences and feedback on professional development from peers and course instructor. Reflection will be framed by the ACPA/NASPA Core Competencies for Higher Education Professionals.

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 661 - Internship I-Issues Affecting Diverse Rural and Urban Educational Communities

Credits: 2
This course is a focused internship for candidates who are placed in a school district (either urban or rural, pending prior experience) or other educational setting to intensively study educational innovation, leadership styles and data-driven decision-making.

EDL 663 - Business Internship

Credits: 2
The internship is designed to provide first-hand experience in applying best business practices to the educational domain, including: 1) effective managerial and leadership principles, 2) strategic human resource management, and 3) innovative training and employee/customer education models.

EDL 664 - International Internship

Credits: 2
Students travel, under the supervision of university faculty, to a country for a cultural experience and to
explore the educational system in the country through university partnerships. Students complete approximately 100 hours in travel and cultural exploration.

EDL 665 - Curriculum Studies

Credits: 3
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.

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 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 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 690 - Curriculum Planning in Post-Secondary Education

Credits: 3
(EDL 590) This course covers concepts of planning curriculum and courses, establishing goals and outcomes, aligning outcomes with professional or disciplinary standards, prioritizing content, and planning for student engagement and active learning. Topics include syllabus construction, pace of instruction, amount of reading, formative and summative evaluation methods, and grading rubrics.

EDL 691 - Directed Independent Study

Credits: 1-3
Prerequisites: Admission to the Ed.D. Program. Permission of Instructor. Involves intensive study of a topic in the student's research area.
EDL 692 - Instructional Delivery in Post-Secondary Education

Credits: 3
(EDL 592) Educational professionals will learn about course delivery (e.g., online learning, blended, face to face instruction, seminar style, and compressed learning). They will engage in discussion and make decisions about what to teach, how to teach, and how to ensure students are achieving important learning goals in a variety of contexts.

EDL 693 - Practicum in College Teaching

Credits: 3
(EDL 593) This course will help students develop knowledge and skills as teachers in an institution of higher learning (both community college and university) to meet the needs of a diverse student body. Students will gain teaching experience and document their professional growth through an apprenticeship with a faculty member that includes syllabus development, delivery of content, reflection and self-evaluation.

EDL 695 - Special Topics in Educational Leadership

Credits: 1-3
Prerequisites: Admission to the Ed.D. program. Permission of Program Coordinator. Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. A maximum of six semester hours may be counted toward degree requirements.

EDL 698 - Research

Credits: 1-6
Prerequisites: Admission to the Ed.D. program. Permission of Instructor. Credit hours taken by students in pursuing their dissertation research. May be taken more than once for credit.

EDL 699 - Dissertation in Education

Credits: 3-6
Prerequisites: Approved dissertation proposal. Permission of Dissertation Chair. Credit hours taken by students to assist them in analyzing their research data and writing their dissertation. Students should take either two consecutive three-hour blocks or one six-hour block for a total of six hours of dissertation credit.

English

ENG 501 - Introduction to Research Methods in English

Credits: 3
English majors only or consent of instructor. Analysis of the content of English studies, stressing bibliographic tools and the aims and methods of literary and writing research.
ENG 502 - Introduction to Literary Theory

Credits: 3
English majors only or consent of instructor. Analysis of the philosophical, historical, and social foundations of literary theory. Emphasis on problems of meaning, interpretation, and evaluation. Examination of relevant critical figures and schools in historical context.

ENG 503 - Theory and Practice of Teaching Composition

Credits: 3
English majors only or consent of instructor. Critical analysis of current composition theories and classroom practices; examination of teaching and learning theories related to composition courses. Required for second-semester graduate teaching assistants.

ENG 504 - The Age of Chaucer

Credits: 3
A survey of works written in medieval England. Included are The Canterbury Tales, selections from Chaucer's other works, and representative works in such genres as chronicle, biography, epic, romance, dream vision, and drama.

ENG 505 - The Age of Elizabeth

Credits: 3
English literature in the sixteenth and early seventeenth centuries. Works studied include poetry by Spenser and Shakespeare, plays by Marlowe and Jonson, and prose by More and Sidney.

ENG 506 - The Age of Milton

Credits: 3
Emphasis on the works of Milton. Also includes works by Donne, Herbert, and Bacon.

ENG 507 - Studies in Short Fiction

Credits: 3
Study of short fiction as a genre. May focus on an author, theme, period, the short story, the novella, traditions, conventions, or forms. May be repeated for credit under a different subtitle.

ENG 508 - Studies in Nonfiction

Credits: 3
Study of nonfiction prose. May focus on a form such as biography, autobiography, memoir, the journal, or various forms of essays. May be repeated for credit under a different subtitle.

ENG 509 - Topics in Literature
The study of a selected theme, movement, period, influence, or genre. Content varies from semester to semester. May be repeated for credit under a different subtitle.

**ENG 510 - Theory and Practice of Cultural Studies**

Credits: 3
In various forms, this course will introduce graduate students to the history, theory, vocabulary, and critical strategies commonly employed in cultural studies. While critical and topical emphasis may vary from section to section, this course will present students with the notion of culture in broad social, aesthetic, ethical, and political contexts so as to prepare them for more advanced research in cultural studies.

**ENG 511 - Studies in the Novel**

Credits: 3
Study of the novel as a genre. May focus on the history of the novel, major authors, a theme, a period, narrative technique, or form. May be repeated for credit under a different subtitle.

**ENG 513 - Studies in Poetry**

Credits: 3
Study of poetry as a genre. May focus on an author, theme, period, poetic form, or traditions and conventions. May be repeated for credit under a different subtitle.

**ENG 514 - Studies in Drama**

Credits: 3
Study of drama as a genre. May focus on an author, theme, period, dramatic form, or traditions and conventions. May be repeated for credit under a different subtitle.

**ENG 520 - Linguistics**

Credits: 3

**ENG 522 - Hist Of English Lang**

Credits: 3

**ENG 523 - Modern English Grammar**

Credits: 3

**ENG 524 - Semantics & English Lang**

Credits: 3
ENG 525 - Studies in Linguistics

Credits: 3
In-depth examination of a topic in linguistics. May be repeated for credit under a different subtitle.

ENG 526 - English Grammar for ESL Teaching

Credits: 3
Study and analysis of the structure and components of the English language. Prepares students to design, implement, and assess strategies and methods of teaching grammar to English language learners.

ENG 546 - Workshop In Forms Of Poetry

Credits: 3

ENG 551 - Studies in Professional Writing

Credits: 3
Advanced instruction in writing for a particular field, including but not limited to business, science, and technology. May be repeated for credit under a different subtitle.

ENG 552 - Rhetoric and Culture

Credits: 3
Theoretical analysis of significant developments in the history of rhetoric with emphasis on the influence of rhetoric on written composition.

ENG 553 - Studies in Rhetoric and Literacy

Credits: 3
Study of a topic in rhetoric or literacy. Topics vary; typical offerings might include the work of one or more theorists or theories, current issues in the field of literacy studies, or other themes. May be repeated for credit under a different subtitle.

ENG 555 - Language, Meaning and Culture

Credits: 3
Analysis of theories of language, communication, and culture with emphasis on application of these theories to oral and written texts in a variety of contexts.

ENG 556 - Qualitative Research in English Studies

Credits: 3
Practical and theoretical introduction to qualitative research with a focus on research design and ethical issues.
ENG 557 - Theory and Practice of Technical Communication

Credits: 3
Introduction to principles and practices of technical communication and applications in community, business, and industry; attention to writing with technologies as well as theories of writing, editing, and usability.

ENG 559 - Pedagogies of Reading and Writing

Credits: 3
Introduction to current topics in literacy pedagogy and their influences (e.g., feminism, literary theories, electronic technologies, social construction), with emphasis on theory in practice.

ENG 560 - Studies in British Literature

Credits: 3
Study of a period, theme, movement, major author, or genre in British literature. May be repeated for credit under a different subtitle.

ENG 561 - Studies in American Literature

Credits: 3
Study of a period, theme, movement, major author, or genre in American literature. May be repeated for credit under a different subtitle.

ENG 564 - Studies in Children's/Young Adult Literature

Credits: 3
Study of texts within the fields of adolescent and children's literature. May include classic or modern literature for younger audiences, fairy tales, picture books, theory and criticism of children's literature, or children's film. May be repeated for credit under a different subtitle.

ENG 565 - Studies in European Literature in Translation

Credits: 3
Study of major traditions in European literature in translation. May be repeated for credit under a different subtitle.

ENG 566 - Studies in Anglophone World Literature

Credits: 3
Study of texts from the anglophone world. May include emphases on postcolonialism, globalization, or regionally-specific topics. May be repeated for credit under a different subtitle.

ENG 572 - Studies in Literary Criticism
Credits: 3
In-depth study of the work of one or more theorists or theories of literary criticism. May be repeated for credit under a different subtitle.

ENG 580 - Studies in Literature

Credits: 3
Intensive examination of a special area of literary study. May be repeated for credit under a different subtitle.

ENG 591 - Directed Independent Study

Credits: 1-3
Students must secure permission of the graduate coordinator. May be taken twice for a total of not more than 4 credit hours. May not be used for thesis research.

ENG 596 - Internship in Applied English Studies (UNCW Campus)

Credits: 3
No more than three hours of internship credit (596 or 598) may be counted toward the degree. Prerequisite: Nine hours of graduate course credit for M.A. in English and permission of instructor. Supervised professional experience on the UNCW campus in an area of English studies including, but not limited to, editing, publishing, writing, and writing instruction. Specific goals and assignments to be set and evaluated by instructor.

ENG 598 - Internship in Applied English Studies

Credits: 3
No more than three hours of internship credit (596 or 598) may be counted toward the degree. Prerequisite: Nine hours of graduate course credit for M.A. in English and permission of instructor. Supervised professional experience off the UNCW campus in an area of English studies including, but not limited to, editing, publishing, writing, writing instruction. Specific goals and assignments to be set and evaluated by instructor.

ENG 599 - Thesis

Credits: 1-6
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Environmental Studies

EVS 501 - Introduction to Environmental Problems and Policy

Credits: 3
Introduction to critical and practical skills necessary to identify, analyze, and assess environmental problems. Includes study and review of environmental policy issues.
EVS 505 - Advanced Environmental Studies

Credits: 3
Interdisciplinary examination into the scope of environmental studies. Emphasis will be placed upon integrated analysis of environmental principles through investigation of current environmental issues.

EVS 515 - Field Methods in Environmental Studies

Credits: 3
A survey of methods, techniques and instrumentation used in environmental fieldwork. Focus is upon data gathering, analysis, interpretation and application to environmental management. Required field trips.

EVS 518 - Research Methods in Environmental Studies

Credits: 3
Prerequisite: STT 501 or permission of instructor. Introduction to select research processes used in environmental studies, throughout project development, research implementation, data analysis and reporting. Scientific ethics, quality assurance and investigator safety will be emphasized. Students will gain experience in both quantitative and qualitative approaches to research.

EVS 520 - Foundations of Coastal Management

Credits: 3
Interdisciplinary investigation into the relationship between human society and coastal ecosystems, focusing upon the political, economic, socio-cultural and scientific challenges facing coastal managers. Core principles of coastal management will be used to develop potential solutions to contemporary coastal issues. Required field trips.

EVS 525 - Foundations of Environmental Education and Interpretation

Credits: 3
Principles, philosophies and methodologies of environmental education and interpretation are examined within both formal and informal educational settings. Extensive field-based opportunities will allow students to not only develop foundational knowledge but to gain practical experience in developing, implementing and evaluating environmental education and interpretation programming. Required field trips.

EVS 530 - Tropical Environmental Ecology

Credits: 3
An in-depth introduction to the issues, debates, and conservation of tropical environments, especially focusing on current ecological, social and economic environmental problems. Emphasis will be on the Neotropics located in Central and South America and the Caribbean, though all tropical locations, Asian, African, Australian, and Polynesian will be covered.
EVS 531 - International Field Experience

Credits: 1-6
Prerequisite: Permission of instructor. An interdisciplinary introduction to environmental field methods and investigation in foreign countries. Focused study on environmental issues and problems specific to host country on local, regional, and global scales. Course integrates field and classroom instruction.

EVS 540 - Foundations of Environmental Management

Credits: 3
Policies and processes related to environmental management are examined within the context of the political, economic, socio-cultural and scientific challenges facing environmental managers today. Both regulatory and non-regulatory approaches to environmental management are examined within the public and private sectors. Required field trips.

EVS 554 - Remote Sensing for Environmental Management

Credits: 3
Prerequisite: GGY 520 or GGY 522 or permission of instructor. Principles of remote sensing and its use in assessing and enhancing environment management. Students will learn concepts pertaining to remote sensing, principal sensors, data available, utility of the data for environmental management, data acquisition and processing, output data interpretation and use for management decision-making.

EVS 555 - Geospatial Analysis for Environmental Management

Credits: 3
Prerequisite: GGY 520 or GGY 522 or EVS 554 or permission of instructor. A problem-based approach to GIS, wherein students develop a GIS, manage data acquired from different sources, create new data, derive data and generate desired/required outputs. Students will enhance/develop geospatial analysis skills, ranging from basic GIS analysis to use of different extensions and remote sensing data while working on their own projects. Students will cover all aspects of a geospatial project, ranging from elaboration of a proposal, to presenting their results to the public.

EVS 560 - Using Advanced Technologies to Teach about the Environment

Credits: 3
This course will focus on the use of new technologies to teach about the environment; current issues and trends in environmental education; the development, implementation, and assessment of new technologies; and effective instructional strategies to teach key environmental principles and concepts.

EVS 564 - Natural Resource Policy

Credits: 3
Existing natural resource laws, institutions and programs are summarized in their historical context and in relation to current natural resource issues. Philosophical underpinnings of policy positions are examined and discussed to facilitate greater understanding of implicit goals. Class presents models of policy creation, implementation, and reform, with specific examples focusing on natural resource management.
**EVS 570 - Advanced Environmental Law and Policy**

Credits: 3  
Prerequisite: EVS 501. Analysis of issues related to the regulatory process, including research methods and current topics in environmental law and policy. Methodology and impacts of current and proposed policies will also be reviewed.

**EVS 572 - Coastal Protected Areas Management**

Credits: 3  
Prerequisite: EVS 520 or consent of instructor. Study of resource management focused on protected areas maintained by government agencies and by private non-profit organizations. Emphasis will be on natural area significance, site selection, management plan development, policy formulation, protection options, use conflicts and public relations.

**EVS 576 - Issues for a Sustainable Society**

Credits: 3  
Current topics in sustainability will be analyzed in relation to sociocultural, economic, and political frameworks. Individual and societal responses to environmental issues, ranging from local to global, will serve as the foundation for examining future trends and issues in sustainability.

**EVS 577 - 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.

**EVS 578 - Hazardous Waste Operations and Emergency Response (HazWOpER)**

Credits: 3  
(478) Study of the physical and chemical hazards present at hazardous waste sites and those encountered during environmental clean-ups, as well as OSHA regulations pertaining to those sites. The class will meet the 40 CFR 1910.120 requirements for 40+ hours of training and OSHA certification will be issued.

**EVS 580 - Research Diving**

Credits: 4  
Prerequisite: SCUBA certification, medical exam and permission of instructor. Training in advanced diving, research diving enriched air nitrox, rescue diving and oxygen administration techniques. Students will receive AAUS (American Academy of Underwater Science) Completion of Training Certificate.

**EVS 582 - Science & Tech of Marine Envir**

Credits: 3
EVS 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

EVS 592 - Special Topics in Environmental Studies

Credits: 1-3
Topics of special interest in environmental studies not covered by current courses. May be repeated up to 12 hours of credit.

EVS 595 - Seminar/Final Project

Credits: 3
Field, laboratory or literature-based research on selected topics in environmental planning and policy developed, implemented and presented in collaboration with selected faculty, staff and/or environmental professionals.

EVS 597 - Practicum in Environmental Studies

Credits: 1-6
Prerequisite: Permission of instructor. Advanced field placement and experience in non-profit, governmental or private sector. Provides extended opportunities for fieldwork, research or creative projects and includes related theory to practical applications.

EVS 598 - Internship

Credits: 1-3
Supervised experience with credentialed professional in environmental studies.

Finance

FIN 535 - Managerial Finance

Credits: 3

FIN 536 - Financial Policy

Credits: 3

FIN 537 - Financial Institutions & Markets

Credits: 3
FIN 538 - Investmnt & Portfol Ana

Credits: 3

FIN 565 - Current Issues

Credits: 1

FIN 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

FIN 592 - Topics In Finance

Credits: 3

Geography

GGY 520 - Fundamentals of Geographic Information Systems

Credits: 3
Purpose, use, and development of GIS. Theoretical basis for spatial data models and the integration of these data to solve problems. Two lecture and two laboratory hours each week.

GGY 522 - Remote Sensing in Environmental Analysis

Credits: 3
(422) Prerequisite: Consent of instructor. Use and interpretation of aerial photography and other remote sensing techniques in environmental analysis. The course emphasizes problem identification, digital image analysis, and interpretation of images through laboratory exercises. Three lecture and two laboratory hours each week.

GGY 524 - Advanced Geographic Information Systems

Credits: 3
(424) Prerequisite: GGY 328 or GGY 520 or consent of instructor. Advanced theory and application of the use of Geographic Information Systems (GIS), spatial data collection, data structures, data management and relational databases, spatial analysis, and display of geographic information in a computer-based environment. Lectures, demonstrations, and lab exercises. Two lecture and three laboratory hours each week.
GGY 526 - Environmental Geographic Information Systems

Credits: 3
(426) Prerequisite: GGY 328 or GGY 520 or consent of instructor. Overview of environmental applications of GIS and completion of a GIS project; planning a GIS project; development and analysis of the data, and oral and written presentation of the results. Research topics may include atmospheric studies, oceanographic, hydrology, ecology, biology, resource management, and hazard risk assessments. Two lecture and three laboratory hours each week.

GGY 528 - Advanced Remote Sensing

Credits: 3
GGY 428 Prerequisite: GGY 522/GGY 422 or consent of instructor. Advanced theory and application of remote sensing techniques and software applications for environmental sciences, geography, earth sciences, hydrology, archaeology, and forestry. Includes satellite data collection, advanced classification methods, hyperspectral and microwave image analysis, and satellite elevation data construction. Two lecture and three laboratory hours each week.

GGY 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

GGY 592 - Special Topics in Geography

Credits: 1-4
Prerequisite: Consent of instructor. Advanced special topics in geography through lecture, seminar, and laboratory or field experience. More than one topic may be taken for credit.

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.

GGY 598 - Internship in Applied Geography

Credits: 1-6
Prerequisite: GGY 520 or GGY 522 and consent of instructor. Supervised practical experience with a professional geographic company or agency. The area of concentration, course requirements, and means of evaluation are defined in consultation with the student, course instructor and approved internship site. Students may work with local, regional, national and international professionals as they conduct business. May be repeated for a maximum of 6 credits.
Geology

GLY 501 - Research Methods in Geology

Credits: 2
Scientific proposal preparation, experimental design, scientific ethics, library use, safety, project management, data analysis, quality assurance and computer applications. One lecture and two laboratory hours per week.

GLY 502 - Technical Communication in Geology

Credits: 2
Scientific manuscript preparation and communication techniques: writing techniques, manuscript format, abstracts, oral and poster presentations. One lecture and two laboratory hours per week.

GLY 503 - Advanced Field Methods

Credits: 4
A survey of geotechnical field techniques applicable to structural geology, geophysics, hydrology, map interpretation, rock, soil and sediment description, engineering and economic geology. Two lecture and four laboratory hours per week. Required field trips.

GLY 510 - Sedimentary Environments

Credits: 3
Prerequisite: Petrology, stratigraphy, field camp. Survey of ancient sedimentary environments with an evaluation of the criteria used in their recognition in the rock record. Specific ancient sedimentary sequences are examined and compared to their modern counterparts. Three lecture hours per week. Field trips.

GLY 511 - Clastic Petrology

Credits: 3
Prerequisite: Optical mineralogy. Classification and description of sandstones and mudrocks and evaluation of their diagenesis. Application of principles to economic deposits. Laboratory exercises concentrate on microscopic and X-ray techniques of analysis. Two lecture and three laboratory hours per week. Field trips.

GLY 512 - Carbonate Petrology

Credits: 3
Prerequisite: Optical mineralogy or permission of instructor. An examination of sedimentary, igneous, and metamorphic carbonate rocks with emphasis on observation, description and interpretation. Plus an in depth look into how carbonate petrology is applied in the exploration and exploitation of natural resources including hydrocarbons, base metals, precious metals and industrial minerals. Two lecture and three laboratory hours per week.
GLY 513 - Advanced Igneous Petrology

Credits: 3  
Prerequisites: Optical mineralogy, petrology, structural geology, or permission of instructor. Principles and methodology underlying the physical and chemical processes affecting the genesis of igneous rocks in various tectonic settings. Topics include the application of thermodynamics, chemographic relationships, and phase equilibrium to the differentiation of magmas and the crystallization of igneous minerals, and geothermobarometric and geochronologic investigation of igneous rocks. Two lecture hours and three laboratory hours per week. Field trip(s).

GLY 514 - Advanced Metamorphic Petrology

Credits: 3  
Prerequisites: Optical mineralogy, petrology, structural geology, or permission of instructor. Principles and methodology underlying the study of metamorphism and metamorphic facies in varying rock compositions, and petrotectonic settings. Topics include metamorphic phase equilibria and diagrams, geothermobarometry and P-T—time paths, metamorphic mineral crystallization and recrystallization, and textural relationships in metamorphic rocks having variable protoliths and histories. Two lecture and three laboratory hours per week. Field trip(s).

GLY 515 - Methods of Sedimentology

Credits: 3  
Prerequisite: Petrology. A survey of the parameters of sedimentation. Emphasis on the processes involved in the formation of sedimentary rocks, including their origin, transport, deposition and lithification of rock–forming minerals. Techniques of physical and chemical analyses of sediments are stressed. One lecture and six laboratory hours per week. Field trips.

GLY 516 - Sedimentary Petrology

Credits: 3  
(416) Classification and description of siliciclastic carbonate, chemical, and carbonaceous sedimentary rocks. In-depth study of sedimentary depositional environments. Advanced aspects of weathering, erosion, transportation, deposition, burial, and lithification. Laboratory exercises concentrate on microscopic and chemical analytical techniques. Field trips; fees may be required. Two lecture and three laboratory hours per week.

GLY 520 - Global Climate Change

Credits: 3  
Prerequisites: General chemistry, college physics, and calculus with analytic geometry. Analysis of natural and anthropogenic global climate change. Historical and geological records of climate including sediment, tree ring, and ice core analysis. Physics and chemistry of climate including Earth's energy balance, global carbon cycle, climate modeling, atmospheric composition and dynamics. Three lecture hours per week.
GLY 525 - Engineering Geology

Credits: 3
Prerequisite: Consent of instructor. Properties, uses, and engineering significance of solid earth materials and water. Principles of stress and strain and related material responses. Methods, techniques, and instrumentation of engineering geologic investigations. Three lecture hours per week.

GLY 526 - Geohydrology

Credits: 4
Prerequisites: Two semesters of college calculus and petrology, or permission of instructor. Geology of ground waters and related aspects of surface waters. Methods of groundwater resource evaluation, protection, exploitation, and contaminant remediation. Three lecture and three laboratory hours per week.

GLY 531 - Micropaleontology

Credits: 3
Prerequisite: Invertebrate paleontology or consent of instructor. Paleobiology and geological history of microorganisms, emphasizing the classification and systematics of major microfossil groups. Two lecture and three laboratory hours per week. Field trips.

GLY 533 - Paleoecology

Credits: 3
Prerequisite: Invertebrate paleontology or consent of instructor. Principles of ecological faunal analysis as primarily applied to the marine fossil record. Emphasizes the integration of form and function, taphonomy, and community development through time, and sedimentology stratigraphy as a synthetic approach to paleoenvironmental, paleobiological and evolutionary analyses. Applications to biostratigraphy are considered. Three lecture hours per week. Field trips.

GLY 535 - Stratigraphic Paleontology

Credits: 3
Prerequisite: Invertebrate paleontology, stratigraphy, or consent of instructor. Analysis of the historical, geological and biological basis of biostratigraphy emphasizing the application of biostratigraphic principles and techniques in the development of high-resolution relative time scales. Three lecture hours per week. Field trips.

GLY 540 - Regional Geology of North America

Credits: 3
Prerequisites: Structural geology, stratigraphy. Survey of the rocks, structures, natural resources, and tectonic histories of different regions of North America, such as the Precambrian shield, Appalachians, and Cordillera. Syntheses of theories of orogenesis. Three lecture hours per week.
GLY 541 - Advanced Structural Geology

Credits: 3
Prerequisite: Structural geology. Origin and analysis of earth structures. Solution of advanced structural problems involving stress, strain, rheology, folding, and fracturing of rocks. Rock mechanics, finite strain, and fabric analysis of deformed rocks. Review of techniques. Directed field or lab problems and examples from literature. Two lecture and two laboratory hours per week.

GLY 543 - Tectonics

Credits: 3
(443) Prerequisites: Structural geology, stratigraphy, petrology. Examination of current ideas and their development as global tectonics theories. Plate tectonic controls on orogeny, orogenic belts, magmatism, sedimentation, and metallogeny of major geologic regions of North American and other areas of the world. Three lecture hours per week.

GLY 545 - Sedimentary Basin Analysis

Credits: 3
(445) Multidisciplinary analysis of factors controlling sedimentary basin formation and evolution. Interpretation of subsidence mechanisms and sedimentary processes through basin-scale analysis of the stratigraphic record. Advanced aspects of sequence stratigraphy, sediment provenance, and the tectonics of sedimentary basins. Field trips; fees may be required. Two lecture and three laboratory hours per week.

GLY 550 - Marine Geology

Credits: 3
Prerequisite: Consent of instructor. Topography, sediments, structure and geologic history of the marine and estuarine environment. Three lecture and three laboratory hours per week. Field trip(s).

GLY 551 - Seafloor Mapping

Credits: 3
Prerequisite: Permission of instructor. A survey of different methods used to map the seafloor including satellite altimetry, multibeam and sidescan sonar swathmapping. Operation of instruments, survey strategies and techniques to process and interpret data will be explored. Two lecture and three laboratory hours per week. Shipboard field trip.

GLY 552 - Coastal Sedimentary Environments

Credits: 4
Prerequisite: Consent of instructor. Sedimentary processes and environments of the world's coastal systems. Emphasis on river deltas, estuaries, bays, salt marshes, barrier islands and associated inlets. Ice–bound as well as rocky coastlines also are examined. Three lecture and three laboratory hours per week. Field trip.
GLY 555 - Coastal Sediment Dynamics

Credits: 3
Prerequisites: One year of calculus or physics or consent of the instructor. Theory and application of models used to quantify sediment movement and deposition in the coastal environment. Three lecture hours per week. Field trips.

GLY 558 - Introduction to Coastal Management

Credits: 4
Interdisciplinary study of human impacts on coastal environments and organisms. Topics include the physical and biotic setting of worldwide coastal regions, principles of coastal management, and analysis of potential solutions to coastal problems. Three lecture and three laboratory hours each week.

GLY 560 - Advanced Stratigraphy

Credits: 3
(460) Advanced-level theoretical and practical analysis of the description, organization, classification, and interpretation of layered rock successions. Aspects of both surface and subsurface analysis of stratigraphic data. Use of lithostratigraphy, biostratigraphy, chemostratigraphy, and magnetostratigraphy to elucidate earth history. In-depth study of cyclic and sequence stratigraphy. Field trips; fees may be required. Two lecture and three laboratory hours per week.

GLY 561 - Coastal Plains Geology

Credits: 3
Prerequisites: Invertebrate paleontology, stratigraphy, petrology. Origin and development of Gulf and Atlantic Coastal Plains with emphasis on stratigraphy, structure, geomorphology and tectonic history. Three lecture hours per week. Field trip(s).

GLY 565 - Introduction to Geophysics

Credits: 3
(465) Prerequisite: Consent of instructor. Integrated application of geophysical methods to solve environmental and geologic problems. Includes discussion of reflection/refraction seismology, ground penetrating radar and gravity. Two lectures and three laboratory hours each week.

GLY 572 - Introduction to Geochemistry

Credits: 3
Prerequisites: Two semesters of college calculus; mineralogy or inorganic chemistry; or permission of instructor. Investigation of the abundance and distribution of chemical elements in the Earth's crust, mantle, atmosphere, hydrosphere, and biosphere. Introduction to thermodynamics, phase and mineral equilibrium, stable and radiogenic isotopes, and geochronology. Emphasizes the application of geochemical processes to solving geologic and environment problems, with selected examples from field and laboratory studies. Three lecture hours per week.
GLY 573 - Isotope Geochemistry

Credits: 3
Prerequisite: Two semesters of college calculus and two semesters of college chemistry. Introduction to the use of radiogenic and stable isotopes for studying environmental processes; radioactive decay and the applications of radioisotopes at daily to earth-history timescales; isotopic fractionation, and applications of stable isotopes in modern and paleo-environments. Three lecture hours per week.

GLY 590 - Topics in Geology

Credits: 1-4

GLY 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

GLY 592 - Topics in Geology

Credits: 1-4
Prerequisite: Consent of instructor. Advanced special topics in geology through lectures, seminars, and laboratory or field experience.

GLY 595 - Seminar

Credits: 1
Prerequisite: Consent of instructor. Research and discussion of selected topics in earth sciences. Oral presentation at a departmental seminar and attendance at selected university seminars required.

GLY 597 - Final Project in Geology

Credits: 3
Permission of instructor. Focused study of a research topic in the practical application of geology. Topics are selected by the student with appropriate faculty and graduate coordinator approval. Students work with a faculty committee. Written analysis and oral presentation of the project is required.

GLY 598 - Internship

Credits: 3
Prerequisite: Permission of instructor. Participation in field experience with an organization involved in the practice of geology. Students work with a licensed professional geologist focusing on the linkage between course work and practical application. Students complete a final report based on their activities. Final presentation required.
GLY 599 - Thesis

Credits: 1-6
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Gerontology

GRN 501 - Aging and Society

Credits: 3
(SOC 501) Study of age as a structural feature of changing societies and groups, aging as a social process, and age as dimension of stratification. May be taken for elective credit in the MALS program.

GRN 503 - Investigative Inquiry in Gerontology

Credits: 3
Prerequisite: Graduate standing. Principles of quantitative and qualitative methods used in gerontological research and inquiry. May be taken for elective credit in the MALS program.

GRN 518 - Women and Aging

Credits: 3
(SOC 518) Examines women's experience of old age and the aging process. Specific emphasis on family, medical, and economic institutions. May be taken for elective credit in the MALS program.

GRN 522 - Family Health and Aging

Credits: 3
Study of family systems theory, paradigms for caregiving (spatial, temporal, and transactional axes), altruism versus distributive justice, illness and life-stage challenges for caregiving, and the interface between formal caregivers and caregiving families. Students review case studies with regard to geriatric care management and community health education.

GRN 523 - Physiology of Human Aging

Credits: 3
An overview of the aging process with special emphasis on anatomical and physiological changes that occur with human aging. Current theories as to the mechanisms of aging are considered. Premature aging diseases and age-related diseases are discussed. Student presentations required. Three lecture hours each week. May be taken for elective credit in the MALS program.

GRN 524 - Literature of Aging

Credits: 3
Contemporary fiction and nonfiction by Philip Roth, Doris Lessing, May Sarton, and others, selected for
their depictions of older protagonists and explorations of opportunities and challenges of later life, are analyzed. Literary theories, literary criticism, and gerontological scholarship contribute to the interpretations. The texts' ways of challenging our culture's ageism are emphasized. Students give oral reports, write essays, and participate in an e-mail project with a senior group in the community. May be taken for elective credit in the MALS program.

**GRN 526 - Psychosocial Adjustment to Retirement and Later Life**

Credits: 3
A seminar focusing on the psychosocial aspects of retirement and post-employment years. Theories of aging and scientific inquiry applied to retirement, and their significant others. May be taken for elective credit in the MALS program.

**GRN 540 - Current Issues in Gerontology**

Credits: 3
Study of current issues and topics in the field of aging from an interdisciplinary and global perspective.

**GRN 544 - Midlife Transitions for Women**

Credits: 3
The interdisciplinary study of social construction of menopause and midlife as embodying a culture's image of aging for women.

**GRN 546 - Health Care Access for the Elderly**

Credits: 3
An introduction to the US health care system with an emphasis on issues related to the elderly. Problems of access to health care for the aging population, their families, and communities. May be taken for elective credit in the MALS program.

**GRN 570 - Impact of Combat on Aging**

Credits: 3
Examines life histories of combat veterans. Emphasis on personal attributes, cohort effects, period effects and stratification as predictors of combat impact on social institutions. May be taken for credit in the MALS program.

**GRN 590 - Practicum in Gerontology**

Credits: 3
Prerequisites: GRN 501 or SOC 501, PSY 524, GRN 523. A field experience designed to demonstrate knowledge and skills related to geriatric or gerontological practice. Must be repeated to earn 6 credit hours by Master of Science students. May be taken for elective credit in the MALS program.
GRN 591 - Directed Independent Study

Credits: 3
Prerequisites: Three hours of graduate work with content in human aging. May be repeated for credit with consent of program director. May be taken for elective credit in the MALS program.

GRN 595 - Special Topic Seminar in Gerontology

Credits: 3
Discussion of special topic related to gerontology. May be repeated for a maximum of 12 hours credit. May be taken for elective credit in the MALS program.

GRN 597 - Master's Project Proposal Development

Credits: 3
The seminar is intended to cover the research process required to complete the gerontology program final project and prepare an individual for publishing final project results. The course will cover the general purpose, content, and function of proposal writing, reviewing specifically the requirements of UNCW's Gerontology Program.

GRN 598 - Final Project in Gerontology

Credits: 3
Prerequisites: GRN 501 / SOC 501, GRN 503, PSY 524, GRN 523, GRN 540, GRN 590 and permission of the GRN coordinator. Focused study of issue in gerontology of importance to professionals from the worlds of business, government, not-profit agencies and/or research. Synthesizes interdisciplinary curriculum with student's interest and practical experience.

Graduate Teaching Assistant

GTA 500 - Graduate Assistantship

Credits: 0

GTA 501 - Graduate Teaching Assistant Workshop

Credits: 2
Permission of instructor required. An introduction to the responsibilities of serving as a graduate teaching assistant or a teaching fellow. Topics for discussion include time management, student behavior, legal responsibilities, techniques of effective teaching, evaluation and use of technology in the classroom. To be graded with a "S" or "U."
Graduation Continuation

GRC 500 - Natl Board Certification Cr
Credits: 3

GRC 600 - Continuous Enrollment
Credits: 1

History

HST 500 - Historiography and Methodology
Credits: 3
Introduction to problems of historical research through examination of major historical works and current
techniques of research, evaluation of sources, development of bibliography, and quantitative historical
methods including the role of the computer in historical research. This course is open only to graduate
students.

HST 508 - Historical Archaeology
Credits: 3
Prerequisite for history graduate students: HST 500. Historical archaeology is the integrated study
of recent peoples using archaeological and historical research methods. This class will focus on the
peoples of North America, roughly from the 15th through the 19th centuries. May not be applied toward
fulfillment of graduate seminar requirement.

HST 518 - Seminar: U.S. Social History
Credits: 3
Intensive study of selected topics in U.S. social history. Examples of topics: African–Americans,
immigrants, social movements, education, work and leisure, sexuality. May be repeated under a different
subtitle. May not be applied toward fulfillment of graduate seminar requirement.

HST 520 - U.S. Colloquium
Credits: 3
Readings and discussion of bibliographies, interpretations, and research trends on a theme offered in
American history. This course is open only to graduate students. May be repeated one time for credit.

HST 522 - U.S. Seminar
Credits: 3
Research in the bibliography of specialized topics and use of primary sources to write an original
research paper on an aspect of American history. This course is open only to graduate students. May be repeated under a different subtitle.

**HST 524 - Major Interpretations in American History**

Credits: 3
A historiographic survey of influential interpretations of American history as they relate to specific topics and periods. This course is open only to graduate students.

**HST 525 - Seminar: U.S. Economic History**

Credits: 3
(442) Intensive study of significant themes or events in U.S. economic history from the colonial period to the present. Examples of topics: economy of Colonial America, 19th–century labor movements, economy of the Ante-bellum South, agricultural history. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 526 - Seminar: U.S. Political History**

Credits: 3
(444) Intensive study of selected facets of political theory, behavior, movements, and institutions, and how political power has been used to influence the development of society. Examples of topics: New Deal politics, third–party movements, U.S. Constitution. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 527 - Seminar: U.S. Diplomatic History**

Credits: 3
(446) Intensive examination of fundamental principles, assumptions, and objectives in the conduct of U.S. foreign policy, and of how Americans have viewed their place in the international order at various moments in their history. Examples of topics: the diplomacy of World War II, the Cold War, arms control and disarmament. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 528 - Seminar: U.S. National Security History**

Credits: 3
(448) Intensive examination of major themes and events in the evolution of U.S. national security and defense policy, the uses of national power, and the role of military affairs from the colonial period to the present. Examples of topics: the Vietnam War, the use of air power, U.S. imperialism. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 529 - Seminar: U.S. Intellectual History**

Credits: 3
(450) Intensive examination of the role of ideas in American history. Examples of topics: radicalism, the Enlightenment, myth in American history, and ideas about democracy, ethnicity, equality, religion, gender.
May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 531 - Seminar: U.S. Regional History**

Credits: 3
(454) Intensive examination of the economic, social, and political history of a specific region of the United States. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 533 - Seminar: U.S. Environmental History**

Credits: 3
(456) Prerequisite: HST 201 -202 , 290 or consent of the instructor. Intensive study of selected topics in U.S. environmental history. Examples of topics: nature and culture, the cult of the wilderness, conservation and preservation, resources and regions, gender and nature, the environmental movement. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 540 - European Colloquium**

Credits: 3
Readings and discussion of major research trends and schools of interpretation in selected themes in European history. This course is open only to graduate students. May be repeated one time for credit.

**HST 542 - European Seminar**

Credits: 3
Research in the bibliography of specialized topics and use of primary sources to write an original research paper on an aspect of European history. This course is open only to graduate students. May be repeated under a different subtitle.

**HST 548 - Seminar: Medieval Europe**

Credits: 3
(408) Research-oriented exploration of major themes and issues in history of Medieval Europe (500-1500). May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

**HST 552 - Seminar: Renaissance and Reformation Europe**

Credits: 3
(412) Research-oriented exploration of major themes and issues in the history of Renaissance and Reformation Europe (1350-1618). May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.
HST 554 - Seminar: Early Modern Europe

Credits: 3
(414) Research-oriented exploration of major themes and issues in the history of Early Modern Europe (1618-1789). May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

HST 556 - Seminar: Nineteenth-Century Europe

Credits: 3
(416) Research-oriented exploration of major themes and issues in the history of Europe from the French Revolution to the First World War. May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

HST 558 - Seminar: Twentieth-Century Europe

Credits: 3
(418) Research-oriented exploration of major themes and issues in the history of Europe since 1914. May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

HST 560 - Global Colloquium

Credits: 3
Readings and discussion of bibliographies, interpretations, and research trends on a theme or period in global history. This course is open only to graduate students. May be repeated one time for credit.

HST 562 - Global Seminar

Credits: 3
Research in the bibliography of specialized topics and use of primary sources to write an original research paper on an aspect of global history. This course is open only to graduate students. May be repeated under a different subtitle.

HST 564 - Modernization and Revolution in the Non-Western World

Credits: 3
Examination of industrialization, imperialism, nationalism, and other forces that have revolutionized traditional society in the non-Western world. This course is open only to graduate students.

HST 570 - Public History: Theory and Practice

Credits: 3
Prerequisite or co-requisite HST 500. A survey of the theoretical literature concerning the field of public history combined with a class project based upon primary research designated to introduce students to career opportunities and the collaborative process inherent in public history.
HST 571 - Care and Management of Historical Collections

Credits: 3
Prerequisite or co-requisite: HST 500. Introduction to the theory and practice of historical collections in museums worldwide. Topics include collections in cultural and historical context, policy development, documentation, registration, conservation, and storage.

HST 572 - Education and Interpretation at Museums and Historic Sites

Credits: 3
Prerequisite or co-requisite: HST 500. Overview of learning at museums and historic sites in international context. Topics include the social role of the museum, learning styles, community collaboration, visitor evaluation, program planning, and the history of visitors' roles in the museum. Emphasis is on the historian's role in facilitating public dialogue on historical topics.

HST 573 - Public History Seminar

Credits: 3
Research in the bibliography of specialized topics and use of primary sources to write an original research paper or complete an original interpretative project on an aspect of public history. This course is open only to graduate students. May be repeated under a different subtitle.

HST 574 - Museum Exhibition

Credits: 3
Prerequisite or co-requisite: HST 500. Introduction to the theory, research, development, design, fabrication and installation of historical exhibits in museums. Students will create and install an exhibition using a professional exhibit development process.

HST 575 - Administration of Museums and Historic Sites

Credits: 3
Prerequisite or co-requisite: HST 500. Overview of issues in museum management, including long-range planning, museum governance, funding for non-profits, and administration of historical resources.

HST 577 - Historic Preservation in the U.S.

Credits: 3
(477) This applied research class provides an overview of the history, theory, and practices of historic preservation. It addresses the history of the built American environment and how scholars analyze buildings and landscapes as historical evidence. Students visit historic structures and conduct both fieldwork and archival research.

HST 578 - Interpreting US Material Culture

Credits: 3
(478) Prerequisite or co-requisite: HST 500. Intensive examination of theory, practice, and historiography
of using material culture as sources for the study of American life. Culminates in a research paper constructing a historical argument based upon an artifact.

**HST 580 - Topics in Public History**

Credits: 3  
(480) Intensive study of selected themes in public history. Examples of topics: history and memory, interpretation of landscape, interpretation of material culture, and business history. May be repeated under a different subtitle.

**HST 581 - Topics in African History**

Credits: 3  
(481) Intensive study of a selected theme in African history. Examples of topics: slavery, the slave trade and its abolition, pre–colonial Africa, colonial and post–colonial Africa, oral history in Africa. May be repeated under a different subtitle.

**HST 583 - Topics in Middle Eastern History**

Credits: 3  
(483) Intensive study of a selected theme in Middle Eastern history. Examples of topics: early Islamic conquests, the Ottoman Empire, the Arab–Israeli conflict. May be repeated under a different subtitle.

**HST 585 - Topics in Latin American History**

Credits: 3  
(485) Intensive study of a selected theme in Latin American history. Examples of topics: pre–Columbian civilizations. May be repeated under a different subtitle.

**HST 586 - Topics in the History of Science and Technology**

Credits: 3  

**HST 587 - Topics in Global History**

Credits: 3  
(487) Intensive study of a selected theme in global history. Examples of topics: colonialism, imperialism, industrialization, slavery, revolutionary movements. May be repeated under a different subtitle.

**HST 590 - Comparative Historical Studies**

Credits: 3  
Comparison of developments in different eras or places in order to determine unique or common historical themes. This course is open only to graduate students. May be repeated one time for credit.
HST 591 - Directed Independent Study
Credits: 1-6
May take up to six credit hours; see the graduate history coordinator for details.

HST 592 - Special Topics In History
Credits: 3

HST 593 - Problems in History
Credits: 3
Investigation of selected problems in European, American, and non-Western history through discussions, development of bibliographies, or research papers. This course is open only to graduate students. May be repeated one time for credit.

HST 595 - Special Topics in History
Credits: 3
(495) Research-oriented exploration of a special topic not regularly covered in other courses. May not be applied toward fulfilment of graduate seminar requirement.

HST 596 - Seminar: Topics in History
Credits: 3
Advanced research on specialized topics using, where possible, primary sources. This course is open only to graduate students. May be repeated one time for credit.

HST 597 - Topics in Asian History
Credits: 3
(497) Intensive study of selected themes and events in Asian history not regularly covered in other courses. Examples of topics include: Chinese Revolutions, Meiji Japan, Gandhian thought, and nationalist movements. May be repeated under a different subtitle.

HST 598 - Internship in Public History
Credits: 3
Prerequisite: HST 570 and permission of the instructor. Supervised experience with credentialed professional in public history or technical field, combined with directed reading in literature of that field. Final product must meet accepted standards of historical scholarship and professional practice as defined by faculty and supervising professional.
HST 599 - Thesis

Credits: 1-6
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Instructional Technology

MIT 500 - Instructional Systems Design: Theory and Research

Credits: 3
Designed to provide an analysis of theoretical foundations of instructional design and their application in design practice. The course will examine multidisciplinary and multicultural influences upon instructional theory and development. A broad range of current design research and theory, and future directions in design theory and practice will be explored.

MIT 501 - Motivation in Instructional Design

Credits: 3
Designed to provide a review and analysis of motivational theories in relation to instructional design strategies. The primary emphasis will be on the motivation to learn and techniques for stimulating and sustaining learner motivation.

MIT 502 - The Systematic Approach to Performance Improvement

Credits: 3
Provides an introduction to theories and techniques for solving training and nontraining problems in business, industry, and other performance-oriented organizations. Activities include needs assessment, analysis, solution selection, and job and task analysis.

MIT 503 - The Fundamentals of Computer Programming

Credits: 3
Study of computer programming and problem-solving as applied to real world educational problems with solutions designed and implemented in various programming and scripting languages. Topics include data types, logic, flowcharting, sequence, selection, repetition, functions, arrays, file i/o, design, testing, and debugging. Prior programming experience is neither assumed nor required.

MIT 510 - Design and Development of Instructional Technology

Credits: 3
Prerequisite: MIT 500 or approval of department. Emphasizes skills and understanding necessary to create effective, efficient, and appealing instruction in any content area and with any medium, including live instruction. Addresses both "process" and "product." Process is concerned with activities and media required to create and deliver the instruction. Product is concerned with what the instruction should accomplish. Students will engage in leading a team that designs, produces, implements and evaluates an
instructional system developed for a field site. Team leaders will ensure the quality and integrity of the design and report.

**MIT 511 - Multimedia Design and Development**

Credits: 3  
The course focuses on cognitive learning theory, perception, motivation, color principles, communication, usability, multimedia learning principles and instructional design applicable to designing multimedia instructional products. Students will learn to design, develop, and evaluate multimedia applications. Each student will demonstrate basic proficiency across a wide spectrum of multimedia for print design, job aid design, graphic design and screen design.

**MIT 512 - Integrating Technology into Teaching and Learning**

Credits: 3  
Designed to enhance knowledge and skills related to application and integration of information technologies to educational environments with an emphasis on teaching and learning activities.

**MIT 513 - Computer-based Instruction**

Credits: 3  
Prerequisites: MIT 500 and MIT 511. Exploration of computer-based instruction (CBI) as a delivery system. Students will learn to design, develop and evaluate an interactive computer-based instructional program that meets instructional needs. Students will follow a systematic instructional design process (flowcharting, storyboarding, prototyping, formative testing) to develop a CBI program.

**MIT 514 - Foundations of Distance Education**

Credits: 3  
Examine the concepts, technologies, and issues related to the design, development, delivery, policy-making, and evaluation of distance education courses and programs. Provide an overview of distance education technologies and focus on effective delivery techniques for teaching and learning within a distance education system.

**MIT 515 - Web Teaching: Design and Development**

Credits: 3  
Prerequisites: MIT 500 and MIT 511. Focus on principles of designing Internet-based (web-based) instruction. Students will use Internet tools and other instructional design principles to design and develop web-based instruction. Four to six hour weekly lab required.

**MIT 516 - Instructional Video Design and Production**

Credits: 3  
Prerequisite: MIT 500 or permission of instructor. Designed to explore the process and techniques involved in professional video productions. Emphasizes fundamental theories and practice in camera and
computer-based audio and video production, including recording, editing, and digitizing audio and video segments for education and training applications.

**MIT 517 - Gaming and Simulation**

Credits: 3
The course uses a hands-on approach to explore the process of designing games, simulation, and virtual environments for teaching and learning. Students will analyze the design and use of the commercial games and simulations to identify their technical, practical, and pedagogical limitations. A variety of game engine software and various methodologies for building and evaluating game models will be explored. Students will design games and role playing/simulations.

**MIT 518 - Managing Learning Management and Course Management Systems**

Credits: 3
Designed to address administrative, management and tracking aspects of online courses. Emphasizes managing enterprise level Learning Management System. SCORM compliant and processes for launching courses authored in all standard course authoring tools.

**MIT 520 - Managing Instructional Development**

Credits: 3
Examines principles of planning, scheduling, allocating resources, budgeting, proposal preparation, cost control and personnel management for instructional projects. Activities include negotiating an effective design project plan, how to implement that plan, and how to control and monitor project activities. Case studies will be used as a basis for exercises and discussions. Students will develop a plan that meets specific criteria.

**MIT 521 - Diffusion and Implementation of Educational Innovations**

Credits: 3
Designed to extend students' understanding of theories and research in the diffusion of innovations. Activities include investigation of the literature and research in diffusion of innovations and examination of theoretical and research findings to the diffusion of technological innovations.

**MIT 522 - Organization and Management of Instructional Technology Programs**

Credits: 3
Prerequisite: MIT 510 or instructor's permission. Examination of the planning and management of successful training, professional development, and technological projects in public or private schools. Topical areas include planning and developing technology projects, evaluating and analyzing school or district capacity and readiness for a new technology project, organizing and managing human resources and support systems, scheduling, budgeting, team structures, defining project requirements, and quality assurance. Analytical tools will be utilized to enhance project planning, scheduling, monitoring, and control, including software designed to support project managers.
MIT 530 - Evaluation and Change in Instructional Development

Credits: 3
Designed to provide an introduction to evaluation techniques associated with educational evaluation media and materials, courses, curricula, students or other elements in educational programs. Various units of the course will focus upon particular evaluation techniques.

MIT 531 - Assessment of Learning Outcomes

Credits: 3
Examines the nature and purpose of measurement and assessment of learning outcomes. Particular attention is paid to the concepts of reliability, validity, norms, interpretation of scores, response sets, fairness in testing and performance assessment, and norm-referenced vs. criterion-referenced tests. A variety of instruments that are used to measure or assess human attributes and behaviors will be studied.

MIT 540 - Colloquium I

Credits: 1
Examines issues, theory, research, and practice shaping the field of Instructional Technology. A particular topic will be emphasized each time the course is offered. Students will engage in reviewing issues, identifying trends, debating theory application, and developing researchable questions.

MIT 541 - Colloquium II

Credits: 1
Examines issues, theory, research, and practice shaping the field of Instructional Technology. A particular topic will be emphasized each time the course is offered. Students will engage in reviewing issues, identifying trends, debating theory application, and developing researchable questions.

MIT 542 - Internship

Credits: 1
Designed to provide opportunities to experiment in "real world" settings with knowledge and skills learned throughout the program. Internship sites may include on or off-campus, public or private organizations. Interns will apply knowledge and skills of the range of technology mediated instructional planning, design and delivery.

MIT 595 - Special Topics in Instructional Technology

Credits: 1-4
Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. Seminars of this nature may be offered only upon approval of the dean of the Graduate School. A maximum of six semester credit hours may be counted toward degree requirements.
**MIT 598 - Design and Development Research Project**

Credits: 3
Completion of a minimum of 18 hours toward completion of master's degree and permission of the instructor. Principal outcomes include the design and development research proposal and presentation of a research paper with the ultimate aim of improving the processes of instructional design, development, and evaluation. As a part of the design and development research project, students perform instructional design, development, and evaluation activities while studying the process of providing solutions to a practical problem.

**MIT 599 - Thesis**

Credits: 3
Prerequisite: Completion of a minimum of 18 hours toward completion of the master's degree and permission of the instructor. Intensive study of a topic selected by the student and approval by the thesis committee required. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense required.

**International Business**

**IMB 525 - Research Methods**

Credits: 3
The purpose of this course is to guide students through all aspects of the research process and related methodologies so that they are equipped to develop a successful thesis proposal and manuscript.

**IMB 531 - Portfolio Management I: Equity**

Credits: 2
This course is designed to focus on tools and techniques of modern portfolio theory in a global context. The focus of the course will be on the asset class of equity securities.

**IMB 532 - Portfolio Management II: Fixed Income**

Credits: 2
This course is designed to focus on tools and techniques of modern portfolio theory in a global context. The focus of the course will be on the asset class of fixed-income securities.

**IMB 533 - Portfolio Management III: Derivatives and Financial Risk Management**

Credits: 2
This course is designed to provide an understanding of financial and commodity derivative contracts to facilitate effective risk management in corporations. The focus of the course will be on applications of these instruments rather than valuations methods. Extensive discussions of real world cases will be included in the material.
**IMB 534 - International Real Estate Investment**

Credits: 1
The course will first survey "real estate" as a bundle of rights defined differently across borders. Students will review special topics related to international real estate value. These topics will include the mathematics of real estate investment, special tax-deferral and tax sheltering options, cross-border money transfers, offshore real estate ownership, and the expanding importance of ecotourism and sustainable development.

**IMB 535 - International Finance**

Credits: 2
A global overview of managerial and financial accounting for international financial decision-making at an advanced level. The course focuses on analysis and decision making techniques affecting global economics, multinational finance, international accounting, global harmonization, corporate governance, and global value creating management.

**IMB 536 - Global Macroeconomics and Financial Institutions**

Credits: 1
Analysis of aggregate economic activity, the effects of fiscal and monetary policies in a global environment and financial institutions in which global business firms operate. The course will measure, analyze, and interpret economic data in an open economic context.

**IMB 537 - Global Topics**

Credits: 1-4
A series of topics providing depth in functional areas such as global business and economic forecasting, financial statement analysis, global information technology, project management, and globally emerging topics.

**IMB 538 - Financial Research Methods**

Credits: 1-2
An extensive study of the research methods utilized to understand and analyze financial issues. Topics and skills covered include: 1) identification and extraction of reliable data for interest rates, equity prices, company fundamentals, and foreign currency, 2) utilization of SAS, Eventus, Bloomberg, and Microsoft Excel to perform analytics such as correlations, regressions, and event studies, and 3) presentation of research results.

**IMB 539 - Financial Management**

Credits: 1-2
This is a corporate finance course designed for international MBA students. The primary objective of this course is to provide an understanding of finance and financial management. This primary objective will be supported with examinations of relevant topics in contemporary finance. These will include an appreciation of financial terms and the interplay between the capital markets, knowledge of the tools used
by financial managers in their decision-making. With regular reference to current issues in personal, business and international finance, these tools and terms will be introduced and examined. The course format will be a mixture of lectures, assignments and class discussion.

**IMB 540 - Global Marketing Strategies**

Credits: 2
International marketing decision making at an advanced level. The course will address marketing performance in a global context, assess differences in country environments; select and apply techniques for international market segmentation, market entry strategies, market risk analysis, and marketing plans.

**IMB 551 - Global Strategic Analysis**

Credits: 2
An intensive course in globally strategy-making and execution. The course addresses global strategic business issues and the development of winning business strategies in a global economy. The managerial tasks of strategic analysis as well as crafting, selecting, and executing strategies are discussed through lecture, discussion, and case analysis.

**IMB 552 - Human Resource Management in the Global Environment**

Credits: 2
An examination of international human resource management in the context of the global business environment and policies of organizations for the management of people. The issues of managing international human resources, the link between HR practices and organizational performance, and international legal requirements and best practices will be addressed.

**IMB 571 - International Business Law**

Credits: 2
This course develops an understanding of international legal foundations and frameworks within which a business operates, focusing on a critical analysis of business transactions, and the global legal environment in which they are conducted. Legal concepts will be related to current issues in international business relationships to assist in an understanding of risks inherent in the global forum.

**IMB 577 - Global Operations Management**

Credits: 2-3
(OPS 577) This class examines contemporary issues related to managing operations in a global context. The focus will be on key issues within operations which are of relevance in a firm's ability to remain competitive in a global economy. The development, implementation and evaluation of effective strategies and tactics for managing operations are key drivers of an organization's success. Topics: outsourcing and offshoring, managing international projects, designing and managing global supply chains, managing inventory and global logistics, and acquisition management.
**IMB 591 - Directed Independent Study**

Credits: 1-6  
Permission of MBA Director required.

**IMB 594 - Capstone Project**

Credits: 1-6  
Prerequisite: Permission of MBA director. Focused study of a research topic in the practical application of financial decision making/recommendation under the guidance of one or more faculty members. Topics are selected by the student with faculty and MBA director approval. Written analysis and oral presentation of the project is required.

**IMB 595 - Study Abroad**

Credits: 1-15  
This course reflects the specialization topic courses taken by the International MBA (IMBA) students in one of the European partner schools. All IMBA students are required to choose a specialization area for their degree. The courses, topics and content of these specialization areas will different for each of our partner schools. The transient courses taken abroad will be reflected in this course.

**IMB 598 - Internship**

Credits: 1-2  
Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Students must secure permission of the MBA director.

**IMB 599 - Thesis**

Credits: 1-6  
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

**IMB 600 - Continuous Enrollment IMBA Students**

Credits: 1

**IMB 901 - International Bus Elective**

Credits: 1-4  
This course reflects the core elective taken by the International MBA (IMBA) students at one of the European partner schools. All IMBA students are required to take 6 classes in the fall semester toward their degree. Five of these courses are the same at each partner University. The sixth class varies by institution (elective). The transient course taken abroad will be reflected in this course.
International Exchange

INT 505 - Global Issues

Credits: 1-6
Intensive study of a selected international topic or theme. May be repeated under different subtitles.

INT 510 - Topics in the Middle East

Credits: 1-6
Intensive study of a selected topic or theme about the Middle East. May be repeated under different subtitles.

INT 520 - Topics in Europe

Credits: 1-6
Intensive study of a selected topic or theme about Europe. May be repeated under different subtitles.

INT 530 - Topics in Latin America

Credits: 1-6
Intensive study of a selected topic or theme about Latin America. May be repeated under different subtitles.

INT 540 - Topics in Asia

Credits: 1-6
Intensive study of a selected topic or theme about Asia. May be repeated under different subtitles.

INT 550 - Topics in Africa

Credits: 1-6
Intensive study of a selected topic or theme about Africa. May be repeated under different subtitles.

INT 560 - Topics in South Asia

Credits: 1-6
Intensive study of a selected topic or theme in art or literature. May be repeated under different subtitles.

INT 591 - Directed Independent Study

Credits: 1-6
Involves investigation under faculty supervision beyond what is offered in existing courses. May be repeated under different subtitles. Students must secure permission of the program director.
INT 594 - International Exchange

Credits: 9
This is a placeholder course for international exchange program graduate-level participants so that program statistics can be monitored and maintained, so participants remain enrolled at UNCW while on the program, thus safeguarding their catalogue year, keeping active computer accounts, etc.

Liberal Studies

GLS 502 - Contemporary Issues in Liberal Studies

Credits: 3
A review of critical issues in liberal studies that may be influencing disciplinary methodology, discourse or research techniques. Emphasis on forms of oral and written communication, and research methods.

GLS 510 - Religion and Sex

Credits: 3
Through an examination of the major world religions' views on sex, procreation, marriage, abstinence, masturbation, incest, and sexual orientation as expressed in their scriptures, exegesis, and practice, this course explores the close connections between various conceptions of the sacred and their impact on this biological activity.

GLS 511 - The Social Organization of Cruelty

Credits: 3
This course examines the origins and organization of cruelty (slavery, torture, genocide, child abuse, the treatment of "inmates" in nursing homes and mental hospitals) with the aims of 1) developing a general theory of cruelty and 2) better understanding cruelty as an ongoing social achievement.

GLS 513 - Transitions from Communism

Credits: 3
An interdisciplinary approach to the problems of transition in four regions: Eastern Europe, Russia, Central Asia, and China. After an examination of the historical, geographical, and cultural foundations of current issues, the course focuses on the prospects for democracy and civil society.

GLS 514 - Post-Modern Childhood

Credits: 3
Interdisciplinary exploration of contemporary childhood. Popular media, scholarly sources, and a variety of qualitative methods will be used to analyze the social worlds of children and the social construction of childhood in postmodern and increasingly global consumer culture.
GLS 517 - Affirmative Action and Social Justice

Credits: 3
Introduction, through discussion, debate and dialogue, to the philosophy of racial justice. Topics include equality and the Constitution, slavery and segregation, the philosophy of civil rights, affirmative action and theories of social justice, and racial healing.

GLS 519 - Poverty, Social Policy, and the American Welfare State

Credits: 3
A seminar considering America's struggle against poverty and related social problems. Examination of social policy and programs, the changing character of poverty over the past century, the influence of reform movements, and the future of the U.S. social welfare system.

GLS 520 - Atheism and Unbelief

Credits: 3
Examines the beliefs and assumptions of atheists by exploring an atheist's response to common theistic arguments, by surveying the historical and philosophical traditions of atheism, and by considering how atheists explain all those things deists need gods for, with special reference to the theories of Freud, Durkheim, Marx, Skinner, Harris, and Sperber.

GLS 521 - Media and Society

Credits: 3
Examines the relationship between media, culture, and society, with a special emphasis on interdisciplinary perspectives. Focuses on the roles the mass media play in the production, reception, and representation of the news, race, class, gender and sexuality in contemporary society.

GLS 522 - Shamanism

Credits: 3
Cross-cultural study of shamanism. Topics include importance of cultural context, altered states of consciousness, balance with nature, and use of plants. Exploration of the shaman as healer, medium, and conduit of spiritual knowledge. Shamanism as a personal journey.

GLS 523 - Popular Culture

Credits: 3
Cross-cultural and semiotic analysis of popular forms of everyday life (food, fashion, fads, entertainment trends, television, movies, music, myths, stereotypes, and icons of mass-mediated consumer culture), with a special emphasis upon thinking and writing critically about popular culture by examining tacit assumptions about how the world works and our place in it as well as the role language plays in shaping reality.
GLS 524 - The Contemporary American Workplace

Credits: 3
Examines the contemporary American workplace from a number of disciplinary perspectives—economic, sociological, psychological, historical, philosophical, and literary—and considers such concerns as work and identity, ethics and the workplace, gender and ethnic discrimination, work as reality and myth, work and leisure, the workaholic syndrome, job satisfaction, management and labor relations, and education and the marketplace.

GLS 526 - Persuasion in American Life

Credits: 3
How American society is influenced by the advertising and public relations industries and the newspaper editorial page.

GLS 527 - Historical Geography of American Race Relations

Credits: 3
This seminar explores the historical geography of American race relations from 1619 to the present through readings, discussions, and oral and written presentations of research.

GLS 528 - Cultural Images of America in the 60s

Credits: 3
An interdisciplinary examination of the United States in the 1960s, with a focus upon such major political, social, and cultural developments as the anti-Vietnam war movement, the free speech movement, the civil rights movement, the women's movement, the sexual revolution, the Black Arts movement and the environmental movement as well as the evolution of a distinctive counterculture.

GLS 529 - Cultural Images of America in the 50s

Credits: 3
An interdisciplinary examination of the United States in the 1950s from a variety of socio-cultural perspectives, with a focus upon such topics as fashion, automotive design, food and kitchen technology, roadside architecture, suburban development, consumerism, the nuclear family, the evolution of a distinctive youth culture, segregation, the "Red" scare, popular fads, and the popular media.

GLS 530 - The Shaping of America: Cultural Landscapes and the American Sense of Place

Credits: 3
Examination of the material cultural landscapes of America from geographical, historical, and aesthetic perspectives and how attachment to place has shaped the landscape. A study of the rich spatial tapestry of our nation's fields, towns, cities, architectural styles, railways, and roadscapes and how those patterns reflect five centuries of diverse ethnic and cultural evolution.
GLS 531 - Science and Pseudoscience

Credits: 3
Study of criteria for description and explanation in science and the use of those criteria to demarcate between scientific and pseudoscientific claims to knowledge. Evaluation of specific areas such as parapsychology, astrology, and alternative medicine. Consideration of psychological factors influencing people's tendency to accept unsupported beliefs.

GLS 532 - Conservation and Culture

Credits: 3
A discussion of both contemporary and historical links between conservation and human cultures, with a focus on wildlife and other natural resources. Includes topics such as the Dust Bowl, attitudes toward predators, the founding of the Hudson Bay company, Smokey the Bear, Rachel Carson and Silent Spring, and the conservation ethics of Muir, Pinchot, and Leopold.

GLS 533 - The Environmental Crisis

Credits: 3
An intensifying environmental crisis has arisen from local, national, and transborder encounters with water and air pollution, habitat destruction and species extinction, and possible global warming, all in the context of unprecedented population growth. This course is an America-centered, historically oriented examination of our environmental dilemmas and their possible solutions.

GLS 534 - Culture Wars and the Origin of Difference

Credits: 3
Intensive study of significant themes in the literature on the encounter of European peoples with the Third World. Interdisciplinary and anthropological readings focus on explanations for the origin of cultural differences, the dynamics of the colonial encounter, the contemporary clash of cultures, and multiculturalism.

GLS 535 - The Historical Geography of Food

Credits: 3
Examines the food ways of different cultural regions from prehistoric hunter/gatherers through Neolithic sedentary agriculture up to modern agri-business, including the diffusion of agricultural practices and products, famine's causes and effects, the decline of world fisheries, climatic and economic parameters of food production, and the role of foods in cultural practices and prohibitions.

GLS 536 - America During the Great Depression

Credits: 3
An examination of the United States during the Great Depression from a variety of disciplinary perspectives, ranging from literature, photography, popular music, and popular film to sociology, geography, climatology, agronomy, politics, economics, public health, and education. Featured texts
include fiction, autobiography, oral history, public history, letters, newspaper and photojournalism, and relevant historical and sociological studies.

**GLS 537 - American Roadways**

Credits: 3
An examination of such classic American roadways as the Mississippi River, the Appalachian Trail, Route 66, the Burlington-Northern rail system, the "underground railroad," and "The Trail of Tears" from such disciplinary perspective as cultural and transportation geography, folklore, history, literature, photography, popular music, the popular media, and sociology.

**GLS 540 - Jungian Psychology**

Credits: 3
The course will provide a study of basic ideas in Jungian depth psychology focusing on: the stages of life; the structure of the psyche; instinct and the unconscious; the concept of the collective unconscious; the relations between the ego and the unconscious; phenomenology of the self; marriage as a psychological relationship; psychological types; the transcendent function; analytical psychology and poetry; dream symbolism; spiritual problems; East/West differences; synchronicity; and Jung's answer to Job. This course does not satisfy the requirement for electives for the MA in Psychology.

**GLS 541 - Psychology and Religion**

Credits: 3
A study of the relationship between Carl Jung's theory of the Collective Unconscious and Eastern views of higher consciousness. This course does not satisfy the requirement for electives for the MA in Psychology.

**GLS 542 - Creative Non-Fiction: Memoir and Truth-Telling**

Credits: 3
An exploration of how authors compose their lives, construct an identity - and create a somewhat coherent self often against enormous personal, societal, and cultural obstacles, focusing on how memory and imagination, history and fiction, fact and invention intersect in the act of creating a self, and of engaging in a meaningful and/or complicated relationship with the past - a past that inevitably weaves itself into the present.

**GLS 544 - Topics in Literature: War**

Credits: 3
This class is a study of the (primarily American) literature inspired by war. The course readings will include various genres of literature - poetry, fiction, graphic novels and novels among others, and the subject matter ranges from Women in Indian Captivity Narratives and the story of Geronimo ("The Great Patriot Warrior") to the more extensively documented wars (e.g. The Revolutionary War, Civil War, WWI and WWII, the Vietnam War) America has experienced throughout its independent history.
**GLS 545 - Author Focus: Stephen King**

Credits: 3  
Starting with his first published novel, Carrie, and working through novels, novellas and short stories from different time periods in his career, this course is a study of a variety of King's works, including some works which were first published under a pseudonym, Richard Bachman. In addition to using the more traditional approaches to analyze literature, we will also study King's own views on writing as discussed in his autobiographical title, On Writing, and work to polish our own writing skill during the course.

**GLS 546 - The Sociology of Athletic Heroes**

Credits: 3  
This course is an in-depth study of the various qualities of modern athletic hero. Its primary objective is to explore contemporary heroism as represented by athletes with regard to the criteria for both traditional and modern heros. The course will include case studies of four pre-selected sports heroes and students' individual research on contemporary athletes as heroes/heroines.

**GLS 547 - Homelessness in America**

Credits: 3  
This seminar examines all aspects of the local and national homeless population, including causes of, services for, and the temporary and chronic conditions of homelessness. Homelessness in the United States has increased dramatically in the last 30 years. Therefore, this seminar must also explore the political and economic aspects of homelessness and the proposed solutions, which include first and foremost, affordable housing and services, as many homeless people are mentally ill and/or substance abusers.

**GLS 560 - Art in Social Science Perspective**

Credits: 3  
Art both organizes and is organized by social interaction. This course examines this dialectical relationship between art and society, focusing upon the complex networks of social relationships among artists, critics, aestheticians, patrons, and institutions that powerfully influence the ways in which art is performed, exhibited, evaluated, and supported.

**GLS 561 - Theatre and Cinema**

Credits: 3  
Aesthetic study of theatre and film and the relations between them. Examination of key texts in each medium, emphasizing rhetorical analyses of language, mise-en-scène, performance, cinematography, editing and other properties particular to dramatic art forms. Three seminar hours and two screening hours each week.

**GLS 562 - Our Cultural Heritage through Dance**

Credits: 3  
This course provides an opportunity to experience and examine dance forms and cultures from around
the world. These experiences will provide the focus and impetus for students to make connections to their lives, to show connections to the global studies curriculum, and to encourage future independent study by individual class members.

**GLS 564 - Composing a Self: Autobiography from the Margins**

Credits: 3
In this course, we will read a range of contemporary autobiographies and memoirs and explore how writers compose their lives, construct an identity, and create a somewhat coherent self often against enormous, personal, societal, and cultural obstacles. We will read the autobiographical work of authors who have been socially marginalized, due to race, gender, ethnicity, mental illness, or socio-economics.

**GLS 566 - Documentary Film: Moving Images**

Credits: 3
The Documentary Tradition. One documentary film will be shown and discussed each week so that students will develop an awareness of how these films, both classics and current-day documentaries, were put together. Narration, interview, historical photos, and footage as well as actual filming of action, people and scenes will be analyzed to see how a documentary story is told. The student will be able to see how various video and audio segments make up a documentary and will become a more critical viewer of documentaries.

**GLS 568 - Black Intellectual Tradition**

Credits: 3
An interdisciplinary study of the black intellectual tradition in the humanities, social sciences, and the fine arts that spans nearly two hundred years, two continents, and most of the academic disciplines with special emphases upon African intellectual heritage, African philosophical thought forms, Afro-American philosophy of religion, black education, the black social conscience, and Blacks in literature.

**GLS 570 - Black Mountain School of North Carolina**

Credits: 3
Intensive study of the highly innovative and interdisciplinary Black Mountain School (1933-1956), its roots in European and American culture, and its remarkable legacy. Special emphasis upon poetry, the visual arts, and the performing arts and such leading figures as Charles Olson, Robert Duncan, Robert Motherwell, William de Kooning, John Cage, and Merce Cunningham.

**GLS 571 - Main Street U.S.A.**

Credits: 3
An examination of small-town America from a variety of topical and disciplinary perspectives, including art and architecture, business and commerce, cultural and transportation geography, education, folkways, and folk customs, history, kitsch, literature, photography, popular media, psychology, religion, sociology, and sport and recreation.
GLS 573 - Dance: A Teaching Tool for Humanity

Credits: 3

GLS 574 - Dance Performance

Credits: 1-3

GLS 575 - Dance Production Workshop

Credits: 3

GLS 591 - Directed Independent Study

Credits: 1-3
Students must secure permission of the graduate coordinator. May be taken once. May not be taken concurrently with GLS 598 or used for thesis research.

GLS 592 - Special Topics in Liberal Studies

Credits: 1-3
Exploration of a special topic in liberal studies not regularly covered in other courses. May be repeatable for a maximum of 24 hours under different titles for credit.

GLS 597 - Internship in Applied Liberal Studies

Credits: 1-3
Prerequisite: Nine hours of graduate course credit for M.A. in Liberal Studies and permission of director. Supervised professional experience with specific goals and assignments to be set and evaluated by a GLS instructor.

GLS 598 - Final Project in Liberal Studies

Credits: 3
Focused study of topic or question selected by student and approved by faculty advisor and director of MALS. Synthesizes or represents the student’s interdisciplinary theme or concentration. Written analysis and oral presentation of project is required.

GLS 599 - Post-Master’s Certificate Qualifying Exam

Credits: 2
An extended written exam that provides post-Master’s certificate candidates with a reflective opportunity to assess the quality and significance of their learning experience as graduate liberal students and to examine the value and relevance of graduate liberal studies in the contemporary world, particularly in regard to those agendas of interdisciplinary, cultural diversity, internationalism, and active citizenship that inform the graduate liberal studies program at UNCW.
Licensure

LIC 500 - Advanced Elementary Grades Education, K-6

Credits: 3
Overview of roles and responsibilities of the teacher, major learning theories, school law, purpose of schools, and issues of accountability. Field experience required.

LIC 501 - Research-based Instructional Design and Integrated Curriculum

Credits: 3
Short-term and long-term planning structures emphasized including standards-based units and lesson design, scaffolding strategies, and ways to effectively assess student learning. Emphasis on using research literature as well as formative and summative assessment data to design curriculum.

LIC 511 - Middle Grades Internship

Credits: 6
Corequisite: LIC 520. A full-time internship within a candidate's certifiable teaching area(s). Students engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction. Successful completion of the internship leads to initial teacher licensure.

LIC 518 - Advanced Middle Grades Education

Credits: 3
Overview of the conceptual and historic development of programs for students in grades six through nine. Comparison of varied curricular, instructional, and organizational aspects of middle level schools. Explores the educational implications of the developmental characteristics of early adolescent learners, varied approaches to learning, and classroom management. Field experience required.

LIC 519 - Advanced Diverse Learners, K-6

Credits: 3
Course focuses on strategies for meeting the needs of diverse learners at the elementary level. Teacher candidates examine issues concerning understanding diverse populations including creating respectful environments, collaboration with families, and special education laws.

LIC 520 - Advanced Diverse Learners, 6-9

Credits: 3
Course focuses on strategies for meeting the needs of diverse learners at the middle level. Students study strategies for addressing student differences including academic, socio-emotional, physical, cultural and language differences.
LIC 521 - Seminar In Secondary Learners

Credits: 3

LIC 522 - Advanced Mathematics Methods, K-6

Credits: 3
Corequisite: LICL 522 This course will focus on the curriculum, assessment, and instructional methods for teaching mathematics at the elementary grades. Course topics may include algebraic relationships, number sense, place value, fact mastery and computation, whole number operations, fractions, geometry, measurement, data analysis and probability. Field experience required.

LIC 523 - Advanced Mathematics Methods, 6-9

Credits: 3
This course will focus on the curriculum, assessment, and instructional methods for teaching mathematics at middle grade levels. The format of this class will include class discussions (large and small group), cooperative learning tasks, hands on learning, student presentations, and some lecture. Field experience is a required course component.

LIC 524 - Advanced Social Studies Methods, K-6

Credits: 3
Co-requisites: LIC 536 LIC 548 LIC 550 LICL 550. This course will focus on the curriculum, assessment, and instructional methods for teaching social studies at the elementary grades. Course topics may include history, civics, geography, economics and cultural topics. Field experience required.

LIC 525 - Advanced Social Studies Methods, 6-9

Credits: 3
Examines how the social studies curriculum can be organized to meet the learning needs of middle grades students. Emphasis on selection and preparation of appropriate materials, identification of instructional procedures, data-based decision making and the relevance of social inquiry to the real world. Field experience required.

LIC 526 - Advanced Science Methods, K-6

Credits: 3
Co-requisites: LIC 534 LIC 548 LIC 550 LICL 550. This course will focus on the curriculum, assessment, and instructional methods for teaching science at the elementary grades. Course topics may include examination of the various disciplines of science, science process skills, and science misconceptions. Field experience required.

LIC 528 - Advanced Science Methods, 6-9

Credits: 3
This course will focus on: current issues and trends in science; the development, implementation, and
assessment of curricular materials; and effective instructional strategies to teach science in the middle school. Field experience required.

**LIC 540 - Advanced Language and Literacy I, K-6**

Credits: 3  
Co-requisites: LIC 536 LIC 548. Focus on the curriculum, assessment, and instructional methods for teaching language arts at the elementary grades. Course topics may include linguistics and psychological bases of the reading process, stages in the development of reading ability, and sequences of skill acquisition. Field experience required.

**LIC 548 - Advanced Language and Literacy II, K-6**

Credits: 3  
Co-requisites: LIC 534 LIC 536 LIC 550 LICL 550. This course will focus on the curriculum, assessment, and instructional methods for teaching literacy in the elementary grades. Course topics may include extensive opportunities to assess, teach, and evaluate all areas of children's language and reading development in public school classrooms. Field experience required.

**LIC 552 - Literacy Integration in the Middle Grades 6-9**

Credits: 3  
Prerequisite: Admission to the Watson College of Education licensure program. Develops understanding of reading and writing processes in the broad context of communication. Presents content area strategies for fostering and evaluating interest, fluency, and skill in reading and writing. Topics include creating a multi-literacy environment, organizational and instructional strategies for the development of reading and writing ability, techniques for motivating and guiding readers and writers, incorporating critical literacy perspectives, integrating 21st century skills in the teaching of content area literacy, and strategies for reading comprehension, which support learning in all areas of the middle school curriculum. Field experience required.

**LIC 555 - Advanced Language Arts Methods, 6-9**

Credits: 3  
Presents curriculum and methods for developing linguistic and communicative competence in language arts classes at the middle level. Develops understanding of communication processes (listening, speaking, writing, viewing, etc.) and language systems as influences teacher decision-making. Focus on strategies and plans for facilitating and evaluating student's oral and written language performance. Field experience required.

**LIC 560 - Internship, K-6**

Credits: 9  
A full-time internship within an elementary setting. Students engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction. Successful completion of the internship leads to initial teacher licensure.
LICL 522 - Education Lab Math, K-6

Credits: 0.5
Field-based experience for teacher candidates enrolled in LIC 522. Focus on developing mathematical skills with elementary-aged students.

Management

MGT 550 - Organizational Theory & Behavior

Credits: 3

MGT 555 - Practice Of Management

Credits: 3

MGT 556 - Personnel & Labor Relatn

Credits: 3

MGT 558 - Organizational Behavior

Credits: 3

MGT 565 - Current Issues In Bus

Credits: 1

MGT 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

MGT 592 - Topics In Management

Credits: 3

MGT 595 - Corporat Policy & Strat

Credits: 3
Management Information Systems

MIS 513 - Information Analysis and Management

Credits: 3
Prerequisites: ACG 201; FIN 335; MGT 350 or equivalent. Strategic and tactical issues of information systems and technology are addressed as they support and lead the operations of the organization. Models of the organization and its operations are designed. Multifaceted evaluations of organizational information systems are performed.

MIS 532 - Network Services Administration

Credits: 3
Prerequisite: CSC 344 or MIS 323 or equivalent. The study of fundamental network services in organizations. Hands on configuration and administration of network-based services. Special emphasis is placed on security and organizational policy with regard to these services.

MIS 534 - Information Security Management

Credits: 3
Prerequisites: CSC 344 or MIS 323; ACG 201; MGT 350 or equivalent. An examination of the principles and processes of security management in networked computer-based systems, including hands-on implementation in a laboratory environment. Risk assessment, planning, protection, and incident and disaster response measures, as well as emerging privacy, legal and ethical issues will be covered in detail.

MIS 555 - Database Management Systems

Credits: 3
Prerequisites: CSC 455 or MIS 315; MGT 350; MKT 340 or equivalent. Study of the design and administration of database systems in a business environment. Topics include relational modeling, normalization, data integrity, data standards, indexing, performance monitoring and tuning, and general administration of an enterprise level relational database management system.

MIS 560 - Data Mining

Credits: 3
Prerequisite: QMM 280, STT 215, or equivalent. This course covers the major techniques of data mining and their application to business. Data mining is an interdisciplinary, computer-based process for finding patterns within data. This course provides an introduction and a hands-on experience with data mining software.

MIS 564 - Computer and Network Security

Credits: 3
(CSC 564) Prerequisite: CSC 544. An in-depth coverage of network security technologies, network design implications, and security planning for an organization's computer network. Procedures for the
identification, preservation and extraction of electronic evidence. Auditing and investigation of network and host intrusions. Forensic tools and resources for systems administrators and information system security officers.

**MIS 565 - Analysis, Modeling and Design**

Credits: 3  
Prerequisites: CSC 450 or MIS 411 and MIS 413; ACG 201; FIN 335; or equivalent. Analysis and modeling of information systems. Topics include project estimation and management, logical design methodologies and techniques, make or buy decisions, risk analysis, implementation issues, and training.

**MIS 567 - Software Architecture and Development Practices**

Credits: 3  
Prerequisite: CSC 550, MIS 565, and MIS 555, or permission of instructor. Study of current development practices for creating high quality software. Topics include current software design practices, coding practices, testing practices, version and configuration control practices, and error-tracking practices. The particular techniques will change with the industry view of best practices.

**MIS 575 - e-Business Strategies and Implementation**

Credits: 3  
Prerequisite: CSC 221, MIS 316, or equivalent. Global businesses recognize the need for an external as well as internal web presence. Intranets and Extranets are commonplace and are necessary to remain competitive. This course provides the strategic and technical essentials of what IT professionals should know in order to manage, lead and implement internal and external internet initiatives.

**MIS 576 - Information Technology Project Management**

Credits: 3  
The IT Project Management course builds on the Software Engineering and Systems Analysis and Design courses. This course will enhance the knowledge of the managerial aspects of how projects are selected and implemented. It includes consideration of project planning, scheduling, budgeting, human resource and communication requirements and the consideration of the change management required to implement projects.

**MIS 587 - Systems Simulation**

Credits: 3  
(CSC 587) Prerequisite: QMM 280, STT 215, or equivalent. Study of the techniques and applications of computer simulation of systems. Students will learn to plan simulation studies, program them in a simulation language, perform the study, and analyze the results with statistical rigor. Also covered are random number generation, input distribution selection, generating random variables, and variance reduction techniques.
MIS 590 - Research Methods

Credits: 3
Prerequisite: QMM 280, STT 215, or equivalent. Review of descriptive and inferential statistics. Advanced inferential techniques including multiple regression, correlation analysis, non-parametric techniques, and sampling techniques.

MIS 591 - Directed Independent Study

Credits: 1-6
(CSC 591) Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

MIS 592 - Topics in Computing

Credits: 1-6
(CSC 592) Prerequisite: Permission of instructor. Topics in computing of current interest not covered in existing courses.

MIS 594 - Research Project

Credits: 1-6
(CSC 594) Prerequisite: Permission of instructor. Focused study of a research topic in the practical application of computer science or information systems under the guidance of a faculty member. Topics are selected by the student with faculty and graduate coordinator approval. Written analysis and oral presentation of the project is required.

MIS 595 - Research Seminar

Credits: 1-6
(CSC 595) Prerequisite: Permission of instructor. Research and discussion of selected topics in computer science or information systems. Oral presentation required.

MIS 598 - Internship

Credits: 1-6
(CSC 598) Prerequisite: Overall GPA of at least 3.0. Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Students must secure permission of the graduate coordinator.

MIS 599 - Thesis

Credits: 1-6
(CSC 599) Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.
Marine Science

MSC 501 - Intro Marine Science Research
Credits: 2

MSC 525 - Physical Oceanography
Credits: 3

MSC 526 - Cruise or Field Sampling
Credits: 1
Cruise and/or field sampling not covered by other courses. Participation in the planning and sampling phases of major marine or environmental research programs.

MSC 550 - Marine Geology
Credits: 0-4

MSC 564 - Biological Oceanography
Credits: 3

MSC 569 - Advanced Oceanography
Credits: 0-4

MSC 575 - Chemical Oceanography
Credits: 3

MSC 579 - Role of the Oceans in Human Health
Credits: 3
Prerequisite: CHM 212, BIO 110, or consent of instructor. Discovery, structure, and biological activity of marine bioactive compounds, chemotaxonomy, pharmaceutical leads, marine biotoxins, structure, mode of action, regulation and monitoring, the producing organisms, how (biosynthesis) and why these compounds are made. Two lectures per week.

MSC 591 - Directed Independent Study
Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.
MSC 592 - Special Topics Marine Science
Credits: 1-3

MSC 595 - Graduate Seminar
Credits: 1
Discussion of research ideas and results by students and faculty. Preparation and presentation of research prospectus by student.

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.

MSC 599 - Thesis
Credits: 3-6
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Marketing

MKT 540 - Marketing Management
Credits: 3

MKT 546 - Strategic Marketing
Credits: 3

MKT 548 - Promotional Management
Credits: 3

MKT 549 - Mkt Research & Analysis
Credits: 3

MKT 565 - Current Issues
Credits: 1
MKT 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

MKT 592 - Topics In Marketing

Credits: 3

Master of Business Administration

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.

MBA 506 - Managerial Accounting

Credits: 2
Interpretation and use of accounting information in planning operations, controlling activities, and making decisions. There is extensive coverage of new concepts such as strategic cost analysis, balanced scorecard, JIT systems, value-added accounting, activity-based costing, process value analysis, quality, productivity, life-cycle cost management, and target costing.

MBA 510 - Statistical Methods for Business

Credits: 2
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 511 - Quantitative Methods

Credits: 2
An introduction to quantitative models and methods for the solution of business problems. Topics include mathematical programming and its applications, simulation, queuing theory, decision analysis, forecasting, quality control, and project scheduling.

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.

**MBA 513 - Information Analysis and Management**

Credits: 2
Strategic and tactical issues of information systems and technology are addressed as they support and lead the operations of the organization. Models of the organization and its operations are designed. Multifaceted evaluations of organizational information systems are performed.

**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.

**MBA 526 - Macroeconomics**

Credits: 2
Analysis of aggregate economic activity, the effects of fiscal and monetary policies and the global economic environment in which business firms operate. Course will also discuss international business strategies and the impact of culture on business decisions.

**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 533 - Special Topics**

Credits: 1-6
A series of topics providing depth in functional areas such as new product development, technology management, investment analysis, and strategic information systems.

**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.
MBA 536 - Investment Management

Credits: 2
Valuation principles for stocks, bonds, and options. Technical and fundamental analysis, market efficiency, and risk management techniques are discussed.

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.

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.

MBA 541 - Marketing Decision Making II

Credits: 2
Covers strategic marketing planning process with special emphasis on the analysis needed to conduct a marketing audit. Course will also address the relationship of marketing with other functional areas of the firm.

MBA 550 - Managerial Effectiveness

Credits: 2
Course emphasizes the development and assessment of core management skills. Topics include problem solving, conflict resolution, communication, negotiation, team building, and delegation. An experiential approach requiring a high level of student involvement is used.

MBA 551 - Management Strategy

Credits: 2
An intensive course emphasizing the firm's choice of strategy, scope and organization. Major theoretical paradigms will be used to evaluate a firm's strategy and the determinants of competitive advantage. Topics include: strategic direction, macro and micro environmental analysis, corporate and business level strategies and implementation issues.
MBA 552 - Behavioral Management

Credits: 2
An intensive look at leadership, motivation, and communication within the organization. Emphasis on analyzing attitudes and perceptions, peer evaluations, and strategic HR looking at recruiting and staffing selection.

MBA 553 - Learning Alliance Integration

Credits: 1
Grading: Course grade for 1 credit hour and the final presentation will satisfy the oral competency requirement of the MBA program. Each team will present to an evaluation team composed of two faculty members, an alliance executive, and a CEN/outside executive (Note: Confidentiality agreement with partner may limit outside executive involvement). Presentations will be formal and videotaped.

MBA 554 - Industry Practicum I

Credits: 2
Students may choose an industry sector in which they gain intensive knowledge about issues and decisions affecting that sector. Lectures, executive speakers and the initiation of a year-long practicum constitute the course. Sector examples include: manufacturing industries or service industries; i.e., financial, health care, government, retail environment, etc.

MBA 555 - Leading Organizational Change

Credits: 2
The study of organizational change building on concepts that managers need to effectively lead the firm in various stages of evolution. Topics include: transformational leadership, strategic management, developing a learning organization, fostering innovation, corporate entrepreneurship, performance management, and effective execution. Case analysis and exercises are used to foster the application of leadership concepts and techniques.

MBA 556 - Executive Challenge and Organizational Change

Credits: 2
Course challenges students with strategic situations and issues that executives face as leaders of evolving organizations. Each challenge will test the student's ability to identify the key factors, to incorporate the concepts presented in the MBA program, and to propose a course of action that will constructively address the challenge. Key focus of the course will be addressing organizational changes and related concepts needed by managers to effectively manage these evolving organizations. Cases and/or simulation exercises will be incorporated to integrate business function areas as well as the application for leadership concepts and techniques.
MBA 557 - Industry Practicum II

Credits: 4
Students are required to develop a project that can be practiced utilizing all prior coursework and incorporating analysis begun in MBA 554.

MBA 559 - Global Strategy and Management

Credits: 2
Global Strategy and Management is designed to prepare graduate students in Business to acquire the skills that will help them manage effectively the multinational organization - i.e., the processes of creating and sustaining competitive advantage in global markets.

MBA 560 - Business Law & Ethics

Credits: 2
Examination of the constitutional, legislative, judicial, regulatory, and public policy forces exerted on the business environment. Particular focus on contracts, torts, and property law.

MBA 570 - Operations Management

Credits: 2
Survey of the basic concepts, theories, and techniques for the management of operating systems. Development of concepts and decision processes critical to short-run and long-range organizational decision making. Topics include product and process design, operations planning, facility location and layout, inventory management, capacity planning, and scheduling.

MBA 571 - Project Management Foundations

Credits: 1
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 they 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 extend 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.

MBA 579 - Project/Career Management

Credits: 1
Personal and professional assessments plus related workshops will be conducted to assist students in developing career development strategies. Instruction will focus on enhancing existing careers and transitioning to new ones. Personality assessment, 360 reviews and other methods will be used to guide
Students will be required to identify relevant practicum project plans and/or electives that will facilitate their career development.

**MBA 591 - Directed Independent Study**

Credits: 1-3
Directed individual study with approval of the MBA Director.

**Mathematics for Middle Grades Education**

**MAE 503 - Discrete Mathematics for Teachers**

Credits: 3
Prerequisite: permission of instructor. Open only to graduate students in middle grades education. An in-depth investigation of discrete mathematics topics identified as essential to teaching middle grades curriculum. Topics include systematic listing and counting, vertex-edge graphs, and iteration and recursion. Students present written and oral arguments to justify conjectures and generalizations.

**MAE 505 - Euclidean Geometry for Teachers**

Credits: 3
Prerequisite: Permission of instructor. Only open to graduate students in middle grades education. A study of properties and relationships of shape, size, and symmetry in two and three dimensions. Topics include parallelism, transformations, congruence, similarity, measurement, and constructions. Students present written and oral arguments to justify conjectures and generalizations.

**MAE 592 - Topics in Mathematics**

Credits: 3
Prerequisite: Permission of the Mathematics and Statistics Department. Open only to graduate students in middle grades education. Topics in mathematics not covered in existing MAE courses. May be repeated for credit.

**Mathematics**

**MAT 511 - Real Analysis I**

Credits: 3
Prerequisite: Intermediate analysis or the equivalent. Advanced study of convergence, continuity, differentiation and integration in metric spaces. The real number system, basic topology, sequences and series, continuity, uniform continuity, theories of integration with an introduction to Lebesgue measure and related convergence theorems.
MAT 512 - Real Analysis II

Credits: 3
(412) Prerequisite: Intermediate analysis or the equivalent. Advanced study of convergence, continuity, differentiation and integration in metric spaces. The real number system, basic topology, sequences and series, continuity, uniform continuity, theories of integration with an introduction to Lebesgue measure and related convergence theorems.

MAT 513 - Measure and Integration

Credits: 3
Prerequisite: MAT 512. Abstract measure theory. Lebesgue measure, integration, convergence theorems, absolute continuity, differentiation, Radon–Nikodym Theorem, product measures, Fubini's Theorem, Lebesgue spaces, convolution.

MAT 515 - Introduction to Complex Variables

Credits: 3
(415) Prerequisite: Advanced calculus or MAT 511. A first study of functions of a complex variable. Algebra of complex numbers, elementary functions with their mapping properties; analytic functions; power series; integration, Cauchy's Theorem, Laurent series and residue calculus; elementary conformal mappings and boundary value problems.

MAT 516 - Complex Analysis

Credits: 3
Prerequisite: MAT 511 and 515. Advanced study of complex–valued functions. Holomorphic and harmonic functions, Cauchy's Integral Theorem, Poisson's kernel and the Dirichlet problem, conformality, the Riemann Mapping Theorem, analytic continuation. Additional topics chosen from univalent, entire, meromorphic functions; Riemann surfaces; asymptotic methods; Mittag–Leffler, Runge and Weierstrass factorization theorems.

MAT 518 - Applied Analytical Methods I

Credits: 3
(418) Prerequisite: Undergraduate differential equations and advanced calculus. A thorough treatment of the solution of initial and boundary value problems of partial differential equations. Topics include classification of partial differential equations, the method of characteristics, separation of variables, Fourier analysis, integral equations and integral transforms, generalized functions, Green's functions, Sturm–Liouville theory, approximations, numerical methods.

MAT 519 - Applied Analytical Methods II

Credits: 3
(419) Prerequisite: Undergraduate differential equations and advanced calculus. A thorough treatment of the solution of initial and boundary value problems of partial differential equations. Topics include classification of partial differential equations, the method of characteristics, separation of variables,
Fourier analysis, integral equations and integral transforms, generalized functions, Green's functions, Sturm–Liouville theory, approximations, numerical methods.

**MAT 521 - Number Theory**

Credits: 3  
Prerequisite: Permission of department. Use of algebraic techniques to study arithmetic properties of the integers and their generalizations. Primes, divisibility and unique factorization in integral domains; congruences, residues and quadratic reciprocity; diophantine equations and additional topics in algebraic number theory.

**MAT 525 - Numerical Analysis**

Credits: 3  
Prerequisite: Undergraduate linear algebra, differential equations, and elementary numerical methods. Introduction to the theoretical foundations of numerical algorithms. Solution of linear systems by direct methods; least squares, minimax, and spline approximations; polynomial interpolation; numerical integration and differentiation; solution of nonlinear equations; initial value problems in ordinary differential equations. Error analysis. Certain algorithms are selected for programming.

**MAT 531 - Linear Algebra**

Credits: 3  
Prerequisite: Permission of department. Theory of vector spaces, linear mappings and matrices. Determinants, eigenvalues, canonical forms, the Cayley–Hamilton Theorem, inner product spaces and positive definite matrices.

**MAT 535 - Linear Programming**

Credits: 3  
Prerequisite: Undergraduate linear algebra and computing experience. Methods and applications of optimizing a linear function subject to linear constraints. Theory of the simplex method and duality; parametric linear programs; sensitivity analysis; modeling and computer implementation.

**MAT 536 - Discrete Optimization**

Credits: 3  
Prerequisite: MAT 535. Theory and applications of discrete optimization algorithms. Transportation problems and network flow problems; integer programming; computer implementation.

**MAT 537 - Nonlinear Programming**

Credits: 3  
Prerequisite: Advanced calculus and MAT 535. Theory and applications for constrained and unconstrained nonlinear optimization. Theory of convex sets, convex and concave functions, Kuhn–Tucker conditions, duality, algorithm convergence; computational methods including penalty and barrier functions, gradient projection, and quadratic programming.
MAT 541 - Modern Algebra I

Credits: 3
Prerequisite: Permission of department. Introduction to group theory. Binary structures including semigroups and lattices; finite groups, structure theorems, Sylow theorems and applications; group actions; free groups and presentations; structure of abelian groups.

MAT 542 - Modern Algebra II

Credits: 3
Prerequisite: MAT 541. Introduction to rings and fields. Modules, integral domains, vector spaces. Structure of polynomial rings and their relation to linear algebra. Field extensions and Galois theory.

MAT 547 - Graph Theory

Credits: 3
Prerequisite: Undergraduate linear algebra. Introduction to the theoretical foundations of graph theory. Topics covered will include trees, connectivity, Eulerian and Hamiltonian graphs, matchings, coverings, planarity, vertex and edge colorings. Other topics may include matroids, directed graphs, networks, extremal graph structure, applications, and algorithms.

MAT 551 - Topology

Credits: 3
(451) Prerequisite: Permission of department. A study of the basic concepts of general topology. Metric spaces, continuity, completeness, compactness, connectedness, separation axioms, product and quotient spaces; additional topics in point–set topology.

MAT 557 - Differential Geometry

Credits: 3
(457) Prerequisite: Advanced calculus. Theory of curves and surfaces in Euclidean space. Frenet formulas, curvature and torsion, arc length; first and second fundamental forms. Gaussian curvature, equations of Gauss and Codazzi, differential forms, Cartan's equations; global theorems.

MAT 563 - Ordinary Differential Equations

Credits: 3

MAT 564 - Applied Analytical Models

Credits: 3
Prerequisite: MAT 519. Topics in applied analysis of current interest. Topics may include tensor analysis...
and relativity, quantum mechanics, control theory, fluid mechanics, waves, ocean circulation, and mathematical models in biology or economics.

MAT 565 - Applied Probability

Credits: 3

MAT 569 - Stochastic Processes in Operations Research

Credits: 3
(STT 569) Prerequisite: MAT 565. Probabilistic models with applications in operations research. Queueing theory, birth–death processes, embedded Markov chains, finite and infinite waiting room systems, single and multi–server queues, general service distributions; Markov decision processes; reliability.

MAT 581 - Introduction to Mathematical Logic

Credits: 3
(481) Prerequisite: Permission of department. The formal study of truth and provability. Propositional calculus; predicate calculus. Gödel's completeness theorem, applications to formal number theory and incompleteness. Additional topics chosen from areas such as undecidability or non–standard analysis.

MAT 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

MAT 592 - Advanced Topics in Mathematics

Credits: 3
Prerequisite: Consent of instructor. Advanced topics of current interest in pure and applied mathematics not covered in existing courses. May be repeated under a different subtitle.

MAT 595 - Research Seminar

Credits: 2
Prerequisite: Consent of instructor. Designed to give the student experience in locating and learning mathematics outside the classroom setting. Use of the major mathematics journals, professional society publications and standard references including Mathematical Reviews. The nature of research in the mathematical sciences and research methodology.
MAT 596 - Research Project

Credits: 1
Corequisite: MAT 595. (Not intended for students who write a thesis in mathematics.) Under faculty supervision, each student presents a written exposition of the history, current knowledge, future directions, and bibliography of a mathematical topic.

MAT 598 - Internship in the Mathematical Sciences

Credits: 1
Prerequisite: Permission of the graduate coordinator. Academic training and professional experience through work in a private company or public agency including a written final report. Faculty supervision and evaluation of all study and on-site activity. Grading will be satisfactory (S) or unsatisfactory (U).

MAT 599 - Thesis

Credits: 1-6
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Nursing

NSG 500 - Theory and Research for Evidence-Based Practice

Credits: 4
Prerequisite: Basic statistics course and undergraduate research course. This online seminar course focuses on the linkages between theory, research, and practice. Emphasis is on the recognition and valuing of theory application and advanced principles and methods of research as a central characteristic of advanced nursing practice. Learning focus is directed toward the critical appraisal of scholarly literature as the basis for decision making in advanced practiced nursing.

NSG 503 - Families in Rural and Urban Communities

Credits: 3
This course explores and compares theories and concepts related to diverse families across the life span and underserved communities. Individual, family and community health are examined within the context of diversity and change. Students have independent field experiences in family and community settings.

NSG 504 - Healthcare Delivery and Health Policy

Credits: 3
An online seminar course focusing on social, psychological, cultural, economic, political, legal, and ethical trends and issues which shape health care delivery systems. Advanced nursing practice in primary care is studied relative to inter-professional relationships and leadership in health policy, health care reform, healthcare delivery systems, poverty research, and interdisciplinary health management.
NSG 506 - Advanced Practice Roles, Issues, and Trends

Credits: 3
This course examines issues and trends in the advanced practice role. Topics include advanced practice historical perspectives, professional role development, and practice management.

NSG 510 - Advanced Health Assessment and Diagnostic Reasoning

Credits: 3
Advanced health assessment and diagnostic reasoning focuses on assessment of health status of individuals and families throughout the lifespan addressing cultural and developmental variations. Diagnostic reasoning is emphasized as the decision making process which differentiates normal from abnormal health states. The lab for this course is NSGL 510.

NSG 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.

NSG 513 - Teaching Nursing: New Pedagogies for Teaching and Learning

Credits: 3
An introduction and immersion with new pedagogies for nursing education that are supported by careful selection of higher education research, scholarship, and experiential practices. Instruction in appropriate application of conventional, critical, feminist, phenomenological and post-modern pedagogies to the teaching of nursing knowledge and clinical practice.

NSG 514 - Pathophysiology for Advanced Practice Nurses

Credits: 3
An advanced course in the pathophysiology of human conditions. Emphasis is on selected disease and conditions of various body systems and the adaptation of those systems to disease across the life span.

NSG 515 - Advanced Practice Role Development and Transition

Credits: 1
Corequisite: NSGL 594. A web-enhanced/blended seminar course focused on professional role development and transition into advanced practice nursing. Students will focus on evaluation of core competency attainment, professional portfolio development, and marketing the role of the advanced practice nurse in a primary care setting.
NSG 520 - Advanced Primary Care of Families: Infants, Children, and Adolescents

Credits: 3
Prerequisites: NSG 510, CLR 512, NSG 514, NSG 506. Co-requisite: NSGL 520. This course focuses on advanced nursing practice specializing in the primary health care of infants, children, and adolescents. The development of analytical skills and ethical clinical decision making as essential components of the advanced practice role are included. The major emphasis is on developing optimum client outcomes that promote cost-effective, quality health care within the context of family and a multicultural society. The lab for this course is NSGL 520.

NSG 521 - Advanced Primary Care of Families: Women

Credits: 3
Prerequisites: NSG 510, CLR 512, NSG 514, NSG 520 and NSGL 520. Co-requisite: NSGL 521. This course focuses on advanced nursing practice specializing in the primary health care of women with an emphasis on health issues and problems that affect women disproportionately. The development of analytical skills and ethical clinical decision making as essential components of the advanced practice role are included. The major emphasis is on developing optimum client outcomes that promote cost-effective, quality health care within the context of family and a multicultural society. NSGL 521

NSG 522 - Advanced Primary Care of Families: Adults

Credits: 3
Prerequisites: NSG 510, CLR 512, NSG 514, NSG 520, NSG 521, NSGL 520, NSGL 521. Co-requisite NSGL 522. This course focuses on advanced nursing practice specializing in the primary health care of adults. The development of analytical skills and ethical clinical decision making as essential components of the advanced practice role are included. The major emphasis is on developing optimum client outcomes that promote cost-effective, quality health care within the context of family and a multicultural society. The lab for this course is NSGL 522.

NSG 524 - Nursing Education Curriculum Design and Instruction

Credits: 3
This course provides the essential elements which define and operationalize the process of curriculum development. Students will examine curriculum models from the perspective of education and nursing research. They will analyze factors that influence program development, curriculum design, development, implementation and evaluation.

NSG 525 - Nursing Education Evaluation

Credits: 3
This course provides an overview of evaluation strategies. Participants will develop evaluation skills emphasizing unit, course, and program outcomes. Models and tools for assessing, evaluating and validating learning will be presented. Teaching will be framed as a continuous-improvement process.
NSG 580 - Transcultural Health Care

Credits: 3
Prerequisite: Permission of the instructor. Explores values and belief systems influencing health behaviors of culturally diverse groups from rural and urban settings. Emphasizes social, political and economic forces that influence access to and use of health care resources. Identifies a conceptual basis for assessment, planning, implementation and evaluation of health care for culturally diverse clients. Fosters cultural sensitivity to lifestyles, values, and concepts concerning health and health care.

NSG 581 - Spanish for Health Professionals

Credits: 3
Prerequisite: Permission of the instructor. Emphasizes achieving active command of language spoken in the Hispanic world related to health care. Includes practical communication, current vocabulary and colloquial expressions. Extensive use of audio aids.

NSG 583 - Migrant and Farm Worker Health

Credits: 3
Prerequisite: Permission of the instructor. An examination of health problems prevalent across the life span among Hispanic migrant workers and their families. Focus on cultural values and belief systems that influence health behaviors. Analysis of social, economic, legal and political forces that influence access to and use of health care services. Attention to cultural sensitivity requisite for effective intercultural communication between health care workers and Hispanic migrant workers and their families.

NSG 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

NSG 592 - Special Topics

Credits: 1-3

NSG 595 - Nursing Education Residency

Credits: 3-6
Prerequisites or Co-requisites: NSG 513, NSG 524, and NSG 525. This practicum is a faculty guided nursing education practicum for application and synthesis of the nurse educator role in academia or in staff development in health care institutions. Students will assess the need for, design, implement, and evaluate a classroom or clinical instructional module under the direction of a selected nurse faculty mentor.
NSG 599 - Thesis

Credits: 1-3
Prerequisites: NSG 500, NSG 506. Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Nursing Lab

NSGL 516 - Nursing Education Practicum: Clinical Instruction

Credits: 3
This 180 hour practicum is an immersion into the principles and theories of clinical instruction. Strategies are designed to address the emerging trends and issues in nursing education for health care delivery. There is instruction and application of informatics, simulation and telehealth which are commonplace in health care education. The primary goal is to utilize diverse strategies to foster clinical reasoning in new graduate nurses.

NSGL 517 - Nursing Education Practicum: Theoretical Instruction

Credits: 3
This 180 hour practicum is an immersion into the principles and theories of instruction in nursing. Strategies are designed to address the emerging trends and issues in didactic nursing education. There is instruction and application of curriculum models for teaching in the live and on-line classroom environments. The primary goal is to utilize diverse strategies to foster critical thinking in new graduate nurses.

NSGL 520 - Clinical Practicum I: Advanced Primary Care of Families: Infants, Children, and Adolescents

Credits: 2
Corequisites: NSG 520. This practicum provides 120 hours of focused, intensive clinical experiences in the care of infants, children, and adolescents for advanced practice nursing students. Students gain increasing skill in providing primary health care to children. Students practice with increasing independence under the supervision of on-site clinical preceptors. This course is the lab for NSG 520.

NSGL 521 - Clinical Practicum II: Advanced Primary Care of Families: Women

Credits: 2
Corequisite: NSG 521. This practicum provides 120 hours of focused, intensive clinical experiences in the care of women for advanced practice nursing students. Students gain increasing skill in providing primary health care to women. Students practice with increasing independence under the supervision of on-site clinical preceptors. This course is the lab for NSG 521.
NSGL 522 - Clinical Practicum III: Advanced Primary Care of Families: Adults

Credits: 2
Co-requisite: NSG 522. This practicum provides 120 hours of focused, intensive clinical experiences in the care of adults for advanced practice nursing students. Students gain increasing skill in providing primary health care to adults. Students practice with increasing independence under the supervision of on-site clinical preceptors. This course is the lab for NSG 522.

NSGL 594 - Advanced Clinical Practicum

Credits: 4-5
Prerequisites: NSG 500, NSG 503, NSG 504, NSG 506, NSG 510, CLR 512, NSG 514, NSG 520, NSG 521, NSG 522 and NSGL 520, NSGL 521, NSGL 522. A 240-hour practicum experience that synthesizes critical thinking and clinical experiences. Clinical competency is developed in assessment, diagnosis, and management of complex health problems across the life-span with the guidance of a preceptor.

Philosophy and Religion

PAR 505 - Bioethics and Aging

Credits: 3
Examination of the principles and problems in the application of ethical theory to medical research and practice with emphasis on the special ethical problems of providing health care services to the aging population and involving elderly patients in medical research. May be taken for elective credit in the MALS program.

PAR 515 - Ethical Issues in Research

Credits: 1-3
Open only to graduate students. This course will address a wide range of ethical issues that arise in the conduct of research. Topics will include scientific misconduct and intellectual ownership; the protection of animals and human subjects; and the impact of research on society. Students will also explore ethical issues that arise in their specific disciplines.

PAR 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

PAR 592 - Special Topics in Philosophy and Religion

Credits: 3
Exploration of a special topic in philosophy or the study of religion not regularly covered in other courses. May be repeated under different titles for up to 9 hours of credit.
PAR 595 - Graduate Seminar

Credits: 1-3
Prerequisite: graduate student status or consent of the instructor. Research and discussion of selected topics in philosophy and/or religious studies.

Physical Education

PED 515 - Adapted Physical Activity

Credits: 4
(415) To provide students theoretical and practical knowledge to plan and implement appropriate physical activity programs for individuals with disabilities in integrated and inclusive settings.

PED 546 - Analysis of Teaching in Physical Education and Health

Credits: 3
The purpose of this course is to provide the teacher an overview of effective practices of teaching physical education and provide opportunities for their application in physical activity settings.

PED 585 - Curriculum Development in PEH

Credits: 3
Identifies theoretical frameworks of curriculum development in relationship to current issues and trends. Provides conceptual tools and analytic skills essential to planning, implementing, and evaluating instruction. The design of instruction that incorporates behavioral, cognitive and constructivist theories of learning and views of curriculum will be considered. Provides the student with the knowledge, skills and resources to develop curricular materials consistent with state and national guidelines.

PED 589 - Supervision of Instruction in PEH

Credits: 3
Assists the professional educator with acquiring the knowledge and skills essential to improving instruction and instructional programs in physical education and health. Supervision of novice and experienced physical education and health teachers will be discussed. Students will use multiple assessment techniques and tools in the field to evaluate the teaching effectiveness of physical and health educators.

PED 590 - Action Research in PEH

Credits: 3
Designed to survey the basic types of research methods often found in physical education and health. A variety of research designs and computerized statistical analyses are studied to help you understand the systematic nature of problem solving. Includes the development and completion of an action research project.
Physics

PHY 550 - Fluid Mechanics

Credits: 3
Permission of instructor. A comprehensive account of fluid dynamics that emphasizes fundamental physical principles. Fluid statics; fluid kinematics; integral and differential forms of conservation laws for mass, momentum and energy; Bernoulli equation; laminar flows; potential flows; vorticity dynamics; dynamic similarity; boundary layers; turbulence.

PHY 575 - Physical Oceanography

Credits: 3
(475) Prerequisite: College physics and calculus. An introduction to the descriptive and dynamical features of ocean circulation. Topics include: the physical properties of seawater; oceanic heat budget; dynamics of ocean currents; descriptive oceanography; waves and tides.

PHY 576 - Chemical and Physical Analysis of Seawater

Credits: 3
(CHM 576) Prerequisite: Permission of instructor. Study of modern chemical and physical measurements of seawater including salinity, alkalinity, pH, nutrients, and dissolved oxygen. Several class periods may also be devoted to working aboard an oceanographic research vessel while at sea.

PHY 577 - Observational Methods and Data Analysis in Physical Oceanography

Credits: 3
(477) Prerequisite: Permission of instructor. This course will supply the student with a working knowledge of the use and operation of various physical oceanographic instruments and data reduction and analysis techniques.

PHY 578 - Geophysical Fluid Dynamics

Credits: 3
Prerequisite: PHY 550. Corequisite: PHY 475 or PHY 575. The fundamental principles governing the flow of a density-stratified fluid on a rotating planet, with applications to the motions of the ocean and atmosphere. Equations of state, compressibility, Boussinesq approximation. Geostrophic balance, Rossby number. Poincare, Kelvin, Rossby waves, geostrophic adjustment.

PHY 579 - Ocean Circulation Systems

Credits: 3
(479) Prerequisites: PHY 475 or PHY 575. Course focuses on results of World Ocean Circulation Experiment (WOCE), a multi-national, multi-decadal program designed to observe the global ocean. Explores large-scale circulation and properties of the ocean to lay the foundation for the challenge of understanding the future of the world oceans and their role in climate change.
PHY 580 - Coastal and Estuarine Systems

Credits: 3
Prerequisite: PHY 475 or PHY 575. An introduction to the physical processes operating within coastal and estuarine systems. The focus of the course will be on the dynamical description of topics such as gravity waves, surf zone hydrodynamics, storm surge, tides, estuarine hydraulics, sediment transport and morphodynamics.

PHY 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

PHY 592 - Special Topics

Credits: 1-3
Prerequisite: Permission of instructor. May be repeated for credit with different topics.

PHY 599 - Thesis

Credits: 1-6

Political Science

PLS 500 - Managing Public and Nonprofit Organizations

Credits: 3
Provides an overview of theories of organization, decision making, leadership, motivation, communication, and conflict resolution in the environment of public and nonprofit organizations.

PLS 501 - Quantitative Methods

Credits: 3
Issues and techniques in data collection and statistical analysis for managers and policy analysts in public and nonprofit organizations.

PLS 502 - Public Human Resources Development and Administration

Credits: 3
The study of policies, methods and techniques utilized in the public human resource function. Special attention is given to challenges reflecting contemporary demands in the areas of recruitment, training,
compensation, performance evaluation, motivation, labor relations, sexual harassment, and diversity in the public workforce.

**PLS 503 - Public Budgeting and Finance Administration**

Credits: 3  
Focuses on governmental budgeting and finance at the federal, state, and local level. Topics include budget types, budget preparation, politics of the budgetary process, tax policy, revenue sources, and other public finance issues. Attention is also paid to specific issues related to budgeting and finance issues in the nonprofit sector.

**PLS 504 - Computer Applications and MIS in Public Administration**

Credits: 3  
Theory and application of the use of information technology to support decision making in public organizations. Topics include the use of the Internet to share and collect information, Geographic Information Systems, and appropriate software packages.

**PLS 505 - Policy Analysis**

Credits: 3  
Examines the different approaches to public policy analysis and the various techniques that an analyst uses such as cost-benefit analysis. Students complete an applied policy analysis and present results to a simulated audience.

**PLS 506 - Program Evaluation**

Credits: 3  
Covers research methods and basic statistics including hypothesis testing and examines the theory and practice of program evaluation including the ethical issues related to the practice of program evaluation.

**PLS 507 - Applied Management Tools, Skills, and Techniques**

Credits: 3  
Examines concepts, techniques, and tools used by organizations with a focus on improving management skills. Topics covered include managing meetings, giving presentations, interacting with the media, strategic planning, performance measurement, and contracting.

**PLS 508 - Ethics in Public Life**

Credits: 3  
Examination of ethical principles as they apply to the practice of public administration; basic legal constraints such as conflict of interest laws; role of codes of ethics; and models for the responsible exercise of administrative discretion by public officials.
PLS 509 - Leading Public and Nonprofit Organizations

Credits: 3
Examines the theoretical and practical approaches to leading and managing public and nonprofit organizations.

PLS 510 - Introduction to Public Affairs

Credits: 3
Covers the rationales for public policy and critical concepts in public economics (e.g., market failures, public goods, externalities, monopolies, information asymmetries, and public choice theory). Class also examines the public policy process (e.g., context, agenda setting, implementation, evaluation, etc.), and the legal foundations of public administration (i.e., federalism, checks and balances, roles of the courts, etc.) and the basics of state and local politics in the U.S.

PLS 513 - Regional Planning Politics and Policy

Credits: 3
Explores the connection between formal planning processes and political decision making at the regional and local level for various policy issues (e.g., rapid development, sprawl, transportation, aging population, affordable housing, rural poverty, economic development, quality of life, etc.). Special attention is given to how planners and analysts provide advice to elected and non-elected decision makers.

PLS 514 - Conflict Resolution

Credits: 3
Examines the theoretical and practical perspectives and techniques for resolving conflict. Emphasis is placed on bargaining, negotiation, and conflict management techniques used in public and nonprofit organizations and interpersonal relationships.

PLS 515 - Organizational Communication

Credits: 3

PLS 516 - Leadership and Organizational Culture

Credits: 3

PLS 517 - Strategic Planning and Management for Public and Non-Profit Organizations

Credits: 3
Examines the theoretical and practical approaches to conducting strategic planning and management in public and nonprofit organizations.

PLS 520 - Seminar in Coastal Processes and Problems
Credits: 3
Examines various coastal management policies and problems from a variety of perspectives (e.g., legal, economic, political, scientific, etc.).

**PLS 521 - Foundations of Coastal and Environmental Management**

Credits: 3
Analyzes key policy issues and the laws, regulations, and decisions that influence the management of coastal land in North Carolina and the United States.

**PLS 522 - Field Seminar in Coastal Management**

Credits: 3
Field seminar that uses an applied project to examine the political, economic, and socio-cultural challenges facing coastal managers. It also examines the role of science in the policy and management process. Students are expected to collect and analyze data, prepare a report, and present their findings.

**PLS 523 - Coastal Land Use Planning**

Credits: 3

**PLS 524 - Managing Coastal Hazards**

Credits: 3
Explores the natural and technological hazards that threaten coastal areas, the principles of coastal hazard mitigation and the development of policy dealing with the preparedness, response to and recovery from the events.

**PLS 525 - Managing Coastal Ecosystems**

Credits: 3
Examines programs, policies, and approaches to managing coastal ecosystems such as watershed management, ecosystem management, command and control approaches, and market-based approaches.

**PLS 526 - Sustainable Cities**

Credits: 3
The concept of sustainability in American cities is explored and analyzed. Focus is placed on the sustainable policies and programs used by cities and examined the factors that influence their use.

**PLS 527 - Planning Theory and Planning Law**

Credits: 3
Course reviews and provides an overview of this history of the major urban/regional planning theories in the U.S. and Europe. Emphasizes the legal framework and case law connected to local land use policies and regulations.
PLS 528 - Local Government Administration

Credits: 3
Examines the institutions, laws and policies that surround local government administration. It also examines contemporary issues and problems faced by town administrators from a variety of perspectives (e.g., legal, economic, social, political, societal, etc.)

PLS 530 - Management Practices in Nonprofit Organizations

Credits: 3
Introduction to theoretical foundations, structures, and processes of nonprofit organizations; historical development and impact of social, political, legal and economic environment in which nonprofit organizations exist; and complexities of organizational governance shared by volunteer and professional staff decision makers.

PLS 531 - Resource Development in Nonprofit Organizations

Credits: 3
Introduction to various resources important to nonprofit organizations including financial support, volunteers, and community awareness, and to the wide ranges of organization activities utilized for acquisition and maintenance of these resources, such as grant writing and fundraising strategies.

PLS 532 - Issues in Nonprofit Management

Credits: 3
Examination of the current managerial, legal, and political challenges facing nonprofit organizations.

PLS 533 - Nonprofits, Society and Public Policy

Credits: 3
This course explores the roles that nonprofit organizations play in the U.S. and the public policy issues confronting nonprofit organizations. Drawing upon historical, political, economic and sociological perspectives this course provides an overview of the development of the nonprofit sector and the unique roles that the sector plays in American society. We will also explore contemporary public policy developments that directly relate to nonprofit organizations, such as the continued privatization of public services; charitable choice legislation at the state and national level; the role of foundations in shaping public policy; nonprofit lobbying and activism; and questions of civic participation and civil society. UNCW's location in a small city in a largely rural, but rapidly growing region, provides a unique laboratory to undertake a unique research project that explores the role of the sector in our region and public policy issues confronting our rapidly developing sector.

PLS 534 - Nonprofit Leadership Experience

Credits: 3
This course offers a great opportunity for engaged learning that will benefit students' academic and professional career. Students will learn about nonprofit organizations, acquire useful employment skills, and apply them in projects designed by nonprofit organizations in conjunction with the instructor. Students present projects to the nonprofit and University communities.
**PLS 540 - Environmental Management**

Credits: 3
Examines selected policies and programs including both regulatory and non-regulatory approaches to environmental management in the United States.

**PLS 541 - Public Economics and Cost-Benefit Analysis**

Credits: 3
An applied policy analysis course covering basic economic concepts. The class will also provide an introduction to the techniques of cost-benefit analysis. Students complete an applied cost-benefit project and present results to a simulated audience.

**PLS 542 - Managing Inter-organizational Relations**

Credits: 3
Course provides an overview of the theory and practice of inter-organizational relations. Topics generally include inter-governmental relations, inter-governmental management, collaboration, networks, policy implementation and governance. Emphasis is placed on emerging trends from the new governance movement and the increased relationships between public, private, and nonprofit organizations in government service delivery.

**PLS 543 - Environmental Policy Analysis**

Credits: 3
Examines the fundamental factors that influence environmental policy in the United States. It also examines the different approaches to policy analysis and the techniques available to environmental policy analysis.

**PLS 544 - Resource Economics**

Credits: 3
Introduction to environmental and natural resource economics and policy. Emphasizes applied methods and results of use to practicing coastal managers. Topics include pollution regulation and pollution damage assessment, recreation and tourism impact analysis, public good valuation methods, the economics of land development and urban sprawl, and economic issues in forestry, wetlands and fisheries management.

**PLS 545 - Government Planning and Geographic Information Systems**

Credits: 3
Examines the use of government geographic information systems (GIS) in the context of land use planning and other applications in state and local government. Course provides an introduction to the theory and application of GIS, spatial data collection, relational databases, spatial analysis, and mapping.

**PLS 547 - Housing and Transportation Policy**
The economics and politics of each of these policy areas is discussed and students complete projects that address both policy areas. The broad goal is to sharpen the skills of students in analyzing and suggesting solutions to community problems in the housing and transportation areas.

**PLS 548 - Energy Policy**

Credits: 3
Examines the fundamental factors that influence the development and implementation of energy policy in the United States. It also examines difference approaches to the analysis of energy policy.

**PLS 561 - Comparative Public Administration**

Credits: 3
Examines public administration in many different countries with a particular emphasis on development administration, the government-administration interface, and the administrative issues of cooperation between two or more countries.

**PLS 562 - International Environmental Policy**

Credits: 3
Examines major political issues related to national level and international environmental politics and policy-making. Emphasis is placed on democracy, political transition, levels of development, national cultural values, political institutions, and citizens as potential shapers of the nature and dynamics of environmental politics and vice versa as well as trans-boundary interactions and relations affecting the environment.

**PLS 563 - International Development**

Credits: 3
(PLS 463) Examines the field of international development including economic development and governance assistance activities with attention to the classic theories as well as current debates and innovative approaches.

**PLS 591 - Directed Independent Study**

Credits: 1-6
Independent investigation of research problems or directed readings in a selected area of public administration.

**PLS 592 - Special Topics in Public Administration**

Credits: 3
Intensive study of selected topics in public administration. May be taken for credit three times, for a total of nine credit hours.
PLS 593 - Study Abroad in Public Administration

Credits: 1-6
Prerequisites: PLS 500, PLS 501, and PLS 505 or have the consent of the Graduate Coordinator. Special opportunities to study abroad. Course is repeatable for additional credit.

PLS 594 - Practicum in Public Administration

Credits: 3-6
The application of knowledge, concepts and analytical tools to contemporary issues that challenge public administrators. Individuals select special projects to pursue in local public and nonprofit organizations and conduct research under the guidance of a faculty member. Graded as satisfactory/unsatisfactory (S or U).

PLS 595 - Capstone Seminar in Public Administration

Credits: 3
Prerequisites: PLS 500, PLS 501, and PLS 505. Synthesizing experience at end of program where key concepts from the curriculum are integrated and applied to contemporary issues in public administration. Public administration as a profession and career opportunities for graduate students are discussed. Student completes an applied research project that integrates materials from the curriculum and the internship or practicum.

PLS 598 - Internship in Public Administration

Credits: 3-6
Participation in a field experience, including a journal and written report critically describing the student's responsibilities and experiences, focusing on linkages between the theory learned in coursework and the practice of public administration. Field experience will result from a supervised internship in a cooperating public or nonprofit organization. This course is graded satisfactory/unsatisfactory (S or U).

PLS 599 - Thesis in Public Administration

Credits: 1-6
Prerequisites: at least 30 hours toward completion of the master's degree and permission of the MPA coordinator. Intensive study of a topic selected by the student and approved by a thesis committee. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense of thesis are required.

Project Management

OPS 572 - Project Management

Credits: 2-3
This course introduces the problems of managing a project with the purpose of achieving a specific objective. There will be an in-depth coverage of the operational and conceptual issues faced by modern project managers in all organizational settings. Students will learn techniques, terms and guidelines that
are used to manage costs, schedules, risk, group dynamics and technical aspects throughout the life cycle of the project. Special emphasis will be on the use of current P.M. software.

**OPS 577 - Global Operations Management**

Credits: 2-3
(ImB 577) This class examines contemporary issues related to managing operations in a global context. The focus will be on key issues within operations which are of relevance in a firm's ability to remain competitive in a global economy. The development, implementation and evaluation of effective strategies and tactics for managing operations are key drivers of an organization's success. Topics: outsourcing and offshoring, managing international projects, designing and managing global supply chains, managing inventory and global logistics, and acquisition management.

**Psychology**

**PSY 510 - Cognitive Psychology**

Credits: 3
Prerequisite: Admission to the psychology graduate program or permission of instructor. Examination and evaluation of research theories and methods addressing cognitive processes such as memory, thinking, attention, and problem solving.

**PSY 515 - Small-n Research Design**

Credits: 3
Prerequisite: Permission of instructor. An investigation of the strategies and tactics of small-n (single-subject) experimental design and its role in behavior analysis. Topics include the conceptual basis and logic of the design, experimental control and internal validity (e.g., treatment of behavioral variability), data analysis, and interpretation of results.

**PSY 516 - Adult Development and Life Transitions**

Credits: 3
Explores the major normative and nonnormative changes which take place during adulthood. Operating from a lifespan perspective, topics include an examination of how adults initiate, understand, cope with and resolve life transitions (e.g. parenting, loss, illness, career change, relationship change).

**PSY 517 - Learning and Behavior Analysis**

Credits: 3
Prerequisite: Admission to the psychology graduate program or permission of instructor. Advanced topics in animal and human learning and the analysis of behavior, including theories, research methods, and experimental findings.
PSY 518 - Applied Behavior Analysis

Credits: 3
Prerequisite: Permission of instructor. An examination of the methodological, empirical, and conceptual issues involved in the extension of behavior-analytic principles to applied settings. Topics include a review of basic principles in behavior analysis, issues of behavioral measurement, functional analysis of behavior, design and implementation of contingency management programs and evaluation of behavioral programs.

PSY 519 - Conceptual Issues in Behavioral Analysis

Credits: 3
Prerequisite: Permission of instructor. An investigation of the theoretical foundations of behavior analysis and conceptual issues associated with its application. Topics include the definitions of stimulus and response, distinctions between operant and respondent behavior, radical behaviorism and the nature of private events, and the extension of behavioral-analytic principles to a wide variety of domains.

PSY 520 - Developmental Psychology

Credits: 3
Prerequisite: Open only to psychology graduate students or by permission of instructor. Child psychology is a scientific field devoted to understanding normative human development and individual differences from conception through adolescence. This course examines and evaluates research and theories concerning social, emotional, cognitive, and physical development.

PSY 522 - Advanced Topics in Behavior Analysis

Credits: 1
Prerequisite: Permission of instructor. Methodological, empirical, and applied topics in behavior analysis. Emphasis is on the primary literature in methodological, experimental, and applied aspects of behavior analysis and on the acquisition and influence of students' presentation and discussion skills. May be repeated for credit.

PSY 524 - The Psychology of Aging

Credits: 3
Prerequisite: Course in aging or gerontology or permission of instructor. Advanced topics on the effects of aging on a variety of psychological processes including attention, memory, complex cognition, personality, mental health, and social support. May be taken for elective credit in the MALS program.

PSY 525 - Psychological Assessment I

Credits: 3
Prerequisite: Admission into the substance abuse treatment psychology concentration and permission of instructor. Role, administration, and responsible uses of psychological testing. Topics include administration and interpretation of basic vocational, aptitude, intelligence, and personality tests and interpretation of assessment reports prepared by others.
PSY 526 - Psychological Assessment II

Credits: 3
Prerequisite: PSY 525. Topics include objective personality assessment, objective psychopathology assessment, behavioral and physiological assessment, projective testing, substance abuse assessment, and report writing. Course will include instruction and rehearsal in test administration and interpretation. A grade of "B" or better must be earned for subsequent registration in PSY 594.

PSY 545 - Chemical Dependency

Credits: 3
(445) Prerequisite: Course in drugs and behavior or permission of instructor. Topics include basic psychopharmacology, theory, method, and research in the study of substance abuse and advanced consideration of causes, consequences and treatments of the major addictive disorders.

PSY 547 - Advanced Psychopathology

Credits: 3
Prerequisite: Course in psychopathology and permission of instructor. Etiology, assessment, and treatment of the major psychological disorders. Emphasis is on appropriate use of diagnostic systems and on ethical and legal issues in diagnosis.

PSY 549 - Basic Interviewing Skills in the Treatment of Substance Abuse

Credits: 2
Prerequisite: Admission into the substance abuse treatment psychology concentration or permission of instructor. Introduction to therapeutic interviewing and active listening skills that will facilitate behavior change in substance abusing clients. Format includes lecture, readings, and experiential exercises. A grade of "B" or better must be earned for subsequent registration in PSY 550.

PSY 550 - Advanced Psychotherapy

Credits: 3
Prerequisite: Admission into the substance abuse treatment psychology concentration, PSY 547, an undergraduate course in theories of psychotherapy or counseling, and permission of the instructor. Advanced study of major theories of psychotherapy, psychotherapy research, and psychotherapy skills. Practical interviewing and intervention skills are emphasized. Format includes lecture, independent reading, and experiential exercises.

PSY 551 - Intervention Strategies in Alcohol and Drug Problems

Credits: 3
Prerequisite: PSY 545, PSY 550, and permission of instructor. Review of multidisciplinary theory and practice in treatment of alcohol and drug dependent clients. Topics include nondirective approaches, cognitive/behavioral approaches, 12-step approaches, family therapy, and group process. Format includes lecture and experiential exercises.
PSY 552 - Cultural, Ethical, and Legal Issues in Mental Health

Credits: 3
(452) Prerequisite: Permission of instructor. Cultural, ethical and legal issues involved in psychological testing, research, and treatment. Topics include cultural competence, confidentiality, conflicts between ethics, law, and policy, the North Carolina Psychology Practice Act, and review of ethical principles in psychology and applied behavior analysis.

PSY 555 - Psychological Research Methods I

Credits: 4
Prerequisite: Course in research methods in psychology and permission of instructor. Advanced study of research design and statistical analysis applicable to research in psychology. Topics, taught from an advanced perspective, include analysis of variance, correlational and nonparametric techniques.

PSY 556 - Advanced Physiological Psychology

Credits: 3
Prerequisite: Open only to psychology graduate students or by permission of instructor. Advanced topics in the anatomical and physiological study of the nervous system and behavior. Topics include brain-behavior relationships, neuropathologies, advantages and disadvantages of different techniques in neuroscience, and brain mechanisms of reward and drug addiction.

PSY 565 - Personality and Social Psychology

Credits: 3
Prerequisite: Open only to psychology graduate students or by permission of instructor. Current research trends in social and personality psychology. Emphasis is on the relation of personality and situational factors in determining behavior.

PSY 579 - Advanced Research Practicum

Credits: 1
Students may participate in a variety of different research projects. Ongoing research opportunities include practica in cognitive development, behavioral pharmacology, neuropharmacology, animal behavior, social psychology, clinical issues, behavioral medicine and others.

PSY 580 - Advanced Research Practicum

Credits: 1
Students may participate in a variety of different research projects. Ongoing research opportunities include practica in cognitive development, behavioral pharmacology, neuropharmacology, animal behavior, social psychology, clinical issues, behavioral medicine and others.
PSY 589 - Psychological Research Methods II

Credits: 3
Prerequisite: PSY 555. Overview of the various research strategies and designs used in psychology. Application and extension of methods learned in Psychological Research Methods I to contemporary research problems in psychology.

PSY 591 - Directed Independent Study

Credits: 1-3
May be repeated once for credit. Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

PSY 592 - Special Topics in Psychology

Credits: 1-3
Prerequisite: Permission of instructor. Study of topics or issues not covered in existing classes. Elective course that may be repeated for credit.

PSY 594 - Clinical Psychotherapy Practicum

Credits: 2
Prerequisite: Completion of all relevant clinical coursework, including the following courses with a grade of B- or higher: PSY 525, PSY 526, PSY 552, PSY 550 and consent of instructor. Practical experience at local agencies, supervision and seminar on campus. Application of ethical principles and development of clinical skills such as interviewing and assessment.

PSY 595 - Seminar

Credits: 3
Prerequisite: Permission of instructor. Advanced topics in psychology. Examples of seminars offered include: Advanced Topics in Substance Abuse, Animal Behavior, Behavioral Neuroscience, Behavior Analysis, Behavioral Medicine, Chemical Dependency, Clinical Neuropsychology, Cognitive Psychology, Developmental Psychology, Dual Diagnosis, Family Therapy, Psychological Aspects of HIV Infection, Psychopharmacology, Psychotherapy, Rehabilitation Psychology, Sensation and Perception, Social and Community Psychology, Statistics and Computer Applications, and Women and Alcohol. May be repeated for additional credit.

PSY 596 - Clinical Psychology Practicum in Applied Behavior Analysis

Credits: 2
Prerequisites: Completion of all relevant clinical and behavior analysis coursework with a grade of at least B- in PSY 515, 517, 518, 519, and 552, and consent of instructor. Practical experience at local agencies, supervision and seminar on campus. Application of ethical principles and development of clinical applied behavior analysis skills such as interviewing, functional assessment, contingency management and behavioral programming.
PSY 597 - Internship in Psychology and Applied Behavior Analysis

Credits: 1-3
Prerequisites: Completion of all relevant clinical and behavior analysis coursework with a grade of at least a B- in PSY 596, successful defense of thesis, and consent of instructor. One thousand hours of supervised practice in an applied setting where psychology and applied behavior analysis are practiced and supervised.

PSY 598 - Internship

Credits: 1-3
Prerequisite: PSY 525, PSY 547, PSY 551, PSY 552, PSY 594 with a grade of "B" or better, and permission of instructor. One thousand hours of supervised practice in the application of psychological assessment, applied behavioral analysis, or psychotherapy skills. Trainees work in an applied setting where substance abuse treatment or applied behavior analysis is offered with regular consultation with a supervisor.

PSY 599 - Thesis in Psychology

Credits: 1-6
Prerequisite: PSY 580. Intensive study of topic selected by student and approved by thesis committee. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense of thesis required.

Science

SCI 501 - Concepts in Natural Science I

Credits: 1
An interdisciplinary survey of major science concepts examined in an inquiry format. Emphasis on laboratory based exploration and application of interrelated biology, chemistry, earth sciences, and physical topics. Two lecture and three laboratory hours each week.

SCI 502 - Concepts in Natural Science II

Credits: 3
A continuation of SCI 501. An interdisciplinary survey of major science concepts examined in an inquiry format. Emphasis on laboratory-based exploration and application of interrelated biology, chemistry, earth sciences and physics topics. Two lecture and three laboratory hours each week.

SCI 511 - Advanced General Biology

Credits: 3
This course will present a comprehensive overview of fundamental biological concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of Study. The course will follow an inquiry-based approach, and use discussion and interpretation of scientific studies to
demonstrate the acquisition of scientific knowledge. It is appropriate for science education graduate students with degrees outside of the discipline.

**SCI 512 - Advanced General Chemistry**

Credits: 3  
This course presents a comprehensive overview of fundamental chemistry concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of Study. The course will follow an inquiry-based approach, and demonstrate the acquisition of scientific knowledge through the interpretation of experimental data. It is designed for and appropriate to science or education graduate students whose degrees are outside the discipline.

**SCI 514 - Earth Science: Topics and Applications**

Credits: 3  
The structure, composition, and processes that are active within and at the surface of the Earth including interactions of the lithosphere, atmosphere, hydrosphere, and biosphere. Content knowledge is emphasized as the basis of discussions of issues involving energy, pollution, geohazards, and other societal issues.

**SCI 516 - Advanced General Physics**

Credits: 3  
This course presents a comprehensive overview of fundamental physics concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of Study. The course will follow an inquiry based approach, and demonstrate the acquisition of scientific knowledge through the interpretation of experimental data. It is designed for and appropriate to science or education graduate students whose degrees are outside the discipline.

**SCI 519 - Advanced Laboratory in Earth and Environmental Science**

Credits: 2  
This course will present a field-oriented approach to various natural resource issues/concepts with emphasis on those identified as competency goals in the NC Standard Course of Study. The course will follow a practical, inquiry-based approach to present and to assess examples of human uses/effects on local natural resources and their relevance to larger areas. Designed for science or education students with degrees outside the discipline.

**SCI 520 - Advanced Introduction to Environmental Studies**

Credits: 3  
This course will present a comprehensive overview of environmental studies concepts with particular emphasis on those identified as competency goals in the NC Standard Course of Study. The course will follow an inquiry-based approach to demonstrate interrelationships between scientific and non-scientific areas of knowledge that affect our daily lives and the entire planet. Designed for science or education graduate students with degrees outside the discipline.
SCI 577 - Environmental Chemistry

Credits: 3
The lab for this course is SCIL 577.

Science Lab

SCIL 577 - Environmental Chemistry Lab

Credits: 1
This course is the lab for SCI 577.

Secondary Education

SEC 500 - Field Experience in Secondary Schools

Credits: 3
Prerequisite: SEC 510 and SEC 520 Corequisites: SEC 503 or SEC 504 or SEC 505 or SEC 506.
Designed to provide supervised and on-site field experiences in public school classrooms in support of the secondary methods courses. Focus on observation, teaching, reflection and pedagogically appropriate practice with secondary students. Emphasis on integration in order to promote theory into practice.

SEC 503 - Advanced Theory and Practice in Teaching Secondary English

Credits: 3
Corequisites: SEC 500 and SEC 528. Focus on the connections between theory and practice in teaching English with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in English using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

SEC 504 - Advanced Theory and Practice in Teaching Secondary Mathematics

Credits: 3
Corequisites: SEC 500 and SEC 528. Focus on the connections between theory and practice in teaching mathematics with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in mathematics using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

SEC 505 - Advanced Theory and Practice in Teaching Secondary Social Studies

Credits: 3
Corequisites: SEC 500 and SEC 528. Focus on the connections between theory and practice in teaching
social studies with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in social studies using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

SEC 506 - Advanced Theory and Practice in Teaching Secondary Science

Credits: 3
Corequisites: SEC 500 and SEC 528. Focus on the connections between theory and practice in teaching secondary science with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in science using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

SEC 507 - Advanced Theory and Practice in Teaching Secondary Spanish

Credits: 3
Focus on the connections between theory and practice in teaching Spanish with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in Spanish using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

SEC 509 - Internship in Secondary Schools

Credits: 6
Corequisite: LIC 521. Full-time practicum experience within the area of specialization. Students will engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction.

SEC 510 - Diverse Learners and Special Needs

Credits: 3
This course will focus on teaching diverse learners in the high school classroom. Characteristics of students with disabilities, culturally and linguistically diverse individuals, and students at risk for school failure will be addressed. Instructional practices and classroom management strategies that support the learning of all students in general education classes will be explored. Students will also read and synthesize the research in best practices for teaching diverse learners.

SEC 511 - ESL Concepts for Secondary Teachers

Credits: 3
Introduces secondary pre-service teachers to the field of English as a second language, including issues of cross-cultural communication, ESL methodology, assessment and curriculum adaptation. Focuses on helping secondary educators meet the needs of immigrant language learners, those with limited formal schooling, and long-term English language learners in individual content areas (mathematics, social studies, sciences, etc.). A 10-hour field experience is required.
SEC 520 - Instructional Design, Technology, and Leadership

Credits: 3
Designed to provide students with the knowledge and skills required for designing and evaluating effective instruction. Topics include: types of learning, learning hierarchies, task analysis, educational goals and objective formulation, assessing learner entry skills and evaluation. Course emphasizes the effective integration of technology in teaching and learning together with the development of teacher leaders.

SEC 521 - Seminar on Teaching, Learning, and Leadership

Credits: 3
Development of instructional skills required for successful teaching and skills needed for effective classroom management. Emphasis on reflective growth and leadership development. Designed as a culmination of professional study and initiation into the teaching profession.

SEC 528 - Secondary School Organization

Credits: 3
Prerequisite: SEC 510 and SEC 520  Corequisites: SEC 503 or SEC 504 or SEC 505 or SEC 506.
Examination of the organizational structure of high schools with the primary focus on developing the knowledge and skills needed to be effective teacher leaders. Changes in curriculum and instruction, and the role of school leadership are discussed. Exemplary models of high school reform, as well as current issues at the secondary level, are examined.

Social Work

SWK 500 - Clinical Practice I: Collaborative Strengths-Based Relationships in Social Work Practice

Credits: 3
Corequisite: SWKL 500. Establishing collaborative solution-focused relationships that respect diversity and uniqueness when working with individuals, groups, families and communities while building upon strengths and resiliency. The lab for this course is SWKL 500.

SWK 501 - Clinical Practice II: Solution-Focused Social Work Practice with Couples, Families, Groups and Communities

Credits: 3
Prerequisite: SWK 500. Corequisite: SWKL 501. Strengths-based and solution-focused practice at all levels of generalist social work collaboration with individuals, couples, families, groups, agencies, and communities. Crisis, trauma, loss, case management and assessment will be covered. The lab for this course is SWKL 501.

SWK 502 - Clinical Practice III: Cognitive-Behavioral and Motivational Social Work Practice
Credits: 3
Prerequisites: SWK 500, SWK 501. This course will provide an overview of the principles and practice skills of cognitive-behavioral and motivational interviewing methods, including assessment and interventions useful with individuals, families, and groups in diverse practice settings. The lab for this course is SWKL 502.

**SWK 503 - Clinical Practice IV: Integrated Motivational, Cognitive, and Solution-Focused Practice**

Credits: 3
Prerequisites: SWK 500, SWK 501, SWK 502. Corequisite: SWKL 503. Strengths-based integration of the motivational, cognitive, and solution-focused models for advanced practice with individuals, couples, families and groups. The lab for this course is SWKL 503.

**SWK 504 - Behavioral Approach to Social Work Practice**

Credits: 2
The theory and application of the behavioral model in social work that will assist in establishing a historical perspective to the cognitive-behavior model.

**SWK 506 - Research in Clinical Practice I: Evaluating Social Work Practice**

Credits: 3
Elements of clinical research in social work including design, ethical issues, and understanding findings.

**SWK 507 - Research in Clinical Practice II: Field Research**

Credits: 2
Prerequisite: SWK 506. Design and implementation of research processes in field settings.

**SWK 509 - Pre-Field Graduate Seminar**

Credits: 2
Establishing field placement, learning in the field setting, use of supervision and general preparation for field practicum. Leadership lecture series is an ongoing component of graduate seminar in each semester.

**SWK 510 - Field Instruction and Graduate Seminar I**

Credits: 5
Prerequisite: SWK 509. 300 hour placement in clinical social work position with supervision. Seminar focus on application of professional knowledge and clinical technique.
SWK 511 - Field Instruction and Graduate Seminar II

Credits: 5
Prerequisites: SWK 509, SWK 510. 300 hour placement in clinical social work position with supervision. Seminar focus on application of professional knowledge and clinical technique.

SWK 512 - Field Instruction and Graduate Seminar III

Credits: 5
Prerequisite: SWK 509, SWK 510 and SWK 511. 300 hour placement in clinical social work position with supervision. Seminar focus on application of professional knowledge and clinical technique.


Credits: 3
The historical and intellectual background of current practice theories and the organizational context of social work practice.

SWK 514 - Social Policy and Service Organizations

Credits: 2
Analysis of social policy issues related to the social, community and organizational context of social work services.

SWK 516 - Ethical Principles in Social Work Practice

Credits: 1
The philosophical basis of professional ethics with specific consideration of the National Association of Social Workers Code of Ethics.

SWK 520 - Life Transitions and Human Development in the Social Environment

Credits: 3
Understanding the life course from perspectives that combine social, biological and psychological knowledge.

SWK 521 - Mental Health and Psychopathology: Assessment and Differential Diagnostics

Credits: 3
Utilization of the DSM IV in making differential diagnosis and mental status assessments. Basic psychotropic medications introduced.
SWK 522 - Social Diversity and Social Work Practice

Credits: 3
Implications of social diversity, including values, lifestyles, gender, socioeconomic status, ethnicity, culture, spirituality, and sexual orientation in the social work relationship.

SWK 523 - Organizational Context of Clinical Social Work Practice: Management, Financing, Marketing and Policy

Credits: 3
Social work service delivery and finance in public and private organizations, including grant development.

SWK 526 - Strengths-Based Practice with Severe and Persistently Mentally Ill

Credits: 3
Prerequisite: SWK 500 and 501. Advanced client-directed, strengths-based assessment and clinical practice, including case management.

SWK 528 - Advanced Practice in Chemical Abuse and Dependence

Credits: 3
Review of social work practice and programs in the field of substance use, abuse, and dependency, with extensive review of relevant research and program evaluation.

SWK 530 - Social Work in the Health Care Setting

Credits: 3
Examination of critical issues in social work practice in health care. Advanced practice skills and strategies for work with individuals, families, groups, interdisciplinary teams, and service providers in a variety of health care settings. Social work practice examined in the context of psychosocial consequences of illness, current health care delivery systems, technological advances, and changing regulatory approaches and organizational structures.

SWK 532 - Health and Mental Health Issues of Women

Credits: 3
Examination of health and mental health conditions applicable to adolescent and adult women, and the impact these have on individual and family development and functioning.

SWK 534 - Advanced Social Work Practice in Schools

Credits: 3
Examination of public school social work policy and practice, emphasizing solution-focused practice in the context of the school-family-community environment.
SWK 536 - Strengths-Based Rural Social Work Practice

Credits: 3
Examining the elements of rural communities and families that sustain and endanger rural life. Emphasis on building knowledge of strengths based social work practice with individuals, families and communities through service-learning in rural communities and with the people who live there.

SWK 538 - Social Work Practice with Older Adults

Credits: 3
Examination of strengths-based practice issues related to social work practice with older adults and their families. Practice encompasses individual counseling and therapy, support groups, psycho-education, research models and findings, service delivery systems, and relevant state, federal and international policies.

SWK 540 - Law, Liability, and Litigation in Social Work Practice

Credits: 3
Review of relevant law and professional regulation in social work practice with selected case illustrations.

SWK 545 - Developing and Managing a Practice

Credits: 3
Review of the current character of private practice in social work with emphasis upon the organizational and financial aspects of developing and operating a fee-for-service service organization.

SWK 550 - The Culture of Military Life and Entering the War Zone

Credits: 3
(450) The culture of military life; values, norms, language, rank systems, military justice, family life. Becoming combat ready and entering the war zone.

SWK 551 - Returning Home from the War Zone and its Consequences: PTSD and Traumatic Injury, Intervention and Prevention

Credits: 3

SWK 552 - Advanced Practice in Child Protective Services

Credits: 3
Social, historical, and political contexts of child abuse and neglect in the U.S. and internationally. The current child protective service system will be reviewed, including child welfare practices and other specialized treatment models in child abuse and neglect.
**SWK 553 - Practice with Children and Adolescents**

Credits: 3  
Focus on the strengths-based social work practice with children, adolescents, and their families. Emphasis will be placed on assessment and practice strategies, particularly as they pertain to special problems related to life conditions and events that affect children.

**SWK 591 - Directed Independent Study**

Credits: 1-3  
Prerequisite: Overall GPA of at least 3.0, and consent of instructor, department chair, and graduate school. Involves investigation under faculty supervision beyond what is offered in exiting courses.

**SWK 595 - Special Topics in Social Work**

Credits: 1-3  
Intensive study of selected topics in social work. May be taken for 1, 2 or 3 credit hours.

**Social Work Lab**

**SWKL 500 - Clinical Practice I Lab**

Credits: 1  
Corequisite: SWK 500. The skills lab will provide the opportunity to practice the knowledge gained in SWK 500. This course is the lab for SWK 500.

**SWKL 501 - Clinical Practice II Lab**

Credits: 1  
Prerequisite SWK 500. Corequisite SWK 501. This skill lab will provide an opportunity to practice strengths-based and solution-focused skills and interventions learned in SWK 501. This course is the lab for SWK 501.

**SWKL 502 - Clinical Practice III Lab**

Credits: 1  
Corequisite: SWK 502. The skills lab will provide an opportunity to practice the knowledge gained in SWK 502. This course is the lab for SWK 502.

**SWKL 503 - Clinical Practice IV Lab**

Credits: 1  
Corequisite: SWK 503. Strengths-based integration of motivational, cognitive, and solution-focused models of practice will be applied to working with individuals, families, and therapeutic groups. This course is the lab for SWK 503.
Sociology

SOC 500 - Social Research Methods

Credits: 3
Analysis of process of social research in terms of problem definition, research design, data sources, and methods of data analysis. Emphasis will be placed on the application of research methods to practical problems.

SOC 501 - Aging and Society

Credits: 3
GRN 501 Study of age as a structural feature of changing societies and groups, aging as a social process, and age as dimension of stratification. May be taken for elective credit in the GLS program.

SOC 502 - Evaluation, Methods and Policy

Credits: 3
Advanced research methods course focusing on the techniques and principles of evaluation research. Emphasis will be on methods of evaluation and research design, instrument development, data collection techniques within a public/applied setting. Additionally, students will become familiar with the policy implications and consequences of evaluation research.

SOC 503 - Sociological Theory

Credits: 3
Analysis of sociological theories and theoretical perspectives, with emphasis on their practical application to contemporary society.

SOC 504 - Data Analysis

Credits: 3
The purpose of this course is to instruct students in techniques of quantitative data analysis. It will explore techniques to describe and make inferences from univariate, bivariate and multivariate data. Students will learn to evaluate scholarly literature that makes use of such methods. They will also have the opportunity to apply these statistics to current social problems.

SOC 505 - Pro Seminar

Credits: 1
Focus on the professional role of social scientists in different types of organizational contexts as constrained by organizational policies and protocol, professional codes of ethics, budgets, client needs, politics, professional commitment, technology, inter-organizational linkages, and other considerations.
SOC 506 - Qualitative Data Analysis

Credits: 3
An introduction to qualitative methods of data gathering and analysis in sociology and criminology. Specific content will cover: participant observation, in-depth interviewing, content analysis, field methods. Students are required to collect and analyze qualitative data. A final research paper demonstrating these methods is required.

SOC 507 - Community-Based Participatory Research Methods

Credits: 3
Focus on engaged methodologies that facilitate community-based participatory research (CBPR). Attention will be given to the history of CBPR, ethics, logic and methods of community-based research, research design, conceptualization, measurement and sampling, modes of observation, data gathering and analysis and democratization of the research process through validating multiple forms of knowledge.

SOC 508 - Public Sociology Seminar

Credits: 3
An overview of the roots of public sociology and current debates surrounding public sociology. Methods, theory and praxis will be examined.

SOC 509 - Seminar: Teaching in Higher Education

Credits: 1
(CRM 509) The purpose of this course is to provide graduate students with a basic foundation in preparation for teaching positions, post-graduation. The course will include the development of a course, learning skills related to teaching and becoming familiar with process of applying for an academic position. Students will develop course syllabi, guest lecture in a course as well as create a teaching portfolio.

SOC 515 - Advanced Victimology

Credits: 3
A sociological examination of victimization and formal responses to victimization. Empirical patterns of specific forms of victimization will be discussed, including: domestic violence, sexual violence, corporate violence, political violence, etc.

SOC 516 - Globalization and Development

Credits: 3
Globalization is one of the most important features of the contemporary world, which describes a socioeconomic system of interdependence unprecedented in terms of scope and intensity. What is less clear and still under debate, however, is the nature and the consequences of globalization: Who has pushed it forward and who benefits from it? This course will review the process of globalization and critically examine the different perspectives on it. Students will better understand how globalization has influenced (and will change) our and other's life and development.
SOC 518 - Women and Aging

Credits: 3
GRN 518. Examines women's experiences of old age and the aging process. Specific emphasis on family, medical, and economic institutions. May be taken for elective credit in the GLS program.

SOC 520 - Political Economy of Rural Development

Credits: 3
Examination of the development and underdevelopment of rural economies. Emphasis is placed on the dynamics of socioeconomic political change and the ways in which current global political economy shapes rural experiences.

SOC 521 - Urban Sociology

Credits: 3
Examination of sociological theory and research on urban growth and its consequences on social behavior.

SOC 524 - Social Stratification

Credits: 3
Examination of social and economic inequalities based on social class and status as basic dimensions of individual life chances as well as of the structure and dynamics of societies and the world system. Reviews current state of the field in regard to academic and policy debates, theories, methods, crucial research findings, as well as comparative analyses.

SOC 525 - Racial and Ethnic Group Relations

Credits: 3
Examination of race and ethnicity in modern societies and the modern world system. Focuses on the causes and consequences of racism, discrimination, prejudice, racial conflict, and racial oppression in American society. Special emphasis will be given to the relationship between race/ethnicity and social class.

SOC 526 - Social Control and Social Change

Credits: 3
This course looks at how societal control mechanisms interact with a society's ability incorporate change. Following a review of the social control literature, the class will analyze social behavior that breaks from existing patterns and expectations, such as riots, crowds, revolution, and social movements.

SOC 530 - Restorative Justice

Credits: 3
Restorative justice practices will be examined theoretically, empirically, and historically. Emphasis will be placed on Australia, New Zealand, the United Kingdom, Canada and the United States. Specific content
includes: juvenile crime, violence against women, aboriginal/indigenous justice, victims and offenders needs.

**SOC 531 - Self, Desocialization, No-Self**

Credits: 3  
Explores the social construction of self and desocialization practices through the study of sociological, postmodern, and Buddhist perspectives on self and no-self.

**SOC 535 - Sociology of Deviant Behavior**

Credits: 3  
Examines what comes to be considered, and treated, as deviant behavior in historical, cultural, and societal context, linking theories as to the causes and appropriate management of deviant behavior to changes in that larger context.

**SOC 543 - Corporations and Consumer Culture**

Credits: 3  
Critically examines the social significance of popular culture with special emphasis on corporations and the commercialization of culture.

**SOC 546 - Tourism and Society**

Credits: 3  
An examination of the role of tourism and tourists in human societies. Topics may include: history and growth of mass tourism; relations between hosts and guests; tourism and development; heritage, environmental and pilgrimage tourism; tourism ethics; typologies of tourists and tourist experiences; and the social consequences of tourism.

**SOC 547 - Sociology of Education**

Credits: 3  
Advanced analysis of the social structures and processes both affecting and characteristic of education in modern societies. Topics include: education's role in the socialization process; the ways in which education is both a product and producer of social stratification; variability in racial experiences in education; human, social, and cultural capital; social and cultural change and their impact on education.

**SOC 549 - Sociology of Law**

Credits: 3  
Review of theoretical and empirical developments in the sociology of law, including classical and modern sociological theories of law and selected sociological themes of law in various social settings.
SOC 550 - Gender

Credits: 3
This course first explores the history of social inequality associated with gender. It will explore both micro and macro factors that perpetuate inequality as well as those factors that have reduced inequality. The course will culminate with an in-depth look at current global efforts to address gender inequality.

SOC 560 - Sociological Theory

Credits: 3
Analysis of sociological theories and theoretical perspectives, with emphasis on their practical application to contemporary society.

SOC 561 - Seminar in Criminology

Credits: 3
An overview of the breadth of topics that comprise the discipline of criminology, with emphases on theoretical explanations and the various reactions to crime in society.

SOC 565 - Social Psychology

Credits: 3
This course offers an overview of the current themes in contemporary Social Psychology as well as their applications. This course focuses on the social structural determinants of social behavior and social change, with an emphasis on inequality.

SOC 567 - Sociology of Health

Credits: 3
This course explores the effects of social structural inequality on health. It looks at the history of social, economic, and political factors that have affected health and well being. It covers comparative health care systems as well as current issues concerning the United State health care system.

SOC 568 - Media and Democracy

Credits: 3
Critically examines the social, cultural, and political consequences of privately-owned corporate media, and the important role of independent media, in a democratic society.

SOC 569 - Intersectionality in Media

Credits: 3
Critically examines the intersectionality of race/ethnicity, class, gender, and sexuality in popular media.
**SOC 580 - Social Justice**

Credits: 3  
A sociological examination of social justice, and policies that proclaim to promote social justice in the United States. The class examines various forms of institutionalized inequality on the basis of social class, race/ethnicity, gender, and sexuality. Social policy solutions are also examined.

**SOC 584 - Community Development**

Credits: 3  
Analysis of principles, theory and practice of community change and development. Examination of multiple definitions of community and the contribution of community capitals to community well-being.

**SOC 586 - Sociology of Work, Occupations and the Labor Force**

Credits: 3  
Theories of work and occupations; the changing structure of the labor force, the relationships between work, the individual and society. Focus on the changes in the place of work in society corresponding to technological and organizational change. Specific topics may include workplace restructuring, women and minorities in the labor force, and relations between labor and management.

**SOC 587 - Sociology of Organizations**

Credits: 3  
Analysis of organizational theory and research applied to issues in contemporary society; topics include organizational social psychology, organizational structure and process, and inter-organizational relationships.

**SOC 590 - Sociology of Poverty**

Credits: 3  
Analysis of trends, measurement, and extent of poverty in the United States. Examination of sociological theory explaining poverty, social policy addressing policy, specifically welfare reform, and its consequences.

**SOC 591 - Directed Independent Study**

Credits: 1-3  
Independent investigation of research topic in a selected area of criminology or public sociology.

**SOC 592 - Special Topics in Criminology and Public Sociology**

Credits: 3  
Intensive study of selected topics in criminology and/or public sociology.
SOC 598 - Internship

Credits: 1-6
Prerequisite: permission from instructor and successful defense of internship proposal. Supervised participation in field experience, includes written final research report. Will be graded satisfactory (S) or unsatisfactory (U).

SOC 599 - Thesis

Credits: 1-6
Prerequisite: Successful defense of thesis proposal. Intensive study of a topic selected by the student and approved by thesis committee. Will be graded satisfactory (S) or unsatisfactory (U).

Spanish

SPN 500 - Advanced Writing Techniques

Credits: 3
Intensive work on an advanced level in specific areas of writing. Topics may include essay writing, technical writing, writing for publication in professional journals, and journalism.

SPN 501 - Translation Techniques & Practices

Credits: 3

SPN 504 - Spanish for Professionals

Credits: 3
Study of linguistic and cultural concepts pertinent to the various professions and directed toward students' individual interests and professional needs.

SPN 505 - Conversation & Composition

Credits: 3
(405) Prerequisite: SPN 305 or equivalent. Emphasis on spoken Spanish and essay writing.

SPN 507 - Spanish Phonetics and Phonology

Credits: 3
Prerequisite: Graduate status. Study of the Spanish sound system.
SPN 508 - Hispanic Linguistics

Credits: 3
Prerequisite: Graduate status. Study of Hispanic Linguistics.

SPN 511 - Topics in Spanish Civilization

Credits: 3
Advanced study in geographical, historical, and cultural aspects of Spain. Topics will focus on specific time periods, geographic areas, or cultural phenomena. May be repeated under a different subtitle.

SPN 512 - Topics in Spanish American Civilization

Credits: 3
Advanced study in geographical, historical, and cultural aspects of Spanish America. Topics will focus on specific time periods, geographic areas, or cultural phenomena. May be repeated under a different subtitle.

SPN 521 - Studies in Spanish Literature

Credits: 3
Study of representative Spanish authors, literary movements, and genres. May be repeated under a different subtitle.

SPN 522 - Studies in Spanish American Literature

Credits: 3
Study of representative Spanish American authors, literary movements, and genres. May be repeated under a different subtitle.

SPN 550 - Current Practices and Research in Teaching Spanish

Credits: 3
Graduate status and native or near-native fluency in Spanish and English. The course explores relevant areas of foreign language research and their application to the task of teaching Spanish in the United States. Through readings, lectures, and practical demonstrations, students will be exposed to second language acquisition theories and the principles of proficiency. They will work with a variety of approaches to communicate language teaching, with a focus on the proficiency-oriented approach. Students will actively explore classroom techniques designed to develop listening, reading, speaking, and writing skills while integrating culture. Approaches to developing and implementing testing and incorporating technology will also be highlighted.

SPN 585 - Hispanic Film

Credits: 3
Exploration and interpretation of Spanish and Latin American cinema in its theoretical, historical and cultural contexts.
SPN 591 - Directed Independent Study

Credits: 1-3
Involves investigation under faculty supervision beyond what is offered in existing courses. May not exceed 3 hours.

SPN 595 - Special Topics in Hispanic Studies

Credits: 1-6
Advanced study of topics related to Hispanic literature, culture, linguistics, language, and/or foreign language pedagogy. Subtitles will vary from semester to semester.

SPN 599 - Thesis

Credits: 3
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required. Will be graded satisfactory (S) or unsatisfactory (U).

Special Education

SED 502 - Literature Review in Special Education: Behavior, Cognitive, or Learning Disorders

Credits: 3
Designed to explore special education literature in either behavior, cognitive, or learning disorders. Students will study literature review models, survey the related literature, and write a draft for their thesis or research project.

SED 503 - Instructional Design in Special Education

Credits: 3
Designed to provide students with a unified set of viable instructional design principles for evaluating or modifying curriculum. Application of these principles will ensure that the curriculum is accessible to a diverse group of learners. The course provides a framework for designing instructional sequences and error correction procedures that optimize progress. Field experiences required.

SED 550 - Learning Disorders Seminar

Credits: 3
Examination of the field of learning disorders including etiology, assessment, definition, characteristics, teaching strategies, historical influences, and current trends. Emphasis is on the application of LD issues, research, and theory to classroom practice. Field experiences required.
SED 551 - Methods for Teaching Academic Skills

Credits: 3
Drawing on current research on learning and instruction, this course examines the design, implementation, and evaluation of strategies for teaching reading, mathematics, writing, and content areas to students with exceptionalities. Students will become fluent with concepts and instructional techniques. Field experiences required.

SED 553 - Advanced Classroom Management and Behavioral Development

Credits: 3
Designed to develop knowledge and skills necessary for establishing appropriate social and emotional behaviors of children. Focus is on identifying developmental factors, effective solutions, and implementing a system of functional behavioral assessment-based behavior support planning. Field experiences required.

SED 554 - Cognitive Disorders Seminar

Credits: 3
Examination of the field of cognitive disorders including etiology, assessment, definition, characteristics, and teaching strategies, historical influences, and current trends. Emphasis is on the application of issues, research, and theory to classroom practice. Field experiences required.

SED 555 - Behavior Disorders Seminar

Credits: 3
Involves the advanced study of etiology, assessment, intervention, theories, and contemporary research findings related to teaching children and youth with social, emotional, and behavioral problems. Examines and evaluates institutional and programmatic issues, controversies, dilemmas, debates, and conflicts confronting the field. Field experiences required.

SED 556 - Seminar on Families, Diversity, and Collaboration

Credits: 3
Designed to develop understandings and skills related to working with families and caregivers of students with special needs. Focus will be upon characteristics of diverse families, and development of skills in communication, collaboration, and teaming models to address the variety of needs identified. Field experiences required.

SED 557 - Technology Applications in Special Education

Credits: 3
Designed to provide teachers of children with disabilities the skills to integrate technology, including assistive devices, into classroom instruction. The technology examined will focus on devices used to increase, maintain, or improve functional capabilities of children with disabilities.
SED 558 - Issues and Trends in Special Education

Credits: 2
Designed to focus on emerging directions related to the education of students with exceptionalities. Relevant instruction, assessment, service delivery, technology, management, legal, psychological, medical, and social issues will be examined as well as implications for schools.

SED 559 - Special Education Practicum

Credits: 3
Supervised public school practicum for students with cognitive, learning, and behavior disorders including developing and implementing advanced assessment skills, clinical instruction, behavioral support programs, and collaborating with teachers, parents, and other professionals. Focus on research to practice, and implementing and writing results for thesis/project.

SED 560 - Reading Theories and Methods for Students with Special Needs

Credits: 3
Designed to provide evidence-based instructional practices in reading that accelerate student learning through careful curriculum design and instructional delivery. Emphasis on clear communication, explicit instructional formats, progress monitoring, instructional grouping, teacher/student interactions, and generalization. Field experiences required.

SED 561 - Research-Based Methods of Reading Instruction

Credits: 3
Designed to provide students with research-based methods for teaching reading. Emphasis on the application of instructional techniques and progress monitoring strategies to meet the needs of individuals with exceptionalities. Field experiences required.

SED 562 - Autism Spectrum Disorder: Characteristics and Instruction

Credits: 3
Examination and understanding of behaviors associated with Autism Spectrum Disorders (ASD) including current research on etiology and diagnosis. Emphasis will be placed on learning styles, educational needs, and intervention strategies for persons with ASD. Field experiences required.

SED 563 - Autism Spectrum Disorder: Social and Communication Skills

Credits: 3
Identification of the social and communication needs and intervention strategies common in persons with Autism Spectrum Disorders and Asperger's Syndrome. Emphasis on the application of research-based treatments for social and communicative functioning. Field experiences required.
SED 603 - Special Education for Educational Leaders

Credits: 3
Study of special education legal mandates and their implications, administrative issues related to special education, students with exceptionalities, and current issues and trends. Includes examination of parental involvement, assessment, program development, services and personnel, discipline, diversity, collaboration, and student characteristics and related implications. Field experiences required.

Statistics

STT 500 - Research Consultation

Credits: 1-3
Prerequisite: Consent of instructor. Statistical consultation on graduate thesis research provided through access to the Department of Mathematics and Statistics' Statistical Consulting Center. May be repeated for a total of three credit hours.

STT 501 - Applied Statistical Methods

Credits: 3
Prerequisite: Any elementary statistics course. A survey of statistical methods for scientists. Topics include: data description, probability, estimation and hypothesis testing, ANOVA, simple linear and multiple linear regression and contingency tables. This course does not count towards the Master's degree in mathematics. No credit granted after successful completion of STT 411, 412, 511, or 512. May be taken once for credit, open only to graduate students.

STT 505 - Data Analysis

Credits: 3
Prerequisite: Any statistics course. Introduction to exploratory data analysis. Use of stem and leaf plots, boxplots. Transformations of data, resistant lines, analysis of two–way tables, residual analysis. Comparison of robust/resistant methods with standard statistical techniques.

STT 511 - Design of Experiments and Analysis of Variance

Credits: 3
(411) Prerequisite: Any elementary statistics course. Review of elementary statistics; design of experiments including completely randomized, randomized block, factorial, split–plot, and repeated measures designs; analysis of variance; non–parametric alternative methods of analysis. Statistical software packages will be used as appropriate in problem solving.

STT 512 - Applied Regression and Correlation

Credits: 3
(412) Prerequisite: Any elementary statistics course. Review of elementary statistics; linear and multiple regression; correlation. Statistical software packages will be used as appropriate in problem solving.
STT 520 - Biostatistical Analysis

Credits: 3
Prerequisite: Statistical programming and consent of instructor. Statistical methods used in epidemiologic studies and clinical trials. Topics include measures of association, logistic regression, covariates, life tables and Cox regression; statistical analysis using SAS.

STT 525 - Categorical Data Analysis

Credits: 3
Prerequisite: Statistical programming and consent of instructor. Introduction to the analysis of qualitative data. Basic methods of summary and inference for two and three way contingency tables; introduction to the generalized linear model for binary and Poisson data; focus on multinomial responses (nominal and ordinal) and matched pairs data; statistical analysis using SAS.

STT 530 - Introduction to Non-parametric Statistics

Credits: 3
Prerequisite: A calculus-based statistics course. Theory and methods of non-parametric statistics in the one- and two-sample problems and their comparisons with standard parametric procedures. Non-parametric tests for comparing more than two samples; tests of randomness and independence.

STT 535 - Applied Multivariate Analysis

Credits: 3
Prerequisite: STT 511, 512. Matrix manipulations; multivariate normal distribution; inference for mean vector and covariance matrix; multivariate analysis of variance; principal components; canonical correlations; discriminant analysis; factor analysis; cluster analysis; statistical analysis using SAS.

STT 540 - Linear Models and Regression Analysis

Credits: 3
Prerequisite: A calculus-based statistics course. Theoretical introduction to the general linear model and its application to simple linear regression and multiple regression. Estimation and hypothesis testing of model coefficients; residual analysis; analysis of covariance.

STT 565 - Applied Probability

Credits: 3
STT 566 - Mathematical Statistics I

Credits: 3
Prerequisite: A calculus-based statistics course. A rigorous introduction to mathematical statistics. Univariate and multivariate probability distributions; conditional and marginal distributions; theory of estimation and hypothesis testing; limiting distributions and the central limit theorem; sufficient statistics and the exponential class of probability density functions.

STT 567 - Mathematical Statistics II

Credits: 3
Prerequisite: A calculus-based statistics course. A rigorous introduction to mathematical statistics. Univariate and multivariate probability distributions; conditional and marginal distributions; theory of estimation and hypothesis testing; limiting distributions and the central limit theorem; sufficient statistics and the exponential class of probability density functions.

STT 569 - Stochastic Processes in Operations Research

Credits: 3

STT 590 - Case Studies in Statistical Consulting

Credits: 3
Prerequisite: Consent of instructor. Review of case studies involving consulting with clients on statistical design of experiments and analysis of experimental and observational data; consulting on statistical issues with clients on campus through the departmental consulting center; presentation of oral report on consulting experience. This course does not count towards the Master's degree in mathematics.

STT 591 - Directed Independent Study

Credits: 1-3
Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

STT 592 - Topics in Statistics

Credits: 3
Prerequisite: Consent of instructor. Topics in statistics of current interest not covered in existing courses. May be repeated under a different subtitle.
STT 596 - Research Project

Credits: 2
Prerequisite: Consent of instructor. Design of an experiment and/or survey approved by the instructor. Collection and analysis of data to be detailed in an oral and written report. This course does not count towards the Master's degree in mathematics.

STT 598 - Internship in Statistics

Credits: 3
Prerequisite: Permission of the graduate coordinator. Academic training and professional experience through work in a private company or public agency including a written final report. Faculty supervision and evaluation of all study and on-site activity. Grading will be satisfactory (S) or unsatisfactory (U).

STT 599 - Thesis

Credits: 1-4
Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

Undergraduate Course Reference

For information regarding Undergraduate courses, use the "Select Catalog" drop-down above, and navigate to the course descriptions page within the Undergraduate catalog.

XX 000 - Undergraduate Course Reference

Please see the undergraduate catalogue for a course description. The undergraduate catalogue can be accessed using the dropdown navigation bar located at the top right of your screen.

College of Arts and Sciences

Graduate programs in the College of Arts and Sciences lead to either a Ph.D. in marine biology, Master of Arts, Master of Fine Arts, Master of Public Administration, Master of Social Work, or a Master of Science degree. Specialized curricula leading to the Master of Arts in Teaching degree are offered jointly by the College of Arts and Sciences and the Watson College of Education for professional educators. In addition, the College of Arts and Sciences in conjunction with the Cameron School of Business offer a Master of Science in computer science and information systems. All programs in the college are designed to enhance the intellectual competence, maturity, and independence of the master's student, thereby preparing students for careers in business, industry, government, teaching, or for further study at the doctoral level.
Department of Biology and Marine Biology

Marine Biology, Ph.D.

Graduate Coordinator: Dr. Stephen Kinsey

The Department of Biology and Marine Biology offers a program of study and research leading to the doctor of philosophy in marine biology. The program provides students with a broad background and overview of the fields comprising marine biology and makes use of the diverse interests of the marine biology faculty within the department. As is generally the case, the Ph.D. program is primarily a research degree. As such, it is intended to serve students with interests in conducting research in academia, industry, and government along with those who intend to become faculty in undergraduate teaching institutions, managers in technology-based industries and policy makers in government. Students will learn the process of identifying, defining and solving an original research problem. The program also includes a teaching practicum with classroom instruction in pedagogical techniques and technologies along with lecture experience under the guidance of a faculty mentor.

Admission requirements

Students will be admitted to the Ph.D. program by a majority vote of the Graduate Advisory Committee (GAC) of the Department of Biology and Marine Biology based on eligibility requirements and available resources. Under most circumstances, students admitted to the program will have met the following requirements.

1. Received a M.S. degree or equivalent from a regionally accredited university OR, if entering with a B.S., completed all the requirements for the M.S. biology or marine biology degree at UNCW except submission of the bound thesis.*
2. An overall graduate grade point average of at least 3.0 out of 4.0.
3. A score on the Graduate Record Examination General Test with a target of the 65th percentile or better (average for the verbal, quantitative and analytical writing sections).
4. A score of at least 550 on the paper test or 79 on the internet-based Test of English as a Foreign Language (TOEFL) or a minimum score on the International English Language Testing System (IELTS) of 6.5 or 7.0 to be eligible for a teaching assistantship, for applicants whose native language is not English. TOEFL scores are good for two years from the date the test is administered.

Note

*Under certain circumstances, a student may, with the support of his or her faculty advisor, choose to apply to the Ph.D. program before completion of the requirements for the M.S. biology or marine biology degree. Students who choose this path after their first year of core courses and research planning must complete a new application, including letters of recommendation, to enter the Ph.D. program. If accepted, these students would not take their M.S. oral preliminary exam, but would continue on with their study and take the Ph.D. candidacy exam in year three. Students who decide upon a Ph.D. later in their academic career, and who have, thus, already taken their preliminary oral exam, may apply to the Ph.D. program, again with the support of their advisor. Students who choose this path must complete a new application, including letters of recommendation, to enter the Ph.D. program. If accepted, these students
may decide to bind a M.S. thesis, or simply continue on with their study and research and take the candidacy exam in year three.

Documents to be submitted for admission:

All applicants must submit:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, analytical writing and subject test in biology)
4. Three recommendations with accompanying letters by individuals in professionally relevant fields, one from the intended faculty mentor.
5. Official score on the TOEFL (if applicable). TOEFL scores are good for two years from the date the test is administered.
6. Current curriculum vitae
7. Detailed summary of M.S. thesis research (maximum of three pages)
8. Statement of interest for Ph.D. research (maximum of three pages)
9. Reprints or copies of any publications (if applicable)
10. Application and supporting documents must be submitted by the published deadline

Degree Requirements (78 post baccalaureate semester hours)

1. The program requires 78 post baccalaureate (48 post-M.S.) semester hours of graduate study.
2. The maximum amount of credit that a Ph.D. student may count toward a doctorate from a master's degree program is 30 semester hours. This applies whether the master's degree was earned at UNCW or elsewhere. Six post-M.S. semester hours of credit may be transferred from another regionally accredited institution. Grades earned on transfer work must be equivalent to "B" or better and must be approved by the Graduate Advisory Committee.
3. A minimum of 24 semester hours of graduate study must be completed in residence.
4. Each student must pass a Candidacy Exam that includes an oral examination based on the student's dissertation prospectus. The Candidacy Exam should be taken before the beginning of the third year in the PhD program.
5. The student must complete and defend a dissertation based on a research program approved by the student's committee that results in an original, high quality, significant, and substantial body of research.
6. All requirements for the degree must be completed within six years after admission to the Ph.D. program (i.e. post-M.S.).

Additional requirements for the Ph.D. in marine biology

1. Must have a master's degree or must complete courses and research requirements of a master's degree program as described above.
2. Must complete the following courses:
   - Graduate courses in Marine Biology (2-3 credit hours each; minimum of three different numbered courses required) (6)
BIO 601 - Oceanography and Environmental Science Credits: 2-3 *
BIO 602 - Ecology Credits: 2-3
BIO 603 - Physiology and Biochemistry Credits: 2-3
BIO 604 - Cellular and Molecular Biology Credits: 2-3
BIO 605 - Evolution and Diversity Credits: 2-3
*Required of all students. Prerequisite: BIO 564 or equivalent

Additional required courses:
- BIO 690 - Seminar Credits: 1
- BIO 694 - Practicum in College Biology Teaching Credits: 2
- BIO 699 - Dissertation Credits: 1-12 (12 credits required)

Note
*Required of all students. Prerequisite: BIO 564 - Biological Oceanography or equivalent

Elective Credit

In addition to the above requirements, each student, in consultation with his/her dissertation committee, shall select a minimum of 24 hours of elective credit that may include graduate courses and research hours (BIO 698).

Biology, M.S.

Graduate Coordinator: Dr. Stephen Kinsey

The Department of Biology and Marine Biology offers programs of study leading to a Master of Science degree in biology and a Master of Science degree in marine biology. The programs are designed (1) to prepare students for further graduate work leading to the Ph.D.; (2) to provide professional biologists with advanced research and education opportunities; (3) to prepare students as managers of coastal and marine resources, trained to deal with contemporary problems in the environment; or (4) to provide a broad–based graduate program allowing for specialization in the diverse fields of inquiry represented by the faculty of the department. Teachers in secondary schools who wish to obtain graduate level teacher certification should check with the graduate coordinator in the College of Education to determine the current requirements for certification.

Admission Requirements

Applicants seeking admission to the graduate program in biology or marine biology are required to submit the following to the Graduate School:

1. An application for graduate admission
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 recommendations by individuals in professionally relevant fields
5. Resume
6. Scores on the verbal, quantitative, and analytical writing, on the Graduate Record Examination (GRE) in the 50th percentile or above are desired. A bachelor's degree in a field of biology from a regionally accredited college or university in this country or its equivalent in a foreign institution based on a four-year program is required for admission, as well as an average of "B" or better in the undergraduate major. Undergraduate grades, GRE scores, work and research experience, and recommendations are used in concert to determine acceptability.

7. Research Areas & Assistantship/Statement of Interest Form uploaded directly into application

8. Should make initial contact with the faculty with whom you wish to work

9. Application and supplemental documents must be submitted by the published deadline

Degree Requirements (30 semester hours)

1. The program requires 30 semester hours of graduate study.
2. Six semester hours of credit may be transferred from another regionally accredited institution. Grades earned on transfer work must be equivalent to "B" or better.
3. A minimum of 24 semester hours of graduate study must be completed in residence.
4. No more than nine hours of graduate level courses offered by other science departments at UNCW may be applied toward the degree.
5. Undergraduate courses taken to make up deficiencies will not count toward the 30 hours required.
6. All deficiencies must be remedied prior to graduation.
7. The student must successfully complete a comprehensive examination based on prior coursework and an oral defense of the thesis.
8. Each student will present a thesis, based on original research, acceptable to the thesis advisory committee, prior to graduation.
9. Each student must complete an approved course of study within five years of the date of the first registration for graduate study.

Requirements for Master of Science Degrees

Core courses

Required of all students seeking a Master of Science degree in biology or marine biology.

- BIO 501 - Introduction to Science as a Profession Credits: 2 (2 credits required)
- BIO 599 - Thesis Credits: 1-6 (3–6 credits required)

Master of Science in Biology

In addition to the core courses listed above, each student, in consultation with his/her thesis advisory committee, shall devise a program of study that meets the requirements below, complements the thesis research, and satisfies individual needs and interests. Select two of the following:

- BIO 519 - Advanced Topics in Cellular and Molecular Biology Credits: 4 (4 credits required)
- BIO 530 - Advanced Topics in Evolutionary Biology Credits: 3 and
- BIOL 530 - Advanced Topics in Evolutionary Biology Lab Credits: 1
- BIO 534 - Advanced Topics in Ecology Credits: 3 and
• BIOL 534 - Advanced Topics in Ecology Laboratory Credits: 1

• BIO 549 - Advanced Topics in Physiology Credits: 4 (4 credits required)

Elective Credit

All elective credit (minimum of 14 hours) to be selected from any 500 biology course, BIO 601, BIO 602, BIO 603, BIO 604, BIO 605 and BIO 694. Graduate courses from other disciplines may also be selected, with approval of the student's thesis committee.

Marine Biology, M.S.

Graduate Coordinator: Dr. Stephen Kinsey

The Department of Biology and Marine Biology offers programs of study leading to a Master of Science degree in biology and a Master of Science degree in marine biology. The programs are designed (1) to prepare students for further graduate work leading to the Ph.D.; (2) to provide professional biologists with advanced research and education opportunities; (3) to prepare students as managers of coastal and marine resources, trained to deal with contemporary problems in the environment; or (4) to provide a broad-based graduate program allowing for specialization in the diverse fields of inquiry represented by the faculty of the department. Teachers in secondary schools who wish to obtain graduate level teacher certification should check with the graduate coordinator in the College of Education to determine the current requirements for certification.

Admission Requirements

Applicants seeking admission to the graduate program in biology or marine biology are required to submit the following to the Graduate School:

1. An application for graduate admission
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 recommendations by individuals in professionally relevant fields
5. Resume
6. Scores on the verbal, quantitative, and analytical writing, on the Graduate Record Examination (GRE) in the 50th percentile or above are desired. A bachelor’s degree in a field of biology from a regionally accredited college or university in this country or its equivalent in a foreign institution based on a four-year program is required for admission, as well as an average of "B" or better in the undergraduate major. Undergraduate grades, GRE scores, work and research experience, and recommendations are used in concert to determine acceptability.
7. Research Areas & Assistantship/ Statement of Interest Form uploaded directly into application
8. Should make initial contact with the faculty with whom you wish to work
9. Application and supplemental documents must be submitted by the published deadline

Degree Requirements (30 semester hours)
1. The program requires 30 semester hours of graduate study.
2. Six semester hours of credit may be transferred from another regionally accredited institution. Grades earned on transfer work must be equivalent to "B" or better.
3. A minimum of 24 semester hours of graduate study must be completed in residence.
4. No more than nine hours of graduate level courses offered by other science departments at UNCW may be applied toward the degree.
5. Undergraduate courses taken to make up deficiencies will not count toward the 30 hours required.
6. All deficiencies must be remedied prior to graduation.
7. The student must successfully complete a comprehensive examination based on prior coursework and an oral defense of the thesis.
8. Each student will present a thesis, based on original research, acceptable to the thesis advisory committee, prior to graduation.
9. Each student must complete an approved course of study within five years of the date of the first registration for graduate study.

Requirements for Master of Science Degrees

Core courses

Required of all students seeking a Master of Science degree in biology or marine biology.

- BIO 501 - Introduction to Science as a Profession Credits: 2 (2 credits required)
- BIO 599 - Thesis Credits: 1-6 (3–6 credits required)

Master of Science in Marine Biology

In addition to the core courses listed above, students shall complete the following courses and, in consultation with their thesis advisory committee, select electives to complete a program of study that meets individual needs and interests.

Select two of the following

- BIO 519 - Advanced Topics in Cellular and Molecular Biology Credits: 4 (4 credits required)
  or
- BIO 530 - Advanced Topics in Evolutionary Biology Credits: 3 and
- BIOL 530 - Advanced Topics in Evolutionary Biology Lab Credits: 1
  or
- BIO 534 - Advanced Topics in Ecology Credits: 3 and
- BIOL 534 - Advanced Topics in Ecology Laboratory Credits: 1
  or
- BIO 549 - Advanced Topics in Physiology Credits: 4 (4 credits required)
  or
- BIO 560 - Estuarine Biology Credits: 4 (4 credits required)
- BIO 564 - Biological Oceanography Credits: 3 and
Elective Credit

All elective credit (minimum of 14 hours) to be selected from any 500 biology course, BIO 601, BIO 602, BIO 603, BIO 604, BIO 605 and BIO 694. Graduate courses from other disciplines may also be selected, with approval of the student's thesis committee.

Department of Chemistry and Biochemistry

Chemistry, M.S.

Graduate Coordinator, Main Campus: Dr. Robert Kieber
Graduate Coordinator, Distance Education: Dr. John Tyrell

The Department of Chemistry and Biochemistry offers a program of study leading to the Master of Science degree in chemistry. The objectives of this program are to give students who have an undergraduate foundation in chemistry the opportunity to engage in advanced course work, in–depth study, and independent research in order to acquire the skills of assimilating known information and generating new knowledge. These problem–solving skills provide the foundation for future contributions by the graduates in various areas of chemistry, whether they are employed, seek employment directly or choose to undertake further graduate study elsewhere.

Admission Requirements

Applicants seeking admission to the graduate program in chemistry are required to submit the following to the Graduate School:

1. An official application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, analytical writing)
4. Three recommendations by individuals in professionally relevant fields
5. Application and supplemental documents must be submitted by the published deadline.

A bachelor's degree with a concentration in chemistry from a regionally accredited college or university in this country, or its equivalent in a foreign institution, is required for admission, along with a "B" average or better in chemistry courses. Admission 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.

Degree Requirements (30 or 36 semester hours)

1. Programs leading to the Master of Science degree require 30 or 36 semester hours of graduate study. No more than 12 credit hours from those courses cross listed as 400/500 may be applied toward the degree. Up to fifteen hours of graduate courses offered by other departments may be approved by the student's advisor or graduate coordinator. A maximum of six hours of credit may
be transferred from another regionally accredited institution. Grades earned on transfer work must be equivalent to a "B" or better, and courses must be acceptable to the student's advisor or graduate coordinator. A minimum of 24 semester hours of graduate study must be completed in residence or online.

2. Deficiencies in a student's undergraduate preparation will be ascertained by the graduate coordinator in the Department of Chemistry and Biochemistry. Any deficiencies must be remedied prior to graduation.

3. Capstone/Thesis Requirements:
   a. The traditional main campus M.S. in chemistry option requires 30 hours of graduate study. A thesis, reporting the results of the student's original research project, must be submitted by the student and approved by the student's advisory committee. The student must successfully complete a comprehensive examination and an oral defense of the thesis. A thesis manuscript must be sent to the Graduate School.
   b. The corporate M.S. in chemistry option allows employees from participating companies or academic institutions to complete their Master's degree by taking graduate courses online and working on research projects that are supervised by UNCW and industrial scientists or academic mentors and carried out at the company. This option requires 30 hours of graduate study. A thesis, reporting the results of the student's original research project, must be submitted by the student and approved by the student's advisory committee. The student must successfully complete a comprehensive examination and an oral defense of the thesis. A thesis manuscript must be sent to the Graduate School.
   c. The chemical studies M.S. in chemistry option requires 36 hours of graduate study that combines a minimum of 21 hours of online graduate course work in chemistry with an additional 9 hours of specialized graduate courses in chemistry, business, education, or clinical sciences, with remaining hours approved by the student's advisor or graduate coordinator. The student must successfully complete CHM 597 that consists of a comprehensive project that involves the writing of a literature-based research paper that is approved by the faculty.

Required Core Courses: Traditional Thesis (30 total credit hours required)

- CHM 501 - Introduction to Chemical Research Credits: 2
- CHM 595 - Graduate Seminar Credits: 1 (Two credits required)
- CHM 599 - Thesis Credits: 1-6 (Three credits required)

And at least three of the following courses:

- CHM 516 - Advanced Organic Chemistry Credits: 3
- CHM 521 - Advanced Physical Chemistry Credits: 3
- CHM 536 - Advanced Analytical Chemistry Credits: 3
- CHM 546 - Advanced Inorganic Chemistry Credits: 3
- CHM 568 - Advanced Biochemistry Credits: 3
The remaining hours of coursework can be chosen from any approved graduate course, including those offered by other departments, as approved by the student's advisor or graduate coordinator.

Exit Requirements

Student must complete and submit a thesis approved by the student's advisory committee. The thesis must report the results of the student's original research project. The student must successfully complete a comprehensive examination and an oral defense of the thesis.

Required Core Courses: Corporate Thesis (30 total credit hours required)

- CHM 501 - Introduction to Chemical Research Credits: 2
- CHM 595 - Graduate Seminar Credits: 1 (Two credits required)
- CHM 599 - Thesis Credits: 1-6

And at least three of the following courses:

- CHM 516 - Advanced Organic Chemistry Credits: 3
- CHM 521 - Advanced Physical Chemistry Credits: 3
- CHM 536 - Advanced Analytical Chemistry Credits: 3
- CHM 546 - Advanced Inorganic Chemistry Credits: 3
- CHM 568 - Advanced Biochemistry Credits: 3

The remaining hours of coursework can be chosen from any approved graduate course, including those offered by other departments, as approved by the student's advisor or graduate coordinator.

Exit Requirements

Student must complete and submit a thesis approved by the student's advisory committee. The thesis must report the results of the student's original research project. The student must successfully complete a comprehensive examination and an oral defense of the thesis.

Required Core Courses: Chemical Studies Non-Thesis (36 total credit hours required)

- CHM 597 - Comprehensive Literature Review Credits: 3

And choose any six chemistry graduate courses in consultation with advisor or graduate coordinator.

Current fully online courses include:

- CHM 516 - Advanced Organic Chemistry Credits: 3
• CHM 517 - Medicinal Chemistry Credits: 3
• CHM 521 - Advanced Physical Chemistry Credits: 3
• CHM 536 - Advanced Analytical Chemistry Credits: 3
• CHM 545 - Inorganic Chemistry Credits: 3
• CHM 546 - Advanced Inorganic Chemistry Credits: 3
• CHM 568 - Advanced Biochemistry Credits: 3
• CHM 585 - Industrial and Polymer Chemistry Credits: 3
• CHM 586 - Fundamentals of Heterocycles with Emphasis on Pharmaceuticals Credits: 3

Chemical-Non-Thesis Options

And choose one of the following options:

1. Business Option
   Choose any five courses from the following:
   
   • BUS 505 - Financial Accounting Credits: 2
   • BUS 512 - Information Systems & Technology Credits: 2
   • BUS 525 - Principles of MicroEconomics Credits: 2
   • BUS 535 - Corporate Financial Management Credits: 2
   • BUS 540 - Marketing Decision Making I Credits: 2
   • BUS 559 - Management Foundations Credits: 2
   • BUS 591 - Directed Independent Study Credits: 2

   **Electives:** The remaining 5 hours of coursework can be chosen from any approved graduate course, including those offered by other departments, as approved by the student's advisor or graduate coordinator.

2. Education Option
   Choose any three courses from the following:
   
   • MIT 500 - Instructional Systems Design: Theory and Research Credits: 3
   • MIT 511 - Multimedia Design and Development Credits: 3
   • MIT 513 - Computer-based Instruction Credits: 3
   • MIT 514 - Foundations of Distance Education Credits: 3
   • MIT 515 - Web Teaching: Design and Development Credits: 3
   • MIT 516 - Instructional Video Design and Production Credits: 3
   • MIT 531 - Assessment of Learning Outcomes Credits: 3

   **Electives:** The remaining 6 hours of coursework can be chosen from any approved graduate course, including those offered by other departments, as approved by the student's advisor or graduate coordinator.

3. Clinical Sciences Option
   Choose any three courses from the following:
- CLR 501 - Clinical Research Monitoring and Ethics Credits: 3
- CLR 510 - Advanced Scientific Writing & Interpreting Medical Literature Credits: 3
- CLR 515 - Epidemiology and Safety Credits: 3
- CLR 520 - Regulatory Affairs & Project Management Credits: 3
- CLR 545 - Biopharmaceutical Technology Transfer and Intellectual Property Management Credits: 3
- CLR 550 - Clinical Research Trial Design & Data Management Credits: 3

**Electives:** The remaining 6 hours of coursework can be chosen from any approved graduate course, including those offered by other departments, as approved by the student's advisor or graduate coordinator.

### Exit Requirements

Student must complete a comprehensive project.

### Department of Creative Writing

**Creative Writing, M.F.A.**

**Graduate Coordinator:** Ms. Lavonne Adams

The Department of Creative Writing offers an intensive studio-academic apprenticeship in the writing of fiction, poetry and creative nonfiction leading to the Master of Fine Arts degree in creative writing. Courses include workshops in the three genres, special topics and forms courses, as well as a range of courses in literature. While students are accepted in, and expected to demonstrate mastery of one genre, they are encouraged to study, and must show proficiency in, a second genre. Students, in consultation with their advisors, tailor their course schedules to their own professional and educational interests, selecting a variety of courses in creative writing, literature, criticism, rhetoric and composition, film studies, and applicable cultural studies. Though the M.F.A. is a terminal degree designed for writers wishing to pursue various career paths in teaching, writing, publishing, and community arts organization, students are urged to pursue the degree primarily as a way of mastering their art by rigorous study and practice among a community of other dedicated writers. The M.F.A. degree without supporting publication credentials does not guarantee employment.

### Admission Requirements

Applicants seeking admission to the Master of Fine Arts Program in Creative Writing are required to submit the following five items to the Graduate School before the application can be processed.

1. A typed manuscript in the applicant's primary genre, labeled "poetry," "fiction," or "creative nonfiction": 10 pages of poetry, 30 pages of fiction, or 30 pages of creative nonfiction (double-space prose, single-space poetry). The manuscript should demonstrate mastery of basic craft and unmistakable literary promise. Applicants are advised not to apply with a mixed-genre manuscript.

2. An application for graduate admission.
3. Official transcripts of all college work (undergraduate and graduate).
4. At least three recommendations from individuals in professionally relevant fields addressing the applicant's achievement and promise as a writer, and ability to successfully complete graduate study.
5. An essay (300-500 words) on the applicant's goals in pursuing the M.F.A., including previous educational experience.

An applicant must have successfully completed an appropriate undergraduate degree (usually, but not necessarily, a B.A. in English or a B.F.A in creative writing), with at least a "B" average in the major field of study. Acceptable fulfillment of all the above constitutes the minimum requirements for, but does not guarantee, admission to the M.F.A. program.

In general, we are seeking candidates who show artistic commitment and literary promise in their writing, and whose academic background indicates they are likely to succeed not only in graduate study but as publishing professional writers. Therefore, in evaluating candidates, the admissions committee places great emphasis on the quality of the manuscript.

Applications must be received by the published deadline. All interested applicants will be considered for graduate assistantships, which will be awarded on a competitive basis as they become available.

Degree Requirements (48 semester hours)

1. An M.F.A. candidate must successfully complete a minimum of 48 semester hours of graduate study: 21 hours in writing (CRW 530, CRW 540, CRW 542, CRW 544, CRW 546, CRW 548, CRW 550); six hours of thesis (CRW 599); and 21 hours in other graduate literature courses, (CRW 501, CRW 503, CRW 523, CRW 524, CRW 525, CRW 543, CRW 545, CRW 547, CRW 560, CRW 580, CRW 581, CRW 591, CRW 594, CRW 598; ENG 502, ENG 504, ENG 505, ENG 506, ENG 507, ENG 508, ENG 509, ENG 511, ENG 513, ENG 514, ENG 560, ENG 561, ENG 572, ENG 580) with an option of substituting up to six of those hours of study in a related discipline, as determined by the student's advisor, the M.F.A. coordinator, and the chair of the Department of Creative Writing.
2. An M.F.A. candidate is required to complete at least 12 hours of writing workshop courses in a primary genre (poetry, fiction, creative nonfiction).
3. An M.F.A. candidate is required to complete a minimum of five hours in a secondary genre, which must include at least one writing workshop. Forms courses (CRW 543, CRW 545, CRW 547) may also be used to meet the secondary genre requirement.
4. A maximum of 9 credit hours in secondary genre(s) workshop courses will count toward fulfilling the 21 hr. writing requirement.
5. A minimum GPA of 3.0 (on a 4.0 scale) must be maintained in all graduate course work; a "B" average is required for graduation.
6. An M.F.A. candidate must complete a substantial book-length thesis manuscript of literary merit and publishable quality acceptable to the thesis committee: this ordinarily will be a novel; a novella; a collection of short stories, poems, or essays; a single long poem; a long nonfiction narrative; or some combination of the foregoing within the primary genre.
7. An M.F.A. candidate must pass the Master of Fine Arts examination.
8. A maximum of six semester hours of graduate course credit may be transferred from another regionally accredited institution in partial fulfillment of the M.F.A. UNCW regulations will be applied in determining the transferability of course credits, and requests for transfer credit must be approved by the M.F.A. coordinator, the chair of the Department of Creative Writing, and the Graduate School.
9. The M.F.A. program is designed to be completed in three calendar years. All requirements must be completed within five calendar years.

Department of English

English, M.A.

Graduate Coordinator: Dr. Meghan Sweeney

The Department of English offers a program of study leading to the Master of Arts degree in English. Specific goals of the program are: (1) to provide advanced research and educational opportunities in English studies; (2) to offer a broad-based graduate program that will provide students with opportunities to specialize in historical and contemporary critical approaches to literature, language and literacy, rhetoric and composition, cultural studies, pedagogy, and professional, technical, and electronic writing; and (3) to prepare students for further graduate work leading to the Ph.D.

Admission Requirements

Applicants seeking admission to the graduate program in English are required to submit the following to the Graduate School (all six items MUST be received by the Graduate School before the application will be forwarded to the department for action):

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the verbal, quantitative, and analytical writing sections of the Graduate Record Examination (no more than five years old)
4. Three academic recommendations to be submitted through the online application.
5. A ten-page analytical writing sample that includes a bibliography citing secondary sources in MLA format.
6. A statement of interest that addresses the applicant's purpose for graduate study, focusing on how attending graduate school in English will help the applicant to achieve their professional goals. The essay should be no longer than 1-2 pages (approximately 500-600 words).

The minimum requirements for acceptance are the following: an acceptable score on the Graduate Record Examination, a satisfactory response to the statement of interest attached to the application form, a strong writing sample, a bachelor's degree from a regionally accredited college or university or its equivalent in a foreign institution based on a four-year program, and a strong overall academic record with a "B" average or better in the undergraduate major. However, meeting minimal GRE scores and grade requirements does not in itself guarantee admission. Applicants who are not undergraduate English majors must have completed 12 hours of upper level English courses or have this requirement waived by the graduate coordinator.

All applications must be received by the published deadline.

Degree Requirements (36 total credit hours)

1. The M.A. program requires a minimum of 36 semester hours of graduate study, for both the thesis and non-thesis options.
2. At least 30 semester hours must be completed in residence at UNCW; a maximum of six semester hours may be transferred from another regionally accredited institution. Grades on transfer work must be equivalent to a "B" or better.
3. A written comprehensive exam must be successfully completed.
4. Students must complete the program within five years of the date of first registration for graduate study.

Core Requirement (6 credit hours)

- ENG 501 - Introduction to Research Methods in English Credits: 3

And either

- ENG 502 - Introduction to Literary Theory Credits: 3
- ENG 552 - Rhetoric and Culture Credits: 3

(Students may take both ENG 502 and ENG 552 but only one is required.)

Non-Thesis Option (30 credit hours)

The remaining 30 hours of coursework can be chosen from any approved graduate ENG 500-599 courses.

Students may substitute one graduate course (3 semester hours) from outside the department with prior approval of the Graduate Coordinator.

No more than 3 hours of internship credit from ENG 596, ENG 598, or a combination of ENG 596 and ENG 598 may be counted for credit.

Exit Requirement

Written comprehensive exam must be successfully completed.

Thesis Option (30 credit hours)

ENG 599  (3 credit hours must be completed in each of the last two semesters for a total of 6 credit hours)

The remaining 24 hours of coursework can be chosen from any approved graduate ENG 500-599 courses.

Students may substitute one graduate course (3 semester hours) from outside the department with prior approval of the Graduate Coordinator.

No more than 3 hours of internship credit from ENG 596, ENG 598, or a combination of ENG 596 and ENG 598 may be counted for credit.
Exit Requirements

Written comprehensive exam must be successfully completed. Students must present and defend a thesis, acceptable to the thesis committee, prior to graduation. The thesis manuscript must be sent to the graduate school; see the graduate school website for deadlines.

Department of Environmental Studies

Environmental Studies, M.S.

Graduate Coordinator: Dr. Jeff Hill

The Master of Science in Environmental Studies is an interdisciplinary graduate degree designed for professionals, practitioners, citizens and students who wish to strengthen their knowledge of the environment. The multidisciplinary nature of this program provides the student with a unique balance of the scientific background necessary for sound environmental decision-making within the context of educational, political, sociological, economic and legal frameworks. This approach is intended to produce future and current environmental professionals with the broad perspective necessary to be effective leaders in the field.

Admission Requirements

To ensure consistency in course sequencing, the majority of admissions will occur in the fall semester of each academic year. However, a limited number of admissions will be available in the spring semester.

Applicants seeking admission to the Master of Science in Environmental Studies program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all prior university or college work (undergraduate and graduate)
3. Official scores on the Graduate Record Exam (GRE) less than five years old
4. Three recommendations by individuals in professionally relevant fields
5. An essay describing educational and professional experiences, reasons for pursuing graduate study in environmental studies and career goals
6. Optional writing sample
7. Application and supplemental documents must be submitted by the published deadline.

Applicants seeking admission to the program must meet the following requirements:

1. Successful completion of a bachelor's degree from a regionally accredited university or college, or its equivalent (due to the diversity of areas of emphasis within the program, it is not required that the successful applicant possess a degree in Environmental Studies)
2. Strong academic performance in an undergraduate curriculum indicated by a minimum of a GPA of 3.0 or higher, or its equivalent
3. Indication of graduate academic potential reflected by satisfactory performance on the Graduate Record Examination
4. Indication of graduate academic potential reflected by three letters of recommendation from individuals in professionally relevant fields
5. Concurrency of personal goals with the focus of the environmental studies graduate curriculum

Individuals who fall below one of these criteria may be admitted if other factors indicate potential for success. Individuals with identified deficiencies may be accepted provisionally with specified plans and goals for the remediation of these deficiencies. Such remediation may include a requirement of additional hours beyond those normally required for the degree.

Degree Requirements (33 credit hours)

The program requires the satisfactory completion of 33 credit hours of approved graduate level courses consisting of the following: 15 credit hours of core classes designed to provide a foundation in environmental studies; 3 credit hours of practicum or final project designed to link theory with practice; 15 credit hours in an approved concentration. A maximum of 6 total credit hours from any combination of EVS 591, EVS 597, and/or EVS 598 may be applied toward the degree.

Core Requirements (15 credit hours)

All students are required to complete the following classes:

- EVS 501 - Introduction to Environmental Problems and Policy Credits: 3
- STT 501 - Applied Statistical Methods Credits: 3
- EVS 515 - Field Methods in Environmental Studies Credits: 3
- EVS 518 - Research Methods in Environmental Studies Credits: 3

One course from

- BIO 534 - Advanced Topics in Ecology Credits: 3
- ENG 557 - Theory and Practice of Technical Communication Credits: 3
- ECN 525 - Environmental Economics Credits: 3
- ECN 530 - Natural Resource Economics Credits: 3
- EVS 505 - Advanced Environmental Studies Credits: 3
- EVS 564 - Natural Resource Policy Credits: 3
- EVS 570 - Advanced Environmental Law and Policy Credits: 3
- HST 533 - Seminar: U.S. Environmental History Credits: 3
- PLS 543 - Environmental Policy Analysis Credits: 3
- PLS 544 - Resource Economics Credits: 3
- PLS 562 - International Environmental Policy Credits: 3

Applied Learning (3 credit hours)

To ensure that students are able to employ skills and knowledge gained in the program within an applied, capstone setting, they are required to complete either the Seminar/Final Project or the Practicum in Environmental Studies. Both courses provide extended opportunities for fieldwork, research or creative projects and helps the student to bridge related theory with practical applications. Determination of which curricular direction will be taken is based upon the level of prior professional experience in the
environmental field, requiring progressive levels of responsibility. Those individuals with 3 or more years in the field will complete the Seminar/Final Project. Those with less than 3 years will complete the Practicum in Environmental Studies. Students are required to complete a minimum of 3 credit hours of applied learning.

- EVS 595 - Seminar/Final Project Credits: 3 or
- EVS 597 - Practicum in Environmental Studies Credits: 1-6

Concentrations (15 credit hours)

All students are also required to pursue a concentrated area of study in Coastal Management, Marine and Coastal Education, Environmental Education and Interpretation, or Environmental Management. Students can also elect to plan their own curriculum in the Individualized Study concentration. Students electing to pursue the Individualized Study concentration should consult with the Environmental Studies graduate coordinator. A maximum of 6 total credit hours from any combination of EVS 591, EVS 597, and/or EVS 598 may be applied toward the degree. For students pursuing a dual concentration, a maximum of 6 total credit hours may be shared between the concentrations.

Coastal Management

All students pursuing a concentration in Coastal Management must complete the following:

- EVS 520 - Foundations of Coastal Management Credits: 3
- 12 credit hours of electives approved by the EVS graduate program advisor

Marine and Coastal Education

All students pursuing a concentration in Marine and Coastal Education must complete the following:

- EVS 525 - Foundations of Environmental Education and Interpretation Credits: 3
- 12 credit hours of electives approved by the EVS graduate program advisor (3 hours must be in approved natural science courses and 3 hours must be in approved physical science courses)
- Note: EVS 595 or 597 placement of students in this concentration must be at an approved Marine and Coastal Education site

Environmental Education and Interpretation

All students pursuing a concentration in Environmental Education and Interpretation must complete the following:

- EVS 525 - Foundations of Environmental Education and Interpretation Credits: 3
- 12 credit hours of electives approved by the EVS graduate program advisor

Environmental Management

All students pursuing a concentration in Environmental Management must complete the following:
• EVS 540 - Foundations of Environmental Management Credits: 3
• 12 credit hours of electives approved by the EVS graduate program advisor

Individualized Study

All students pursuing an Individualized Study concentration must complete the following:

• 15 credit hours of electives approved by the EVS graduate program advisor

Environmental Studies Post-Baccalaureate Certificate, MCRT

Graduate Coordinator: Dr. Jeff Hill

The Post-baccalaureate Certificate Program in the Department of Environmental Studies is a broad-based, multidisciplinary curriculum for professionals, practitioners, citizens and students who wish to strengthen their knowledge of the environment. The curriculum is designed as a complement to degree-granting graduate programs in related content areas, thereby providing enhanced opportunities for development of the knowledge and practical skills necessary to analyze, assess and propose solutions to environmental issues. Post-baccalaureate certificates from the Department of Environmental Studies are available in Coastal Management, Environmental Education and Interpretation, and Environmental Management.

Admission Requirements

To ensure consistency in course sequencing, the majority of admissions will occur in the fall semester of each academic year. Admission to the program requires successful completion of or concurrent enrollment in a graduate, degree-granting academic program in a regionally accredited university. Applicants seeking admission to the Post-Baccalaureate Certificate in Environmental Studies program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all prior university or college work (undergraduate and graduate)
3. Official scores on the Graduate Record Exam (GRE) less than five years old
4. Three recommendations by individuals in professionally relevant fields
5. A personal statement describing educational and professional experiences, reasons for pursuing graduate study in environmental studies and career goals
6. Application and supplemental documents must be submitted by the published deadline.

Applicants seeking admission to the program must meet the following requirements:

1. Successful completion of a bachelor’s degree from a regionally accredited university or college, or its equivalent (due to the diversity of areas of emphasis within the program, it is not required that the successful applicant possess a degree in Environmental Studies)
2. Successful completion or concurrent enrollment in a graduate, degree-granting academic program in a regionally accredited university.
3. Strong academic performance in an undergraduate curriculum indicated by a minimum of a GPA of 3.0 or higher, or its equivalent
4. Indication of graduate academic potential reflected by satisfactory performance on the Graduate Record Examination
5. Indication of graduate academic potential reflected by three letters of recommendation from individuals in professionally relevant fields
6. Concurrency of personal goals with the focus of the environmental studies graduate curriculum

Certificate Requirements (18 credit hours)

The program requires 18 hours. Students complete an introductory course (Introduction to Environmental Problems and Policy) and either a practicum or a capstone course (Final Project/Seminar). Students will then complete a foundations course for the certificate in which they are enrolled. Nine hours of approved electives complete the certificate program. A maximum of 6 total credit hours from any combination of EVS 591, EVS 597, and/or EVS 598 may be applied toward the certificate. Students in the post-baccalaureate certificate must have either completed or be concurrently enrolled in a graduate, degree-granting program.

Required Introductory Course (3 credit hours)

- EVS 501 - Introduction to Environmental Problems and Policy Credits: 3

Applied Learning (3 credit hours)

To ensure that students are able to employ skills and knowledge gained in the program within an applied, capstone setting, they are required to complete either the Seminar/Final Project or the Practicum in Environmental Studies. Both courses provide extended opportunities for fieldwork, research or creative projects and helps the student to bridge related theory with practical applications. Determination of which curricular direction will be taken is based upon the level of prior professional experience in the environmental field, requiring progressive levels of responsibility. Those individuals with 3 or more years in the field will complete the Seminar/Final Project. Those with less than 3 years will complete the Practicum in Environmental Studies. Students are required to complete a minimum of 3 credit hours of applied learning.

- EVS 595 - Seminar/Final Project Credits: 3 or
- EVS 597 - Practicum in Environmental Studies Credits: 1-6

Certificate concentrations (12 credit hours)

All students are also required to pursue a concentrated area of study in Coastal Management, Environmental Education and Interpretation, or Environmental Management. A maximum of 6 total credit hours from any combination of EVS 591, EVS 597, and/or EVS 598 may be applied toward the degree.

Coastal Management Certificate

All students pursuing a certificate in Coastal Management must complete the following:

- EVS 520 - Foundations of Coastal Management Credits: 3
Environmental Education and Interpretation Certificate

All students pursuing a certificate in Environmental Education and Interpretation must complete the following:

- EVS 525 - Foundations of Environmental Education and Interpretation Credits: 3
- 9 credit hours of electives approved by the EVS graduate program advisor

Environmental Management Certificate

All students pursuing a certificate in Environmental Management must complete the following:

- EVS 540 - Foundations of Environmental Management Credits: 3
- 9 credit hours of electives approved by the EVS graduate program advisor

Department of Foreign Languages and Literature

Spanish, Bachelor's/Master's Combined Program

Graduate Coordinator: Dr. Brian Chandler

The bachelor's/master's degree program in Spanish is designed to provide a student means to complete the requirements for both degrees in a period of five years. The key feature of the program is that a student can count up to 12 hours of graduate-level courses in order to fulfill requirements for the B.A. and use those same credits toward the M.A. in Spanish.

This program is designed for students currently in the B.A. in Spanish program at UNCW who have:

1. Completed a minimum of seventy-five (75) and a maximum of ninety-eight (98) credit hours in their undergraduate program leading toward a major in Spanish, including credits earned from advanced placement if they start at UNCW or are transfer students and have completed a minimum of two semesters as a full-time student at UNCW, a minimum of 24 hours.
2. Completed a minimum of fifteen (15) hours of 3--400 level Spanish courses at the time of application. These 15 hours must include at least one course from each of the following pairs: SPN 307 or SPN 308; SPN 311 or SPN 312; SPN 321 or SPN 322; and one of the following 400-- level courses: SPN 411, SPN 412, SPN 421, SPN 422, SPN 485, SPN 495, or SPN 496.
3. A minimum accumulated grade point average (GPA) of 3.2 and minimum grade point average (GPA) of 3.2 on all 300-400 level Spanish courses at UNCW.

Students who meet the above criteria may request permission from the department chair to apply up to 12 hours of graduate-level credit earned during their senior year towards their future master's degree in Spanish. Departmental permission to apply to the bachelor's/master's degree program does not guarantee admission to the Graduate School. Admission to the Graduate School is contingent upon meeting eligibility requirements at the time of entering the graduate program.
Students accepted into the combined program:

- Must submit the standard application for admission to the Graduate School during the first semester of their senior year including: an application form for Graduate School, application fee, transcripts, letters of recommendation and writing samples. Two voice samples, one in English and one in Spanish, must be submitted separately to the graduate coordinator who will organize the review of the application.
- Must submit a Graduate Degree Plan during the second semester of their senior year, signed by the prospective student, the department chair, and the graduate coordinator.

The Graduate Degree Plan for the master's degree must clearly indicate:

- The specific 500-level SPN courses (maximum of 12 graduate credit hours) that will be double-counted for both bachelor's and master's degrees;
- Additional graduate courses that will be taken during the senior year but not counted toward the bachelor's degree;
- The student's intention to fulfill course requirements for the master's degree no later than a year after receiving the bachelor's degree; and
- The intended graduation date for the master's degree.

Upon the Graduate School's review of the submitted materials, a letter of acceptance (or denial) to the master's program will be sent to the student and copied to the department chair and the graduate coordinator. Acceptance will be provisional and contingent on meeting specified degree requirements; including completion of the bachelor's degree.

A student who is ineligible to participate or continue in, or withdraws from the bachelor's/master's program cannot double count any courses for both bachelor's and master's degrees. For more details see the department chair or the graduate coordinator.

**Spanish, M.A.**

**Graduate Coordinator:** Dr. Emmanuel Harris II

The Department of Foreign Languages and Literatures offers a program leading to the Master of Arts in Spanish. The goals of the program are: (1) to raise the level of communicative competence of native and non-native speakers of Spanish; (2) to provide critical and practical skills necessary for analyzing, assessing and addressing academic and societal issues related to Hispanic language and culture; (3) to provide knowledge and advanced skills in Spanish language and Hispanic culture necessary for higher-level graduate work; (4) to increase, improve and promote cultural understanding and awareness of regional, national and international Spanish-speaking communities; and (5) to produce professionals capable of dealing with the demands brought by the ever-increasing U.S. Hispanic population and by the global job market.

**Admission Requirements**

Applicants are required to submit the following materials to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate, including US and foreign institutions).
3. Three letters of recommendation, with at least one from a professor familiar with candidate's academic performance.
4. Two recorded speaking samples, one in English and one in Spanish, in which the applicant introduces her/himself, describes a person she/he admires, or describes a trip she/he took. Send directly to Program Coordinator (The speaking samples should be sent as data files and not music CD files.)
5. A 500-word written statement of objectives in English.
6. A 500-word writing sample in Spanish in which the applicant states and defends an opinion.
7. Application and supplemental documents must be submitted by the published deadline.

Applicants seeking admission to the master's degree program in Spanish must hold a bachelor's degree in Spanish from a regionally accredited college or university with an overall 3.00 GPA or its equivalent (determined by a personal interview with the faculty or an officially recognized test procedure, such as an "intermediate high" rating on the ACTFL proficiency scale). Admissions decisions are based upon the examination of several factors, and where other indicators of success warrant, individuals who fall below the established criteria may still be considered for admission.

Degree Requirements (30 total hours)

The M.A. program requires a minimum of 30 semester hours of graduate study (only six of which may be transferred from another institution). Students may select a thesis or non-thesis option.

Non-Thesis Option:

Students pursuing the non-thesis option will complete 30 hours of graduate course work and must complete a comprehensive exam. The 30 hours of coursework must be distributed as follows:

Core requirements (12 credit hours)

- SPN 500 - Advanced Writing Techniques Credits: 3

Three of the following

- SPN 507 - Spanish Phonetics and Phonology Credits: 3
- SPN 511 - Topics in Spanish Civilization Credits: 3
- SPN 512 - Topics in Spanish American Civilization Credits: 3
- SPN 521 - Studies in Spanish Literature Credits: 3
- SPN 522 - Studies in Spanish American Literature Credits: 3

Electives (18 hours)

Chosen from any of the remaining SPN graduate courses.
Thesis Option:

Students pursuing the thesis option must complete 27 semester hours of graduate course work in addition to registering for SPN 599 (3 hours) in their last semester, for a total of 30 semester hours. Students must successfully complete a comprehensive exam, and defend a thesis acceptable to the student's thesis committee, prior to graduation.

Core requirements (15 credit hours)

- SPN 500 - Advanced Writing Techniques Credits: 3
- SPN 599 - Thesis Credits: 3

Three of the following

- SPN 507 - Spanish Phonetics and Phonology Credits: 3
- SPN 511 - Topics in Spanish Civilization Credits: 3
- SPN 512 - Topics in Spanish American Civilization Credits: 3
- SPN 521 - Studies in Spanish Literature Credits: 3
- SPN 522 - Studies in Spanish American Literature Credits: 3

Electives (15 credit hours)

Chosen from any of the remaining SPN graduate courses.

Note

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

Additional Information

A student must maintain no less than a 3.0 GPA on all graduate-level courses and has five calendar years to complete the degree program. This five-year period begins with the student's first term of work after formal admission to the program.

Hispanic Studies Post-Baccalaureate Certificate, MCRT

Graduate Coordinator: Dr. Emmanuel Harris II

The Department of Foreign Languages and Literatures offers an 18-hour post-baccalaureate program in Hispanic Studies. Specific goals of the certificate program are: 1) to prepare qualified candidates for cross-cultural professions; 2) to enable students to function at a high level of linguistic proficiency in Spanish; and 3) to prepare community college, four-year college or
university instructors, who, according to SACS guidelines, must have at least 18 hours of graduate credit in Spanish in order to teach Spanish. Courses are taught by faculty with specializations in Hispanic linguistics, film, literature, culture, business, translation, and foreign language pedagogy.

Admission Requirements

Applicants seeking admission to the graduate certificate program must hold a bachelor's degree in Spanish from a regionally accredited college or university with an overall 3.00 GPA or its equivalent (determined by a personal interview with the faculty or an officially recognized test procedure, such as an "intermediate high" rating on the ACTFL proficiency scale). Applicants are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. Three letters of recommendation.
4. A 500-word essay in Spanish in which applicant describes her/his reasons for wanting to pursue graduate work in Spanish.
5. An audio recording in which the applicant introduces her/himself, describes a person she/he admires, or describes a trip she/he took in Spanish, sent directly to the Program Coordinator.
   (The speaking samples should be sent as data files and not music CD files.)
6. Application and supplemental documents must be submitted by the published deadline.

Note

* These admissions requirements apply only to the graduate certificate program in Hispanic Studies. Students interested in combining the certificate program with a master's degree will have to meet all admission criteria for that degree.

Certificate Requirements (18 total credit hours)

I. 9 hour core (choose one from each category)

- SPN 500 - Advanced Writing Techniques Credits: 3
- SPN 511 - Topics in Spanish Civilization Credits: 3 or
- SPN 512 - Topics in Spanish American Civilization Credits: 3 *
- SPN 521 - Studies in Spanish Literature Credits: 3 or
- SPN 522 - Studies in Spanish American Literature Credits: 3 *

Note

* Students must choose at least one Spanish and one Spanish-American related course from these two categories.
II. 9 hours of electives

Choose from any of the remaining graduate SPN courses. SPN 511, SPN 512, SPN 521, and SPN 522 (variable topics) may be taken to satisfy this requirement provided the topic is different from the topic used to satisfy the literature/civilization core requirement above. No more than three hours of SPN 591 (offered on a limited basis) will be accepted for credit.

Additional Information

N.B. If a student has taken SPN 401 or SPN 405 at the undergraduate level, she/he must meet with the graduate director in order to be permitted to enroll in SPN 501 or SPN 505.

Department of Geography and Geology

Geoscience, M.S.

Graduate Coordinator: Dr. Michael Smith

The Department of Geography and Geology at the University of North Carolina Wilmington offers a program of study leading to the Master of Science (M.S.) degree in geoscience. The primary goal of the program is the development of professionals capable of conducting research in the geosciences through broadly based study of modern Earth and ocean processes and their ancient analogs.

The program includes a thesis and non-thesis option, both of which provide a foundation for advanced study or employment in the geological, geospatial technology, and environmental fields, mineral and energy industries, and government agencies. For example, completion of the non-thesis option with a geology concentration assists students toward professional licensure in geology. In addition, the thesis option is designed to prepare students for advanced study leading to the doctoral degree.

Specific goals of the program are to provide advanced research and educational opportunities in the geosciences, and to prepare geoscientists for solving contemporary problems in Earth, ocean and environmental science. Specific objectives are: 1) to develop research competence in the geosciences; 2) to develop professional competence in the assessment of water, energy and mineral resource potentials through the integrated analysis of geological and geographical data using advanced technologies; 3) to develop a level of research competence in the geosciences that encourages continued effort towards an advanced (e.g., doctoral) degree or professional licensure; and, 4) to provide the scientific community with meaningful geologic, geographic, and oceanographic data.

Admission Requirements

Applicants seeking admission to the graduate program in geoscience:

- Should have a strong overall academic record with a "B" or better average on all course work.
- Must have a bachelor's degree from a regionally accredited college or university. Candidates may hold bachelor's degrees in any of the biological, earth, physical, or mathematical sciences.
• Should have two semesters each of chemistry, physics, and calculus, and have working knowledge of the fundamental concepts in the geosciences. Upon entrance into the master's program, the graduate advisor or the student's advisor may identify deficiencies and recommend remedies. All deficiencies must be removed before a student is accepted as a candidate for the degree.

Applicants are required to submit the following to the Graduate School:

1. An online application for graduate admission: including the statement of interest.
2. Official transcripts of all college work (undergraduate and graduate).
3. Official scores on the Graduate Record Examination (verbal, quantitative, analytical writing)
4. Three recommendations by individuals in professionally relevant fields
5. Application and supplemental documents must be submitted by the published deadline.

Transfer Credit

A maximum of six semester hours of graduate credit may be transferred from another regionally accredited institution. All transfer credit must be approved by the department or program. Grades earned on transfer work must be equivalent to "B" or better.

Degree Requirements

The MS Geoscience offers concentrations in 1) geology, 2) geospatial science and 3) earth processes and global change. All concentrations have a thesis option, and the non-thesis option is available in the geology and geospatial science concentrations. The student will develop a program of study, including courses appropriate to their needs and interests, in consultation with and approved by the major advisor and Graduate Coordinator.

Thesis Option (30 semester hours)

1. The program requires at least 30 semester hours of graduate credit including a minimum of three, but no more than six credit hours for the thesis (GLY 599), and no more than six credit hours of directed independent study (GLY 591 or GGY 591). A minimum of 24 credit hours of graduate credit must be completed at UNCW.
2. Each student must complete the requirements for one of the concentrations.
3. Each student must submit an approved thesis prospectus and successfully complete a comprehensive oral examination prior to registering for thesis hours.
4. Each student must complete an approved course of study in his or her declared concentration within five years of the date of first registration for graduate study.
5. Each student must complete, present and defend a thesis, based on original research, acceptable to the committee, prior to graduation. The thesis defense is open to the public.

Thesis Concentration Requirements

Geology Concentration- Thesis Option

In addition to meeting the requirements listed above for the thesis option, students must complete:
• GLY 501 - Research Methods in Geology Credits: 2
• GLY 502 - Technical Communication in Geology Credits: 2
• 15 graduate credit hours of geology courses (GLY prefix).
• Eight additional graduate credit hours of GLY or GGY courses, or other approved graduate courses.
• GLY 599 - Thesis Credits: 1-6 (Must take 3 hours, may take up to 6 hours.)

Geospatial Science Concentration- Thesis Option

In addition to completing the requirements listed above for the thesis option, students must complete:

• GLY 501 - Research Methods in Geology Credits: 2
• GLY 502 - Technical Communication in Geology Credits: 2
• GGY 520 - Fundamentals of Geographic Information Systems Credits: 3
• GGY 522 - Remote Sensing in Environmental Analysis Credits: 3
And two of the following:
• GGY 524 - Advanced Geographic Information Systems Credits: 3
• GGY 526 - Environmental Geographic Information Systems Credits: 3
• GGY 528 - Advanced Remote Sensing Credits: 3
And
• 11 additional graduate credit hours of GLY or GGY courses, or other approved graduate courses.
• GLY 599 - Thesis Credits: 1-6 (Must take 3 hours, may take up to 6 hours.)

Earth Processes and Global Change Concentration- Thesis Option

In addition to meeting the requirements listed above for the thesis option, students must complete:

• GLY 501 - Research Methods in Geology Credits: 2
• GLY 502 - Technical Communication in Geology Credits: 2
• 15 graduate credit hours in the department (GLY or GGY courses).
• Eight additional graduate credit hours of GLY or GGY courses, or other approved graduate courses.
• GLY 599 - Thesis Credits: 1-6 (Must take 3 hours, may take up to 6 hours.)

Non-Thesis Option (33 semester hours)

1. The program requires at least 33 semester hours of graduate credit, including three credit hours for final project (GLY 597) or internship (GLY598/GGY598) and no more than six credit hours of directed independent study (GLY591/GGY591). An additional three credits of internship may be applied to the degree with approval of the Graduate Coordinator or Department Chair. A minimum of 27 credit hours of graduate credit must be completed at UNCW.
2. Each student must complete the requirements for one of the concentrations.
3. Each student must pass a written comprehensive examination after the successful completion of all required core coursework with the exception of GLY 597 and GLY598/GGY598.
4. Each student must prepare and defend a degree portfolio of significant works.
Non-Thesis Concentration Requirements

Geology Concentration- Non-Thesis Option

In addition to meeting the requirements for the non-thesis option listed above, students must complete:

- GLY 501 - Research Methods in Geology Credits: 2
- GLY 502 - Technical Communication in Geology Credits: 2
- GLY 526 - Geohydrology Credits: 4
- GLY 565 - Introduction to Geophysics Credits: 3
- GGY 522 - Remote Sensing in Environmental Analysis Credits: 3
- 16 additional graduate credit hours of GLY or GGY courses, or other approved graduate courses. And
- GLY 597 - Final Project in Geology Credits: 3
  Or
- GLY 598 - Internship Credits: 3

Geospatial Science Concentration- Non-Thesis Option

In addition to meeting the requirements for the non-thesis option listed above, students must complete:

- GLY 501 - Research Methods in Geology Credits: 2
- GLY 502 - Technical Communication in Geology Credits: 2
- GGY 520 - Fundamentals of Geographic Information Systems Credits: 3
- GGY 522 - Remote Sensing in Environmental Analysis Credits: 3
- 12 credit hours from:
  - GGY 524 - Advanced Geographic Information Systems Credits: 3
  - GGY 526 - Environmental Geographic Information Systems Credits: 3
  - GGY 528 - Advanced Remote Sensing Credits: 3
  - GGY 591 - Directed Independent Study Credits: 1-3
  - GGY 592 - Special Topics in Geography Credits: 1-4
  - GGY 594 - Teaching Practicum in GIS and Remote Sensing Credits: 1-3
  And
- Eight additional graduate credit hours of GLY or GGY courses, or other approved graduate courses.
- GGY 598 - Internship in Applied Geography Credits: 1-6 (Must take 3 hours.)

Geographic Information Science Post-Baccalaureate Certificate, MCRT

Graduate Coordinator: Dr. Joanne Halls

Geographic Information Science is the academic theory behind the development, use, and application of geographic information systems (GIS), remote sensing, data visualization, global positioning systems, spatial analysis, and quantitative methods. The goal of this program is to provide a solid foundation in
Geographic Information Science and to explore application areas that utilize this technology. The curriculum is a combination of core courses that teach the fundamental theory of geospatial technology and electives that cover the vast range of this burgeoning technology in disciplines such as computer science, management information systems, various field methods techniques, applications in natural sciences (e.g. environmental science, geology, and oceanography) and quantitative analysis. The graduate certificate in Geographic Information Science provides a mixture of theory and practical expertise. The Geographic Information Science certificate is designed to serve: 1) students who wish to acquire technical expertise to support knowledge gained in other graduate programs and 2) returning students who wish to acquire knowledge and expertise to further their current and/or future job requirements. At the end of the program, students will employ a balanced combination of theory of spatial concepts and practical application of Geographic Information Science techniques to spatial problems in their own field of study.

Admission Requirements

Applicants seeking admission to the graduate Geographic Information Science certificate program must hold a bachelors degree from a regionally accredited college or university in this country, or its equivalent in a foreign institution based on a four-year program, and have a strong overall academic record with a "B" average or better.

To apply for admission to the graduate Geographic Information Science certificate program you must submit the following:

1. An application for admission to the graduate school
2. Official transcripts of all prior university or college coursework (undergraduate and graduate);
3. Three recommendations by individuals in professionally relevant fields;
4. A personal statement describing reasons for pursuing the Geographic Information Science certificate; and
5. Application and supplemental documents must be received by the published deadline.

Individuals who fall below one of these criteria may be admitted if other factors indicate potential for success. Individuals with identified deficiencies may be accepted provisionally with a specific plan for the remediation of these deficiencies. Such remediation may include a requirement of additional hours beyond those normally required for the degree.

Additional graduate courses that contain a substantial amount of geospatial technology, including transfer courses, may be applied to the program as approved by the Program Coordinator. Up to 6 hours of appropriate graduate coursework completed with a "B" or better at a regionally accredited university will be considered for transfer into the certificate program by the admissions committee.

Certificate Requirements (18 credit hours)

The program requires 18 credit hours. Given that the goal for the certificate program is to provide students with a balanced theoretical and applied education in Geographic Information Science, the curriculum consists of 9 core, or Geographic Information Science theory, credits and 9 elective, or applied, credits.
Required core courses (9 credits)

- GGY 520 - Fundamentals of Geographic Information Systems Credits: 3
- GGY 522 - Remote Sensing in Environmental Analysis Credits: 3 (GGY 422)

- GGY 524 - Advanced Geographic Information Systems Credits: 3 (GGY 424)
  or
- GGY 526 - Environmental Geographic Information Systems Credits: 3 (GGY 426)
  or
- GGY 528 - Advanced Remote Sensing Credits: 3 (GGY 428)

Electives (9 credits) with a minimum of 3 credits from each category

Category 1: Computing Techniques

- CSC 515 - Artificial Intelligence Credits: 3 (CSC 415) Prerequisite: CSC 332 or equivalent
- CSC 520 - Digital Image Processing Credits: 3 Prerequisite: CSC 340 or equivalent
- CSC 570 - Real-Time Graphics Credits: 3 Prerequisites: CSC 370 or equivalent
- MIS 513 - Information Analysis and Management Credits: 3 or
- MBA 513 - Information Analysis and Management Credits: 2
- MIS 555 - Database Management Systems Credits: 3
- MIS 565 - Analysis, Modeling and Design Credits: 3 Prerequisite: CSC 450 or MIS 411 and MIS 413 or equivalent

Category 2: Applied Techniques

- BIO 561 - Barrier Island Ecology Credits: 3

- CRM 504 - Data Analysis Credits: 3 or
- SOC 504 - Data Analysis Credits: 3 or
- STT 501 - Applied Statistical Methods Credits: 3 or
- PLS 501 - Quantitative Methods Credits: 3

- EVS 554 - Remote Sensing for Environmental Management Credits: 3
- EVS 555 - Geospatial Analysis for Environmental Management Credits: 3
- GGY 594 - Teaching Practicum in GIS and Remote Sensing Credits: 1-3
- GGY 598 - Internship in Applied Geography Credits: 1-6
- GLY 503 - Advanced Field Methods Credits: 4
- GLY 551 - Seafloor Mapping Credits: 3
- PHY 577 - Observational Methods and Data Analysis in Physical Oceanography Credits: 3
- PLS 504 - Computer Applications and MIS in Public Administration Credits: 3
Department of History

History, M.A.

Graduate Coordinator: Dr. W. Taylor Fain

The Department of History offers a program of study leading to the Master of Arts degree in history. Specific goals of the program are: (1) to provide advanced research and educational opportunities in the study of history; (2) to prepare historians by training them in the latest research techniques, providing them with a knowledge of the most current research on historical problems; and (3) to direct students in historical research using historical documents and archives.

Admission Requirements

1. Applicants are required to submit the following to the Graduate School:
2. An application for graduate admission.
3. Official transcripts of all college work (undergraduate and graduate).
4. Official scores on the Graduate Record Examination.
5. Three recommendations by individuals in professionally relevant fields; at least two must be from academics.
6. Research paper or suitable equivalent.
7. Essay uploaded directly into application.
8. Application and supplemental documents must be submitted by the published deadline.

The minimum requirements for admission to the graduate program in history include: satisfactory scores on the Graduate Record Examination (verbal, quantitative and analytical), a bachelor's degree from a regionally accredited college or university or its equivalent in a foreign institution, and an overall academic record with a "B" average or better in the basic courses prerequisite to the area of proposed graduate study. Applications for non-degree status will not be accepted.

Degree Requirements (30 total hours)

Thesis Option

1. The program requires a minimum of 30 semester hours of graduate study, 24 of which must be in history. A maximum of six semester hours of credit may be transferred from another regionally accredited institution. Grades on transfer work must be equivalent to "B" or better. At least 24 hours of graduate study must be completed in residence.
2. All students must complete a minimum of 24 semester hours of course work. Students in US., European and global must complete, in addition, six hours of thesis; public history students three hours of internship and three hours of thesis. At least 18 hours of course work must be completed in courses open only to graduate students; for public history students at least 15 hours. Cross listed courses will have additional requirements and different grading for graduate students.
3. Students must complete HST 500, 12 hours in the area of concentration and nine hours of electives. Six hours beyond HST 500 must be in graduate-level seminars. One graduate seminar must be in the area of concentration. No more than six hours of HST 591 may be counted toward the degree.
4. Each student must successfully complete a written comprehensive examination that will be administered no earlier than during the final semester of enrollment in course work, and no later than the semester following the completion of course work.

5. Each student in the U.S., European and Global areas will complete six hours of Thesis (HST 599), and defend the thesis to the satisfaction of the thesis committee, prior to graduation. Each student in public history will complete three hours of Internship in Public History (HST 598) and three hours (or more) of Thesis (HST 599) and present either a disciplinary content thesis, an original contribution to the literature of public history, or a work of interpretive scholarship acceptable to the thesis committee prior to graduation.

6. Students must pass a competency examination demonstrating satisfactory reading knowledge of a foreign language.

7. The program shall be completed within five years of the date of first registration for graduate study.

Online Non-Thesis Option for Educators

The Department of History at UNCW offers a unique online MA for educators. The specific goals of the program are: (1) to provide advanced opportunities for the study of history; (2) to prepare historical educators by providing them with knowledge of the most current research practices and questions in relation to historical problems; (3) to develop the professional practices of history educators to reflect deep understandings of content.

1. The program requires 30 hours of graduate study. 24 of those hours will consist of online reading and discussion courses, taught during the fall and spring semesters. Students will take two eight-week courses per semester HST 520 (3 credit hours), HST 540 (3 credit hours), HST 560 (3 credit hours), and HST 590 (3 credit hours), (each course must be taken twice for a total of 24 credit hours). The courses will cover United States, European, Global and systems-based histories.

2. Six hours will result from two institutes held during two consecutive summers HST 591 (must be taken twice for a total of six credit hours). The first summer institute (held during UNCW Summer Session II) will focus on a local topic and will provide students with information and teaching materials for integrating local history into their classrooms. Students will create a three-session lesson plan oriented around a local site visit, and present one of those lessons to faculty and peers Students will also produce an essay on the integration of local or regional history into the classroom experience. During the second institute, students will write a comprehensive historiographical essay and take a comprehensive exam.

3. Reading and discussion courses will cover American, European, Global and "systems-based" histories (such as Atlantic World, economic history, and modern imperialism and colonialism). Emphasis will be placed on content, historiographical context and current research questions in these fields.

4. Students will take comprehensive exams of materials covered in the online courses. Those exams will take place at the beginning of the second summer institute, following a week-long review of materials with faculty.
Department of Mathematics and Statistics

Mathematics, Bachelor’s/Master’s Combined Programs

Graduate Coordinator: Dr. Mark Lammers

The bachelor’s/master’s degree program is designed to provide a student in mathematics a means to complete the requirements for both degrees in a period of five years. The key feature of the program is that a student can count up to 12 hours of graduate level courses satisfying requirements for the B.A. or B.S. towards the M.A. or M.S. in mathematics.

A. Students in the B.A. or B.S. program in mathematics who have:
   1. Completed a minimum of seventy-five (75) and a maximum of ninety-eight (98) credit hours in their undergraduate programs in mathematics, including credits earned from advanced placement if they started at UNCW or are transfer students and have completed a minimum of two semesters as a full-time student at UNCW, a minimum of 24 hours.
   2. Completed a minimum of nine (9) hours of 300-400 level mathematics or statistics courses.
   3. A minimum accumulated grade point average (gpa) of 3.0/4.0 and a minimum grade point average (gpa) of 3.0/4.0 on all 300-400 level mathematics or statistics courses at UNCW.

Students may apply to the department chair for permission to apply up to 12 credit hours of graduate level course work during their senior year toward their future master’s degree.

B. In the first semester of his/her senior year, the student must submit the standard application for admission to the Graduate School including: an application form, application fee, transcripts, and GRE scores to the Graduate School. In addition, a graduate degree plan, signed by the prospective student, the department chair, and graduate coordinator must be submitted before the end of the senior year. Departmental permission to apply to the bachelor’s/master’s degree program does not guarantee admission to the Graduate School. Admission is contingent of meeting eligibility requirements at the time of entering the graduate program.

C. The graduate degree plan for the master's degree must clearly indicate:
   - Courses (maximum of 12 graduate credit hours) that will be double-counted for both bachelor's and master's degree;
   - Additional graduate courses that will be taken but not counted toward the bachelor’s degree;
   - The student intends to fulfill his/her course requirements for the Master's degree no later than a year after receiving the bachelor's degree.
   - Intended graduation date for the master's degree.

D. Upon review of the submitted materials by the Graduate School, a letter of acceptance (or denial) to the master's program, will be sent to the student and copied to the department chair and graduate coordinator. Acceptance will be provisional and contingent upon meeting specified degree requirements, including completion of the bachelor's degree.

E. A student who is ineligible to participate or continue in, or withdraws from the bachelor’s/master’s program cannot double count any courses for both bachelor's and master's degree.

For more details see the department chair or the graduate coordinator.
Mathematics, M.S.

Graduate Coordinator: Dr. Mark Lammers

The Department of Mathematics and Statistics offers programs of study leading to the Master of Science degree in mathematics. The Master of Science program is flexible enough to provide several plans of study depending on the choice of recommended sequence of courses. Student interested in applied mathematics may take courses to prepare themselves for careers in business, industry, or government as well as for further study in mathematics. Applications from the sciences, industry and management are stressed in course work from the areas of classical applied mathematics, operations research, and statistics. A more traditional pure mathematics plan of study provides a strong background in basic areas of mathematics. Thus it is often the choice of those interested in secondary or community college teaching and for those who intend to pursue the Ph.D. degree in mathematics at another institution. Teachers in secondary schools who wish to obtain graduate level teacher certification should check with the graduate coordinator in the Watson College of Education to determine the current requirements for certification.

Admission Requirements

Application and supplemental documents must be submitted by the published deadline. A complete application consists of:

1. An application for graduate admission submitted on-line through the Graduate School website.
2. Official transcripts of all college work (undergraduate and graduate).
3. Official scores on the Graduate Record Examination (GRE) aptitude test. Scores more than five years old will not be accepted. In cases where the opportunity to take the GRE may be limited (such as in certain foreign countries) the applicant may request a waiver or modification of this requirement. Such requests will be considered by the department on their individual merit.
4. Three recommendations from individuals in professionally relevant fields.
   Each applicant also must:
5. Have a strong overall academic record and have passed, with a "B" or better average, the following undergraduate mathematics courses or their equivalent: a standard introductory calculus sequence including multivariate calculus, a course in linear algebra, and at least 15 additional semester hours of mathematics or statistics courses beyond the level of calculus.

Admissions decisions are based upon the examination of several factors, and where other indicators of success warrant, individuals who fall below the established criterion in one of the areas may be considered for admission. Such individuals may be required to take additional course work to remove deficiencies or required to demonstrate proficiency in certain areas.

To ensure that the mathematical prerequisites have been met, any student not enrolled in the mathematics degree program or the Master of Education in secondary education mathematics track must obtain permission from the Department of Mathematical Sciences to register for any graduate course offered by the department.

Degree Requirements

The Master of Science degree requires a total of 30-33 semester hours of graduate work in mathematics and statistics. With the permission of the graduate coordinator and the chair, the coursework may include
up to six hours of graduate courses from outside the department. To fulfill part of these requirements each student must select one of the following plans:

A. Thesis Plan (30 total credit hours)

Each student must complete two semester hours of seminar (MAT 595) and four semester hours of thesis (MAT 599). Each student must present a thesis, acceptable to his/her thesis committee, prior to graduation. The student will report orally on the thesis to a general audience during the final semester before graduation. The thesis defense will be followed by an oral examination on the student's coursework. The student must successfully complete a written comprehensive examination administered during the semester the student plans to graduate.

B. Non-thesis Plan (33 total credit hours)

Each student must complete two semester hours of seminar (MAT 595) and a one-semester hour research project (MAT 596) or internship (MAT 598). The student must successfully complete a written comprehensive examination administered during the semester the student plans to graduate.

Core Requirements (12 credit hours)

Each student must complete:

- MAT 515 - Introduction to Complex Variables Credits: 3
- MAT 531 - Linear Algebra Credits: 3

One of:

- MAT 535 - Linear Programming Credits: 3 Or
- MAT 541 - Modern Algebra I Credits: 3 Or
- STT 512 - Applied Regression and Correlation Credits: 3

And one of:

- MAT 511 - Real Analysis I Credits: 3 Or
- MAT 518 - Applied Analytical Methods I Credits: 3 Or
- STT 566 - Mathematical Statistics I Credits: 3

Additional Requirements (12 credit hours thesis and 18 credit hours non-thesis)

The remaining hours of coursework are selected from MAT 500 - 599 or STT 500 - 599 in consultation with an advisor, who will assist in selecting those courses best suited to the student's goals and interests. A candidate for the M.S. degree may petition the graduate coordinator for permission to apply up to six hours of graduate coursework from outside the department toward fulfillment of degree requirements. This petition must address the relevance of this coursework to the student's academic goals and to a coherent program of study. Detailed advising guidelines supplied by the department recommend courses
for students preparing for further graduate work; for careers in teaching community college of secondary school; and for careers in industry, business and government.

**Applied Statistics Post-Baccalaureate Certificate, MCRT**

**Graduate Coordinator:** Dr. James Blum

The Department of Mathematics and Statistics offers a post-baccalaureate certificate in applied statistics for public administrators, business and industry professionals, students and others who perceive a need for training in the proper use of statistical methodology. The program allows for a balance between the technical and practical aspects of statistical applications, along with perspectives on reporting results to a variety of potential audiences. The overall objective of the certificate program is to give working professionals the necessary skills to ensure their data-based inferences and decisions are based on sound statistical principles. Students may participate in the applied statistics certificate program in conjunction with other UNCW graduate degree programs.

**Admission Requirements**

Applicants seeking admission to the graduate certificate program must hold a bachelor's degree from a regionally accredited university or college in this country, or its equivalent from a foreign institution based on a four-year program, and have a strong overall academic record with a "B" average or better on courses prerequisite to statistical methodology. Applicants are required to submit the following to the Graduate School:

1. An application for graduate admission
2. All official transcripts (both undergraduate and graduate)
3. Three letters of recommendation describing the individual's potential to complete the program
4. Application and supplemental documents must be submitted by the published deadline.

**Certificate Requirements (17 or 18 total hours)**

The program requires 17 or 18 credit hours for completion. Students must complete a minimum of fifteen hours from graduate courses containing a substantial degree of statistical theory or application, at least twelve of which are from courses offered in the Department of Mathematics and Statistics. The remaining hours may include another three hour graduate course or a two hour research project STT 596. The course options selected are subject to approval by the program coordinator.

**Approved electives**

- STT 501 - Applied Statistical Methods Credits: 3
- STT 505 - Data Analysis Credits: 3
- STT 511 - Design of Experiments and Analysis of Variance Credits: 3
- STT 512 - Applied Regression and Correlation Credits: 3
- STT 520 - Biostatistical Analysis Credits: 3
- STT 525 - Categorical Data Analysis Credits: 3
- STT 530 - Introduction to Non-parametric Statistics Credits: 3
• STT 535 - Applied Multivariate Analysis Credits: 3
• STT 540 - Linear Models and Regression Analysis Credits: 3
• STT 565 - Applied Probability Credits: 3
• STT 566 - Mathematical Statistics I Credits: 3
• STT 567 - Mathematical Statistics II Credits: 3
• STT 569 - Stochastic Processes in Operations Research Credits: 3
• STT 590 - Case Studies in Statistical Consulting Credits: 3
• STT 592 - Topics in Statistics Credits: 3
• STT 596 - Research Project Credits: 2

Additional Requirements

In addition to the above courses, other graduate courses containing a substantial amount of statistical application or theory may also be included in the plan of study, subject to the approval of the program coordinator.

The descriptions for statistics courses can be found in the -- Course Descriptions section of this catalogue.

Department of Psychology

Psychology, M.A.

Graduate Coordinator: Dr. Christine Hughes

The Department of Psychology offers a program leading to the Master of Arts in psychology. The specific goals of the programs are to emphasize the scientific methods and principles common to all fields of psychology. Within the program there are three separate concentrations:

1. a general psychology concentration with a major goal to prepare students for entry into doctoral programs in applied or experimental psychology;
2. a substance abuse treatment psychology concentration. The purpose of this clinical concentration is to help prepare students for the North Carolina Psychological Associate Licensure Examination and the North Carolina Clinical Addictions Specialist Licensure.
3. an applied behavior analysis concentration. The purpose of this clinical concentration is to help prepare students for the North Carolina Psychological Associate Licensure Examination and examination for Board Certification as an Applied Behavior Analyst.

Admission Requirements

Applicants seeking admission to the graduate program in psychology are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination
4. Three recommendations from educators or others with professionally relevant information. (note: at least one letter must be from an educator)
5. A $60 non-refundable application fee in U.S. dollars
6. Application and supplemental documents must be submitted by the published deadline.

Students who have majored in psychology or who have taken substantial coursework in psychology while majoring in another field will be considered for acceptance into the program. Students desiring admission into the graduate program in psychology must meet the following requirements: (a) a bachelor's degree from a regionally accredited college or university or its equivalent from a foreign institution of higher education; (b) a strong academic record with an average of "B" or better in at least 21 hours of psychology courses, including statistics and a psychology research methods course; (c) Graduate Record Examination Scores. Non-psychology majors must also submit GRE Psychology exam scores. Note: evidence of b and c must be provided by the submission deadline.

Additional submission requirements include:

1. Psychology Statement of Research Interest Form. You can access this form during the online application process. The form will ask you to select a concentration (General, Applied Behavior Analysis, or Substance Abuse Treatment) and rate your research interests in a variety of areas of psychology.
2. Statement of Interest. This 500-800 word statement is completed during the online application process. Your statement should address: a) the areas of psychology in which you are interested; b) your career & educational goals immediately upon completion of the master's degree; c) your long-term educational & career goals; d) how completion of this degree program will help you reach your career & educational goals; and e) any career-relevant experience you have had (e.g., instructional, research, computer skills, counseling, animal care, etc.).

Degree Requirements

1. The general concentration will require a minimum of 33 semester hours; the substance abuse treatment concentration will require a minimum of 55 hours and the applied behavior analysis concentration will require a minimum of 53 hours.
2. Courses open only to graduate students: All students will take at least 33 hours of coursework open only to graduate students.
3. Students must maintain a “B” average in all graduate courses taken. A student ineligible to continue because of poor grades, based upon special circumstances, may petition the Graduate School for reinstatement. A petition for reinstatement must be accompanied by statements of endorsement or non-endorsement from both the department chairperson and the dean of the College of Arts and Sciences. A student so reinstated will be dismissed if any additional grade below that of “B” is earned.
4. A minimum of 26 semester hours of graduate study must be completed in residence.
5. A faculty committee composed of a chairman and at least two other members of the Graduate Faculty, will be established for each student within the first two semesters in residence. One committee member may be from outside the field of concentration. This committee will oversee the student’s thesis and program of study.
6. A comprehensive written examination must be successfully completed. This is usually done during the semester in which the student is enrolled in final course work.
7. The student will present and defend a thesis which is acceptable to the faculty committee prior to graduation.
8. Satisfactory completion of nine hours of Research Methods courses is required: PSY 555 (4), PSY 579 (1), PSY 580 (1), and PSY 589 or PSY 515 (3).
9. Each student must complete an approved course of study within five years of the date of the first registration for graduate study to be eligible for graduation.
10. PSY 591 may be repeated only once for credit toward the graduation requirement.

Requirements for the Master of Arts in psychology

Core courses

Students in all three concentrations, general psychology, substance abuse treatment psychology and applied behavior analysis, must take the following core courses in addition to concentration requirements. Core courses specific to each concentration are noted.

I. Research Methods (nine hours required)

- PSY 555 - Psychological Research Methods I Credits: 4
- PSY 579 - Advanced Research Practicum Credits: 1
- PSY 580 - Advanced Research Practicum Credits: 1
- PSY 589 - Psychological Research Methods II Credits: 3 or
- PSY 515 - Small-n Research Design Credits: 3 (required of Applied Behavior Analysis students)

II. Academic Core courses (four of the following)

- PSY 510 - Cognitive Psychology Credits: 3
- PSY 517 - Learning and Behavior Analysis Credits: 3 (required of Applied Behavior Analysis students)
- PSY 520 - Developmental Psychology Credits: 3 (required of Applied Behavior Analysis students)
- PSY 556 - Advanced Physiological Psychology Credits: 3 (required of both Applied Behavior Analysis and Substance Abuse treatment Psychology students)
- PSY 565 - Personality and Social Psychology Credits: 3

III. Thesis

- PSY 599 - Thesis in Psychology Credits: 1-6 (six hours to be taken over at least two semesters)

General psychology concentration requirements (33 semester hours)

In addition to four of the core courses listed above, students seeking a Master of Arts in psychology under the general psychology concentration must also complete the following:

- PSY 595 - Seminar Credits: 3
- One elective approved by the psychology graduate coordinator (3)
Substance abuse treatment psychology concentration requirements (55 semester hours)

Students in the substance abuse treatment concentration must take PSY 556 - Advanced Physiological Psychology as an Academic Core course, but may select any three of the remaining four courses from that category. In addition to the four core courses, students seeking a Master of Arts in psychology under the substance abuse treatment psychology concentration must complete the following:

- PSY 525 - Psychological Assessment I Credits: 3
- PSY 526 - Psychological Assessment II Credits: 3
- PSY 545 - Chemical Dependency Credits: 3
- PSY 547 - Advanced Psychopathology Credits: 3
- PSY 549 - Basic Interviewing Skills in the Treatment of Substance Abuse Credits: 2
- PSY 550 - Advanced Psychotherapy Credits: 3
- PSY 551 - Intervention Strategies in Alcohol and Drug Problems Credits: 3
- PSY 552 - Cultural, Ethical, and Legal Issues in Mental Health Credits: 3
- PSY 594 - Clinical Psychotherapy Practicum Credits: 2
- PSY 598 - Internship Credits: 1-3 (3 credits required)

Applied behavior analysis concentration requirements (53 semester hours)

Students in the applied behavior analysis concentration must take PSY 517, PSY 520 and PSY 556 to fulfill three of the four academic core requirements and may select from PSY 510 or PSY 565 for the fourth. In addition to the four core courses, students seeking a Master of Arts in psychology under the applied behavior analysis concentration must complete the following:

- PSY 518 - Applied Behavior Analysis Credits: 3
- PSY 519 - Conceptual Issues in Behavioral Analysis Credits: 3
- PSY 522 - Advanced Topics in Behavior Analysis Credits: 1
- PSY 525 - Psychological Assessment I Credits: 3 (3 credits required)
- PSY 547 - Advanced Psychopathology Credits: 3
- PSY 550 - Advanced Psychotherapy Credits: 3
- PSY 552 - Cultural, Ethical, and Legal Issues in Mental Health Credits: 3
- PSY 596 - Clinical Psychology Practicum in Applied Behavior Analysis Credits: 2
- PSY 597 - Internship in Psychology and Applied Behavior Analysis Credits: 1-3 (3 credits required)

Department of Public and International Affairs

Conflict Management and Resolution, M.A.

Graduate Coordinator: Dr. Remonda Kleinberg
The Department of Public and International Affairs offers a multi-disciplinary M.A. in Conflict Management and Resolution (CMR) for professionals, practitioners and students who wish to gain a greater understanding of a variety of conflict in both domestic and international settings. The program is based on a dual-format, blended-course model which includes intensive instructional blocks utilizing face-to-face instruction, video teleconferencing and mobile access followed by self-paced but guided distance education. There is one instructional block a semester spanning two-to-four weeks at the beginning of the fall, spring and summer semesters. The program is designed to provide core knowledge, skills, and abilities through a set of modules focused on the theoretical and applied approaches to conflict management. Students acquire the tools to respond to a broad spectrum of scenarios including interpersonal conflict, third-party facilitation and mediation, and larger group conflict. The objective of the graduate degree is to give graduates the knowledge and skill set to assess, interpret and, manage conflict in contemporary and diverse domestic or international organizational and inter-organizational settings. Students will gain an understanding of the theoretical and practical processes involved with effectively negotiating and advocating in domestic or international settings. Students will moreover gain the skills to identify the uses, strengths and weaknesses of bargaining at the theoretical and practical levels and analyze power sources in negotiations in order to better address the various career goals of our students, the M. A. degree in Conflict Management and Resolution will have two tracks: National and International Security and, Domestic, Social and Organizational Conflict Transformation. Students will be required to complete the capstone course in their chosen concentration.

Admissions Requirements

Applicants seeking admission to the Conflict Management and Resolution graduate degree program must hold a bachelor's degree from a regionally accredited college or university in the United States or its equivalent in a foreign institution. The Graduate School will determine equivalency of international baccalaureate degrees. Applicants must have a strong academic record in any field with an overall GPA of 3.00, or a "B" average or the equivalent professional experience. All applicants must submit the following to the UNCW Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. A 500-word essay on the applicant's goal in pursuing graduate work in conflict management and resolution.
4. Three letters of recommendation from an academic institution or the applicant's relevant professional field.
5. A current Curriculum Vitae or Resume.
6. Writing sample (Optional).
7. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (36 total hours)

The M.A. program requires 36 hours. The degree includes 4 core courses (12 credits) that are mandatory for both domestic and international tracks, and one Concentration Core course (3 credits). Students will choose 21 electives for a total of 36 credit hours in either the National and International Security or Domestic, Social and Organizational Conflict Transformation concentration. All courses listed will be taught in a semi-distance format where students will be required to attend a block of intense class lectures after which assignments will be completed off-campus.
Required core courses (12 credits)

- CMR 502 - Conflict Management Theory Credits: 3
- CMR 503 - Decision Making and Negotiation Credits: 3
- CMR 507 - Mediation and Conflict Resolution Practicum Credits: 3
- CMR 538 - Intercultural Dispute Resolution Credits: 3

National and International Security (NIS) Concentration (3 credits)

- CMR 547 - National and International Security Credits: 3

NIS Concentration Electives 21 credits

- CMR 520 - Conflict Management and Resolution Credits: 3
- CMR 525 - Conflict in International Politics Credits: 3
- CMR 530 - International Law and Dispute Resolution Credits: 3
- CMR 531 - Ethics in International Affairs Credits: 3
- CMR 532 - Development, Change and Conflict Credits: 3
- CMR 533 - International Peacekeeping and Negotiation Credits: 3
- CMR 535 - Violence Studies Credits: 3
- CMR 536 - Terrorism and Counterterrorism Credits: 3
- CMR 537 - Crisis Negotiation Credits: 3
- CMR 540 - Propaganda, Political Warfare and Influence Operations Credits: 3
- CMR 541 - Missile Defense and its Role in Conflict Resolution Credits: 3
- CMR 542 - The Psychology of Terrorism Credits: 3
- CMR 543 - International Organizational Behavior Credits: 3
- CMR 544 - Strategic Communication: Analysis of Persuasion and Cultural Principles and Techniques Credits: 3
- CMR 545 - Technology and Security Credits: 3
- CMR 546 - Space Technology and Security Credits: 3
- CMR 548 - Emerging International Security Threats Credits: 3
- CMR 549 - Political Violence and Insurgency Credits: 3
- CMR 552 - Spy Tech: The Technology of Modern-Day Intelligence, Surveillance and Reconnaissance (ISR) and its Role in Global Conflict Management Credits: 3
- CMR 553 - From M-4s to Smartphones: Soldier Tech on the Modern Battlefield Credits: 3
- CMR 554 - Cyberwarfare, the Newest Dimension of War: Cyber-Technology and its Role in 21st-Century Conflict Credits: 3
- CMR 555 - Robots at War: Examining the Evolution of Unmanned Vehicles in Armed Conflicts and Security Operations Credits: 3
- CMR 556 - Nuclear Weapons, Nuclear Wars: The Technologies of Nuclear Weapons and their Delivery Systems Credits: 3
- CMR 560 - Intelligence and National Security Credits: 3
- CMR 561 - International Terrorism: Regional Studies Credits: 3
- CMR 595 - Restorative Justice Credits: 3
Domestic, Social and Organizational Conflict Transformation (DSOC) Concentration (3 credits)

- CMR 528 - Individual and Organizational Problem Solving and Decision Making Credits: 3

DSOC Concentration Electives 21 credit

- CMR 520 - Conflict Management and Resolution Credits: 3
- CMR 521 - Alternative Dispute Resolution Credits: 3
- CMR 522 - Public Management and Facilitation Credits: 3
- CMR 523 - Ombudsmanship Credits: 3
- CMR 524 - Family Violence Across the Lifespan: Professional and Social Responses Credits: 3
- CMR 526 - The 21st Century Workplace: Diversity Matters Credits: 3
- CMR 527 - Labor Law and Relations Credits: 3
- CMR 528 - Individual and Organizational Problem Solving and Decision Making Credits: 3
- CMR 534 - Problem Solving and Decision Making Credits: 3
- CMR 537 - Crisis Negotiation Credits: 3
- CMR 539 - Mediation in the Community Credits: 3
- CMR 542 - The Psychology of Terrorism Credits: 3
- CMR 550 - Trauma Awareness and Transformation Credits: 3
- CMR 551 - Non-Violent Communication and Crisis Intervention Credits: 3
- CMR 595 - Restorative Justice Credits: 3

Public Administration, M.P.A.

Graduate Coordinator: Dr. Thomas Barth

The Master of Public Administration (MPA), housed in the Department of Public and International Affairs in the College of Arts and Sciences, is an interdisciplinary, terminal professional degree designed to: provide a broad education for individuals expecting to enter government and nonprofit institutions and who aspire to management positions; enhance the capabilities and performance of those individuals currently in management positions in southeastern North Carolina; produce relevant public administration research; and provide active public service aimed at the support and improvement of public administration and nonprofit management in southeastern North Carolina.

The three primary foci of the MPA program are as follows:

1. Skill in the Management of Public/Nonprofit Organizations
   - human resources
   - budgeting and financial processes
   - information management, including computer systems and applications
   - application of quantitative and qualitative techniques in policy analysis, program development, program evaluation, and policy and program implementation
   - decision-making and problem-solving
2. Understanding of Public Policy and Organizational Environment
- political institutions and processes
- legal institutions and processes
- economic institutions and processes
- social institutions and processes
- organization and management concepts and behavior

3. Awareness of Ethics in the Management of Public/Nonprofit Organizations
   - responsible exercise of administrative discretion in a political environment
   - understandable and accurate communication of data to citizens and elected officials
   - advancing the public interest

Furthermore, concentrated areas of study will be provided in:

- Coastal Planning and Management
- Environmental Policy and Management
- Nonprofit Management
- Marine Policy
- Public Management
- Public Policy Analysis
- Urban and Regional Policy and Planning
- Customized concentrations

**Admission Requirements**

Applicants seeking admission to the Master of Public Administration program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT).
4. Three recommendations from individuals who are in a position to evaluate the applicant's professional competence as well as potential for graduate study (ideally at least one reference should be an academic instructor).
5. A personal statement describing educational and professional experiences, their reasons for pursuing graduate study in public administration, and career goals
6. Resume
7. Optional writing sample
8. Application and supplemental documents must be submitted by the published deadline.

Applicants seeking admission to the program must have a bachelor's degree from a regionally accredited college or university, or its equivalent from a foreign institution of higher education based on a four-year program; a strong academic record with an average GPA of 3.0 or better in the undergraduate program; academic potential as indicated by satisfactory performance on the GRE General Test or GMAT. Individuals who fall below a specified criterion may be admitted if other factors indicate potential for success. Individuals with identified deficiencies may be accepted provisionally with specified plans and goals for the remediation of these deficiencies. Such remediation may include a requirement of additional hours beyond those normally required for the degree.
Academic Regulations

In addition to the policies contained in the Code of Student Life, the university catalog, and other university and MPA program publications, students admitted to the MPA program must comply with the following additional policies.

Non-degree Seeking Students

The MPA program allows non-degree seeking students to take a limited number of courses for credit. Non-degree seeking students are limited to taking no more than 9 credit hours before they are required to apply for admission as a degree-seeking student. Additional hours must be approved in advance by the MPA director. Since non-degree seeking students are subject to different admissions requirements, the MPA director may limit the courses that a particular non-degree seeking student is allowed to take. The courses taken may be used to satisfy degree requirements if approved by the MPA director.

Registration

A degree seeking student in the MPA program is limited to registering for, and receiving credit for, a maximum of 12 credit hours in any one semester. A student enrolled in summer classes shall not register for, and will not receive credit for, more than 6 hours in any one session or 9 total hours for all summer sessions. Non-degree seeking students are limited to a maximum of 9 credit hours in a semester and 6 total hours in the summer. Permission of the MPA director is required to exceed these maximum credit hour requirements.

Retention Policy

Two grades of a C or lower, one grade of F, or one grade of U for a thesis results in automatic dismissal from the MPA program. Further, if a student falls below 3.0 GPA at any time, he or she goes on academic probation and has three subsequent courses or nine credit hours to raise their GPA above a 3.0 or they are dismissed from the MPA program. If the student raises their GPA above a 3.0 and it falls below a 3.0 for a second time, they are dismissed from the MPA program. Students must have a GPA above 3.0 to enroll in either PLS 595, PLS 594, or PLS 598.

Minimum Competency Requirement

The core requirements (18 credit hours), internship or practicum (3 credit hours), and applied skill-based electives (3 credit hours) are courses that require a minimum level of competency of a B or better or an S. Any student receiving a B- or lower or a U must repeat the course and receive a grade of B or better. Such courses may only be repeated once and failure to receive a B or better grade or an S (internship) will result in dismissal from the MPA program. Both the initial and repeated grades will count towards determining the GPA but only the initial hours will count toward the degree requirements.

Academic Honor Code

The MPA program is committed to the university's honor code. No form of academic dishonesty will be tolerated (see the university catalogs and Code of Student Life for examples of dishonesty). Students are
encouraged to report occurrences of academic dishonesty to their course instructors or the MPA director. Students found guilty of academic dishonesty may be dismissed from the program by the MPA director regardless of the penalty imposed by the university's disciplinary procedures.

Student Conduct

The Master of Public Administration (MPA) is a professional degree program. All MPA students are expected to act and behave with professionalism both on and off campus. Acceptance of admission to the MPA program shall be construed as evidence that an MPA student agrees to comply with all rules and regulations of the university as stated in the Code of Student Life, the university catalog, and other university and MPA program publications. Students accused of conduct that warrants proceedings by the Dean of Students according to these university policies may be suspended by the MPA director pending the resolution of the administrative proceedings. Students found guilty during these proceedings may also be suspended or dismissed from the MPA program following a disciplinary hearing regardless of the penalty imposed by the Dean of Students.

The MPA Program also strives to develop future professionals who will work in managerial and leadership positions in the public and nonprofit sectors. Therefore, MPA students are expected to act in accordance with the code of ethics developed by the MPA program as well as other applicable codes developed by professional associations in the field of public administration. Moreover, any student accused or found guilty of a crime involving moral turpitude or a crime with the potential to create a danger to the campus community or would create an adverse learning environment or hostile workplace (broadly defined) may be suspended or dismissed by the director of the MPA program following a disciplinary hearing. Students accused or found guilty of unacceptable personal conduct as defined by the North Carolina Department of Administration's Disciplinary Action and Dismissal Policy or personal or professional conduct that violates established codes of ethical conduct adopted by the MPA program or professional associations within the field of public administration may be suspended or dismissed by the director of the MPA program following a disciplinary hearing. Disciplinary hearings conducted by the MPA program shall be conducted by the MPA director (or their designee) and 2 other members of the MPA program's faculty and students will have an opportunity to present evidence. Failure of the student to attend any disciplinary meetings or hearings or failure of a student to respond to a request for information pertaining to the allegations shall be grounds for suspension or dismissal by the MPA director. If a student is arrested or is accused of behavior subject to this policy, the student is required to notify the MPA director as soon as practicable. Failure to notify the MPA director shall be grounds for suspension or dismissal by the MPA director.

Degree Requirements (42 total hours)

Option 1 - Non-Thesis

The program requires the satisfactory completion of 42 credit hours of approved graduate level courses or a minimum of 39 credit hours if the internship or practicum requirement is waived (see below).

The program requirements consist of the following: 18 credits of core classes designed to provide the basic skills needed by managers and policy analysts working in public and nonprofit organizations; 3 credits of an internship or practicum designed to link theory with practice; three credits of an applied skill-based elective; and 12 credits of an approved concentration. Students can take their remaining six to nine credits from electives offered by the Department of Public and International Affairs or choose approved electives offered by other departments or universities.
Option 2 - Thesis

Students wishing to complete a thesis may do so by pursuing a thesis option which requires:

1. Creating a Thesis Committee consisting of a chairperson and two additional members of the Graduate Faculty. At least two members of the committee including the chairperson must be from the Department of Public and International Affairs. This committee will oversee the student's thesis. Students are advised to create this faculty committee no later than the third semester of enrollment.
2. Prepare and defend a thesis proposal following departmental guidelines.
3. Prepare and defend a thesis that is acceptable to the individual's thesis committee.
4. Complete at least 6 hours of PLS 599 - Thesis in Public Administration
5. Students pursuing this option will complete 45 hours of graduate credit, three hours more than students who do not pursue this option. Students are not required to take PLS 595 - Capstone Seminar in Public Administration but may choose to do so as an elective. However, students must complete 3 hours of the internship or practicum requirement unless they receive a waiver. If the student receives a waiver, their credit hour requirement for the thesis option is reduced to 42 hours (three more than it would be normally). They are also allowed to take up to 3 credit hours of PLS 598 as an elective, which would count towards their 42 credit hour requirement.

Core Requirements (18 credit hours)

All students are required to complete the following classes:

- PLS 500 - Managing Public and Nonprofit Organizations Credits: 3
- PLS 501 - Quantitative Methods Credits: 3
- PLS 502 - Public Human Resources Development and Administration Credits: 3
- PLS 503 - Public Budgeting and Finance Administration Credits: 3
- PLS 505 - Policy Analysis Credits: 3
- PLS 595 - Capstone Seminar in Public Administration Credits: 3

Internship or Practicum (3 credit hours)

Students must complete a 3 credit hour internship or practicum unless the requirement is waived by the director of the MPA program. All students must have their internship placement approved by the MPA director or their designee and their advisor. A practicum is only allowed in place of an internship when the student's professional responsibilities or work requirements make it difficult or impossible to complete an internship. A practicum will consist of an applied research project examining a management or policy issue that is either in the student's work place or it is completed for another organization.

A waiver to the internship requirement is only granted when the student can demonstrate a minimum of five years of significant management or policy-related professional experience or completes a comparable experience that the MPA director determines will be a suitable replacement for the requirement. Requests for a waiver must be made in writing and be approved by the MPA director. If the internship requirement is waived, the student is only required to complete 39 credit hours to graduate. Students who receive a waiver may elect to take PLS 598 as an elective for 3 credit hours if the student's advisor and MPA director determine it will enhance their professional development.
- PLS 594 - Practicum in Public Administration Credits: 3-6
- PLS 598 - Internship in Public Administration Credits: 3-6

Applied Skill-Based Electives (3 credit hours)

All students are required to take one of the following applied skill-based electives, however, students can take additional classes from this list as electives or concentration courses. Students should consult with their advisors to select the appropriate course.

- PLS 504 - Computer Applications and MIS in Public Administration Credits: 3
- PLS 506 - Program Evaluation Credits: 3
- PLS 507 - Applied Management Tools, Skills, and Techniques Credits: 3
- PLS 541 - Public Economics and Cost-Benefit Analysis Credits: 3
- PLS 545 - Government Planning and Geographic Information Systems Credits: 3
- GGY 524 - Advanced Geographic Information Systems Credits: 3 (3 credits required)
- EVS 554 - Remote Sensing for Environmental Management Credits: 3
- EVS 555 - Geospatial Analysis for Environmental Management Credits: 3
- CRM 502 - Evaluation, Methods and Policy Credits: 3 or
- SOC 502 - Evaluation, Methods and Policy Credits: 3

- CRM 504 - Data Analysis Credits: 3 or
- SOC 504 - Data Analysis Credits: 3

- CRM 506 - Qualitative Data Analysis Credits: 3 or
- SOC 506 - Qualitative Data Analysis Credits: 3

- ENG 557 - Theory and Practice of Technical Communication Credits: 3
- ANT 500 - Practicing Ethnography Credits: 3
- STT 505 - Data Analysis Credits: 3
- STT 511 - Design of Experiments and Analysis of Variance Credits: 3
- STT 512 - Applied Regression and Correlation Credits: 3
- STT 525 - Categorical Data Analysis Credits: 3
- STT 530 - Introduction to Non-parametric Statistics Credits: 3
- STT 535 - Applied Multivariate Analysis Credits: 3
- STT 540 - Linear Models and Regression Analysis Credits: 3
- STT 565 - Applied Probability Credits: 3
- STT 569 - Stochastic Processes in Operations Research Credits: 3
- STT 590 - Case Studies in Statistical Consulting Credits: 3
- ENG 551 - Studies in Professional Writing Credits: 3
- ECN 525 - Environmental Economics Credits: 3
- ECN 528 - Regional Economics Credits: 3
- ECN 530 - Natural Resource Economics Credits: 3 or
- other approved electives
Concentrations (12 credit hours)

All students are also required to pursue a concentrated area of study in Coastal Planning and Management (12 credits), Environmental Policy and Management (12 credits), Marine Policy (12 credits), Nonprofit Management (12 credits), Public Management (12 credits), or Urban and Regional Policy and Planning (12 credits). Students can also elect to design their own twelve credit concentrations in areas such as historic perseverance, health policy, gerontology and public history. Students wishing to design their own concentrations should consult their advisor or the MPA coordinator.

Coastal Planning and Management (12 credit hours)

All students pursuing a concentration in coastal planning and management must complete the following requirements:

- PLS 521 - Foundations of Coastal and Environmental Management Credits: 3
- PLS 527 - Planning Theory and Planning Law Credits: 3

Students must take an additional six credit hours of an approved elective.

Choose six credit hours from the following list of approved electives:

- EVS 520 - Foundations of Coastal Management Credits: 3
- EVS 555 - Geospatial Analysis for Environmental Management Credits: 3
- EVS 570 - Advanced Environmental Law and Policy Credits: 3
- EVS 572 - Coastal Protected Areas Management Credits: 3
- GGY 526 - Environmental Geographic Information Systems Credits: 3 (3 hours required)
- GLY 558 - Introduction to Coastal Management Credits: 4 (3 hours required)
- PLS 513 - Regional Planning Politics and Policy Credits: 3
- PLS 517 - Strategic Planning and Management for Public and Non-Profit Organizations 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 528 - Local Government Administration Credits: 3
- PLS 543 - Environmental Policy Analysis Credits: 3
- PLS 544 - Resource Economics Credits: 3
- PLS 545 - Government Planning and Geographic Information Systems Credits: 3
- ECN 525 - Environmental Economics Credits: 3
- ECN 530 - Natural Resource Economics Credits: 3 or
- other approved electives

Environmental Policy and Management (12 credit hours)

All students pursuing a concentration in environmental policy and management must complete the following requirements:
- PLS 543 - Environmental Policy Analysis Credits: 3

  and one of the following

- EVS 564 - Natural Resource Policy Credits: 3
- EVS 570 - Advanced Environmental Law and Policy Credits: 3
- EVS 540 - Foundations of Environmental Management Credits: 3

Students must take an additional six credit hours of an approved elective.

Choose six credit hours from the following list of approved electives:

- BIO 562 - Wetlands of the United States and their Management Credits: 3
- BIO 568 - River Ecology Credits: 3
- ECN 525 - Environmental Economics Credits: 3
- ECN 530 - Natural Resource Economics Credits: 3
- EVS 555 - Geospatial Analysis for Environmental Management Credits: 3
- EVS 564 - Natural Resource Policy Credits: 3
- EVS 570 - Advanced Environmental Law and Policy Credits: 3
- GGY 526 - Environmental Geographic Information Systems Credits: 3
- GLY 520 - Global Climate Change 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 525 - Managing Coastal Ecosystems Credits: 3
- PLS 540 - Environmental Management Credits: 3
- PLS 544 - Resource Economics Credits: 3
- Other approved electives

**Urban and Regional Policy and Planning (12 credit hours)**

All students pursuing a concentration in urban and regional policy and planning must complete the following requirements:

- PLS 513 - Regional Planning Politics and Policy Credits: 3
- PLS 527 - Planning Theory and Planning Law Credits: 3

Students must take an additional six credit hours of an approved elective.

Choose six credit hours from the following list of approved electives:

- GGY 524 - Advanced Geographic Information Systems Credits: 3 (3 credits required)
- GGY 526 - Environmental Geographic Information Systems Credits: 3 (3 credits required)
- PLS 506 - Program Evaluation Credits: 3
- PLS 514 - Conflict Resolution Credits: 3
- PLS 520 - Seminar in Coastal Processes and Problems Credits: 3
- PLS 521 - Foundations of Coastal and Environmental Management Credits: 3
- PLS 526 - Sustainable Cities Credits: 3
- PLS 528 - Local Government Administration Credits: 3
- PLS 541 - Public Economics and Cost-Benefit Analysis Credits: 3
- PLS 547 - Housing and Transportation Policy Credits: 3
- ECN 528 - Regional Economics Credits: 3
- EVS 555 - Geospatial Analysis for Environmental Management Credits: 3
- SOC 520 - Political Economy of Rural Development Credits: 3 or
- other approved electives

Nonprofit Management (12 credit hours)

All students pursuing a concentration in nonprofit management must complete the following requirements:

- PLS 530 - Management Practices in Nonprofit Organizations Credits: 3
- PLS 531 - Resource Development in Nonprofit Organizations Credits: 3

Choose six credit hours from the following list of approved electives:

Choose six credit hours from the following list of approved electives:

- PLS 507 - Applied Management Tools, Skills, and Techniques Credits: 3
- PLS 508 - Ethics in Public Life Credits: 3
- PLS 532 - Issues in Nonprofit Management Credits: 3
- PLS 534 - Nonprofit Leadership Experience Credits: 3
- PLS 542 - Managing Inter-organizational Relations Credits: 3 or
- other approved electives

Marine Policy (12 credit hours)

All students pursuing a concentration in marine policy must complete the following requirements:

- PLS 543 - Environmental Policy Analysis Credits: 3
- PLS 544 - Resource Economics Credits: 3 or
- ECN 525 - Environmental Economics Credits: 3

Choose three credit hours from the following list of approved electives:

Choose three credit hours from the following list of approved electives:

- BIO 558 - Biology of Recreational and Commercial Fishes Credits: 3
- BIO 560 - Estuarine Biology Credits: 4 (3 credits required)
Choose three credit hours from the following list of approved electives:

- BIO 562 - Wetlands of the United States and their Management Credits: 3
- BIO 564 - Biological Oceanography Credits: 3
- BIO 568 - River Ecology Credits: 3
- BIO 585 - Special Topics in Advanced Biology Credits: 1-6 (3 credits required)
- BIO 591 - Directed Independent Study Credits: 1-4
- CHM 575 - Chemical Oceanography Credits: 3
- CHM 576 - Chemical and Physical Analysis of Seawater Credits: 3
- CHM 591 - Directed Independent Study Credits: 1-6 (1-3 credits required)
- GLY 520 - Global Climate Change Credits: 3
- GLY 550 - Marine Geology Credits: 3
- GLY 558 - Introduction to Coastal Management Credits: 4 (3 credits required)
- GLY 591 - Directed Independent Study Credits: 1-3 (3 credits required)
- MSC 591 - Directed Independent Study Credits: 1-3
- PHY 575 - Physical Oceanography Credits: 3
- EVS 555 - Geospatial Analysis for Environmental Management Credits: 3 or
- other approved electives

Public Management (12 credit hours)

All students pursuing a concentration in public management must complete the following requirements:

- PLS 517 - Strategic Planning and Management for Public and Non-Profit Organizations Credits: 3
- PLS 542 - Managing Inter-organizational Relations Credits: 3

Students must take an additional six credit hours of an approved elective

Choose six credit hours from the following list of approved electives:

- CRM 507 - Community-Based Participatory Research Methods Credits: 3 or
- SOC 507 - Community-Based Participatory Research Methods Credits: 3
- CRM 585 - Communities and Crime Credits: 3
• PLS 506 - Program Evaluation Credits: 3
• PLS 507 - Applied Management Tools, Skills, and Techniques Credits: 3
• PLS 508 - Ethics in Public Life Credits: 3
• PLS 509 - Leading Public and Nonprofit Organizations Credits: 3
• PLS 514 - Conflict Resolution Credits: 3
• PLS 515 - Organizational Communication Credits: 3
• PLS 516 - Leadership and Organizational Culture Credits: 3
• PLS 528 - Local Government Administration Credits: 3
• PLS 530 - Management Practices in Nonprofit Organizations Credits: 3
• PLS 541 - Public Economics and Cost-Benefit Analysis Credits: 3
• SOC 520 - Political Economy of Rural Development Credits: 3
• SOC 584 - Community Development Credits: 3
• MBA 550 - Managerial Effectiveness Credits: 2
• MBA 551 - Management Strategy Credits: 2
• MSA 503 - Current Topics in Nonprofit Organization Accounting Credits: 1-3 (3 credits required)
• MSA 512 - Auditing Concepts Credits: 1-3 (3 credits required)
• ECN 528 - Regional Economics Credits: 3 or
• other approved electives

Public Policy Analysis (12 Credit Hours)

All students pursuing a concentration in public policy analysis must complete the following requirements:

• PLS 506 - Program Evaluation Credits: 3
• PLS 541 - Public Economics and Cost-Benefit Analysis Credits: 3

Students must take an additional six credit hours of an approved elective

Choose six credit hours from the following list of approve electives:

• PLS 513 - Regional Planning Politics and Policy Credits: 3
• PLS 520 - Seminar in Coastal Processes and Problems Credits: 3
• PLS 521 - Foundations of Coastal and Environmental Management Credits: 3
• PLS 524 - Managing Coastal Hazards Credits: 3
• PLS 525 - Managing Coastal Ecosystems Credits: 3
• PLS 527 - Planning Theory and Planning Law Credits: 3
• PLS 543 - Environmental Policy Analysis Credits: 3
• PLS 544 - Resource Economics Credits: 3
• PLS 526 - Sustainable Cities Credits: 3
• PLS 547 - Housing and Transportation Policy Credits: 3
• PLS 562 - International Environmental Policy Credits: 3
• ECN 525 - Environmental Economics Credits: 3
• ECN 530 - Natural Resource Economics Credits: 3
• ECN 528 - Regional Economics Credits: 3
• EDN 568 - Literacies and Technology Credits: 3
- EVS 564 - Natural Resource Policy Credits: 3
- CRM 502 - Evaluation, Methods and Policy Credits: 3 or
- SOC 502 - Evaluation, Methods and Policy Credits: 3
- CRM 504 - Data Analysis Credits: 3 or
- SOC 504 - Data Analysis Credits: 3
- CRM 506 - Qualitative Data Analysis Credits: 3 or
- SOC 506 - Qualitative Data Analysis Credits: 3
- CRM 585 - Communities and Crime Credits: 3
- SOC 520 - Political Economy of Rural Development Credits: 3
- SOC 584 - Community Development Credits: 3
- HST 577 - Historic Preservation in the U.S. Credits: 3 or
- other approved electives

Approved Electives (6 credit hours)

Students generally have to complete an additional 6 credits in order to fulfill their degree requirements. Students have the following options: take additional classes offered as applied skill-based electives; take classes offered as concentration classes; take classes listed as electives below; take approved electives offered by other departments or universities. Students should consult with their advisor and the MPA coordinator when planning their program of study and selecting their electives.

Coastal and Ocean Policy, M.S.

Program Coordinator: Dr. Mark Imperial

The Master of Coastal and Ocean Policy (MCOP), housed in the Department of Public and International Affairs in the College of Arts and Sciences, is a professional, non-thesis, multidisciplinary degree program designed to provide students with the knowledge and skills needed to assume leadership roles in governmental and nongovernmental organizations involved in the formulation, implementation, and administration of coastal and ocean policy. Students will take a unique curriculum that combines coursework in public policy analysis and coastal and marine sciences taught by leading researchers in their respective disciplines. A central focus of the curriculum will be on teaching students how to integrate science into government decision making process in order to sustainably manage coastal and ocean resources in the U.S. and abroad.

Admission Requirements

Applicants seeking admission to the Master of Coastal and Ocean Policy (MCOP) program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. There is no coursework prerequisites for admission and it is assumed that applicants will have majored in a variety of undergraduate majors
4. Official scores on the Graduate Record Exam (GRE)
5. Three recommendations from individuals who are in a position to evaluate the applicant's academic and professional competence as well as potential for graduate study (ideally at least one reference should be an academic instructor)
6. A personal statement describing educational and professional experiences, their reasons for pursuing graduate study in coastal and ocean policy and your professional and career goals
7. Resume
8. Writing sample (optional)
9. Application and supplemental documents must be submitted by the published deadline

Applicants seeking admission to the program must have a bachelor's degree from a regionally accredited college or university, or its equivalent from a foreign institution of higher education based on a four-year program; a strong academic record with an average GPA of 3.0 or better in the undergraduate program; academic potential as indicated by satisfactory performance on the GRE General Test. Individuals who fall below a specified criterion may be admitted if other factors indicate potential for success. Individuals with identified deficiencies may be accepted provisionally with specified plans and goals for the remediation of these deficiencies. Such remediation may include a requirement of additional hours beyond those normally required for the degree.

Academic Policies

In addition to the policies contained in the Code of Student Life, the university catalog, and other university and MCOP program publications, students admitted to the MCOP program must comply with the following additional policies.

Non-Degree Seeking Students

The MCOP program allows non-degree seeking students to take a limited number of courses for credit. Non-degree seeking students are limited to taking no more than 9 credit hours before they are required to apply for admission as a degree-seeking student. Additional hours must be approved in advance by the MCOP director. Since non-degree seeking students are subject to different admissions requirements, the MCOP director may limit the courses that a particular non-degree seeking student is allowed to take. The courses taken may be used to satisfy degree requirements provided they are approved by the MCOP director.

Registration

A degree-seeking student in the MCOP program is limited to registering for, and receiving credit for, a maximum of 12 credit hours in any one semester. A student enrolled in summer classes shall not register for, and will not receive credit for, more than 6 hours in any one session or 9 total hours for all summer sessions. Non-degree seeking students are limited to a maximum of 9 credit hours in a semester and 6 total hours in the summer. Permission of the MCOP director is required to exceed these maximum credit hour requirements.
Retention Policy

Two grades of a C or lower or one grade of F results in automatic dismissal from the MCOP program. Further, if a student falls below 3.0 GPA at any time, he or she goes on academic probation and has 3 subsequent courses or 9 credit hours to raise their GPA above a 3.0 or they are dismissed from the MCOP program. If the student raises their GPA above a 3.0 and it falls below a 3.0 for a second time, they are dismissed from the MCOP program.

Minimum Competency Requirement

The core requirements (24 credit hours) are courses that require a minimum level of competency of a B or better. Any student receiving a B- or lower, or a U, must repeat the course and receive a grade of B or better. Such courses may only be repeated once and failure to receive a B or better grade will result in dismissal from the MCOP program. Both the initial and repeated grades will count towards determining the GPA but only the initial hours will count towards the degree requirements.

Academic Honor Code

The MCOP program is committed to the university’s honor code. No form of academic dishonesty will be tolerated (see the university catalog and Code of Student Life for examples of dishonesty). Students are encouraged to report occurrences of academic dishonesty to their course instructors or the MCOP director. Students found guilty of academic dishonesty may be dismissed from the program by the MCOP director.

Degree Requirements (42 total hours)

The Master of Ocean and Coastal Policy (MCOP) is a professional, non-thesis, interdisciplinary degree. The MCOP program requires 42 credit hours of approved graduate level courses. The core curriculum is 24 credit hours: 12 hours focused on public policy analysis, 6 hours focused on understanding the scientific foundation of policy problems, a 3 credit-hour seminar on coastal and ocean policy, and concludes with a 3 credit-hour applied capstone project. The remaining coursework consists of 18 credit hours of electives where students are required to complete 6 hours of electives from a set of courses focused on public management and policy analysis, and another 3 credit hours from a list of electives that have significant science-related course content. The remaining 9 credit hours are general electives tailored to fit the student's professional career goals.

Core Requirements (24 credit hours)

All students are required to complete the following core curriculum:

- ECN 525 - Environmental Economics Credits: 3
- PLS 501 - Quantitative Methods Credits: 3
- PLS 505 - Policy Analysis Credits: 3
- PLS 543 - Environmental Policy Analysis Credits: 3
- MCOP 501 - Science and Coastal and Ocean Policy Issues I Credits: 3
- MCOP 502 - Science and Coastal and Ocean Policy Issues II Credits: 3
- MCOP 593 - Seminar in Coastal and Ocean Policy Credits: 3
- MCOP 595 - Capstone Seminar Credits: 3

Advanced Science Electives (3 credit hours)

Students are required to select 3 credit hours of a course with an applied science component. Students should consult with their advisors to select the appropriate course. The following is a list of approved electives:

- BIO 534 - Advanced Topics in Ecology Credits: 3
- BIO 558 - Biology of Recreational and Commercial Fishes Credits: 3
- BIO 560 - Estuarine Biology Credits: 4
- BIO 561 - Barrier Island Ecology Credits: 3
- BIO 562 - Wetlands of the United States and their Management Credits: 3
- BIO 564 - Biological Oceanography Credits: 3
- BIO 566 - Behavioral Ecology of Reef Fishes Credits: 3
- BIO 568 - River Ecology Credits: 3
- BIO 585 - Special Topics in Advanced Biology Credits: 1-6
- BIO 601 - Oceanography and Environmental Science Credits: 2-3
- CHM 575 - Chemical Oceanography Credits: 3
- CHM 576 - Chemical and Physical Analysis of Seawater Credits: 3
- CHM 579 - Role of the Oceans in Human Health Credits: 3
- CHM 591 - Directed Independent Study Credits: 1-6
- GGY 522 - Remote Sensing in Environmental Analysis Credits: 3
- GGY 526 - Environmental Geographic Information Systems Credits: 3
- GLY 520 - Global Climate Change Credits: 3
- GLY 550 - Marine Geology Credits: 3
- GLY 558 - Introduction to Coastal Management Credits: 4
- MCOP 520 - Coastal and Environmental Science and Policy Credits: 3
- PHY 575 - Physical Oceanography Credits: 3
- Or other electives approved by MCOP Director

Advanced Policy and Management Skills (6 credit hours)

Students are required to select 6 credit hours of courses related to policy and learning management skills. Students should consult with their advisors to select the appropriate courses. The following is a list of approved electives:

- ECN 528 - Regional Economics Credits: 3
- ECN 530 - Natural Resource Economics Credits: 3
- GGY 520 - Fundamentals of Geographic Information Systems Credits: 3
- MCOP 598 - Internship in Coastal and Ocean Policy Credits: 3-6
- PLS 500 - Managing Public and Nonprofit Organizations Credits: 3
- PLS 502 - Public Human Resources Development and Administration Credits: 3
- PLS 503 - Public Budgeting and Finance Administration Credits: 3
Coastal and Ocean Policy Electives (9 credit hours)

Students complete their degree program by selecting 9 credit hours designed to advance academic or professional career interests. Students can select from the classes listed above as science or policy electives. In addition to these courses, students can take the following courses as approved electives:

- ECN 530 - Natural Resource Economics Credits: 3
- EVS 520 - Foundations of Coastal Management Credits: 3
- EVS 525 - Foundations of Environmental Education and Interpretation Credits: 3
- EVS 530 - Tropical Environmental Ecology Credits: 3
- EVS 540 - Foundations of Environmental Management Credits: 3
- EVS 564 - Natural Resource Policy Credits: 3
- EVS 570 - Advanced Environmental Law and Policy Credits: 3
- EVS 572 - Coastal Protected Areas Management Credits: 3
- EVS 577 - Environmental Site Assessment Credits: 3
- EVS 582 - Science & Tech of Marine Envir Credits: 3
- EVS 592 - Special Topics in Environmental Studies Credits: 1-3
- GGY 520 - Fundamentals of Geographic Information Systems Credits: 3
- GGY 524 - Advanced Geographic Information Systems Credits: 3
- GGY 526 - Environmental Geographic Information Systems Credits: 3
- GLY 558 - Introduction to Coastal Management Credits: 4
- MCOP 511 - Coastal and Ocean Law Credits: 3
- MCOP 512 - Marine Resource Law Credits: 3
- MCOP 513 - Admiralty Law Credits: 3
- MCOP 520 - Coastal and Environmental Science and Policy Credits: 3
- MCOP 521 - Institutions and the Environment Credits: 3
- MCOP 524 - Coastal Resources Management Credits: 3
- MCOP 525 - Coastal Ecosystem Governance Credits: 3
- MCOP 531 - Fisheries Law and Management Credits: 3
- MCOP 540 - Interdisciplinary Field Seminar in Coastal and Ocean Policy Credits: 3
- MCOP 591 - Directed Independent Study Credits: 1-6
- MCOP 592 - Special Topics in Coastal and Ocean Policy Credits: 3
- MSC 579 - Role of the Oceans in Human Health Credits: 3
- PLS 513 - Regional Planning Politics and Policy Credits: 3
- PLS 517 - Strategic Planning and Management for Public and Non-Profit Organizations Credits: 3
Conflict Management and Resolution Post-Baccalaureate Certificate, MCRT

Graduate Coordinator: Dr. Remonda Kleinberg

The Department of Public and International Affairs offers a multi-disciplinary post-baccalaureate program in Conflict Management and Resolution (CMR) for professionals, practitioners and students who wish to gain a greater understanding of a variety of conflict in both domestic and international settings. The program is based on a dual-format, blended-course model which includes intensive instructional blocks utilizing face-to-face instruction, video teleconferencing and mobile access followed by self-paced but guided distance education. There is one instructional block a semester spanning two-to-four weeks at the beginning of the fall and spring semesters. The program is designed to provide core knowledge, skills, and abilities through a set of modules focused on the theoretical and applied approaches to conflict management. Students acquire the tools to respond to a broad spectrum of scenarios including interpersonal conflict, third-party facilitation and mediation, and larger group conflict. The objective of the certificate program is to give graduates the knowledge and skill set to manage conflict in diverse domestic or international environments. Students may participate in the certificate program while enrolled in a master's degree program in another discipline, whether at UNCW or any other regionally accredited university. In order to better address the various career goals of our students, the certificate in conflict management and resolution will have two tracks: domestic and international. UNCW's CMR students will have the opportunity to take courses in the Masters Program in Conflict Transformation and Management at the Nelson Mandela Metropolitan University (NMMU) in Port Elizabeth, South Africa. NMMU utilizes a similar model of course instruction.

Admission Requirements

Applicants seeking admission to the Conflict Management and Resolution certificate program must hold a bachelor's degree from a regionally accredited college or university in the United States or its equivalent in a foreign institution based on a four-year program. Applicants must have a strong academic record in any field with an overall GPA of 3.00, or a "B" average or the equivalent professional experience. All applicants must submit the following to the UNCW Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. A 500-word essay on the applicant's goal in pursuing graduate work in conflict management and resolution.
4. Three letters of recommendation from an academic institution or the applicant's relevant professional field.
5. Application and supplemental documents must be submitted by the published deadline.

Note

*These admissions requirements apply only to the graduate certificate program in Conflict Management and Resolution. Students interested in combining the CMR certificate program with a master's degree from another department will have to meet all admission criteria for that degree.

Certificate Requirements (18 total hours)

The CMR program requires 18 hours. The certificate includes 3 core courses (9 hours) that are mandatory for both domestic and international tracks. Students will choose three electives, or 9 additional hours, in one of either the domestic track or the international track. All courses listed will be taught in a semi-distance format where students will be required to attend a block of intense class lectures after which assignments will be completed off-campus.

Required Courses

- CMR 502 - Conflict Management Theory Credits: 3
- CMR 503 - Decision Making and Negotiation Credits: 3
- CMR 507 - Mediation and Conflict Resolution Practicum Credits: 3

International Track Electives

- CMR 520 - Conflict Management and Resolution Credits: 3
- CMR 525 - Conflict in International Politics Credits: 3
- CMR 526 - The 21st Century Workplace: Diversity Matters Credits: 3
- CMR 530 - International Law and Dispute Resolution Credits: 3
- CMR 531 - Ethics in International Affairs Credits: 3
- CMR 532 - Development, Change and Conflict Credits: 3
- CMR 533 - International Peacekeeping and Negotiation Credits: 3
- CMR 534 - Problem Solving and Decision Making Credits: 3
- CMR 535 - Violence Studies Credits: 3
- CMR 536 - Terrorism and Counterterrorism Credits: 3
- CMR 537 - Crisis Negotiation Credits: 3
- CMR 538 - Intercultural Dispute Resolution Credits: 3
- CMR 540 - Propaganda, Political Warfare and Influence Operations Credits: 3
- CMR 541 - Missile Defense and its Role in Conflict Resolution Credits: 3
- CMR 542 - The Psychology of Terrorism Credits: 3
- CMR 543 - International Organizational Behavior Credits: 3
- CMR 544 - Strategic Communication: Analysis of Persuasion and Cultural Principles and Techniques Credits: 3
- CMR 545 - Technology and Security Credits: 3
- CMR 546 - Space Technology and Security Credits: 3
• CMR 595 - Restorative Justice Credits: 3

Domestic Track Electives

• CMR 520 - Conflict Management and Resolution Credits: 3
• CMR 521 - Alternative Dispute Resolution Credits: 3
• CMR 522 - Public Management and Facilitation Credits: 3
• CMR 523 - Ombudsmanship Credits: 3
• CMR 524 - Family Violence Across the Lifespan: Professional and Social Responses Credits: 3
• CMR 526 - The 21st Century Workplace: Diversity Matters Credits: 3
• CMR 527 - Labor Law and Relations Credits: 3
• CMR 534 - Problem Solving and Decision Making Credits: 3
• CMR 538 - Intercultural Dispute Resolution Credits: 3
• CMR 542 - The Psychology of Terrorism Credits: 3
• CMR 595 - Restorative Justice Credits: 3

Department of Sociology and Criminology

Sociology and Criminology, M.A.

Graduate Coordinator: Dr. Christina Lanier

The Department of Sociology and Criminology offers a program of study that leads to the Master of Arts in degree in sociology and criminology. The goal of the program is to train students to use theoretical and methodological tools that will allow them to acquire and apply specific information to particular social problems or to improve the quality of life. MA students will be able to concentrate in either criminology or sociology. Graduates will be prepared for careers as evaluators, researchers, planners, managers, advisors, program directors and policy makers. The program will also provide a strong foundation for those who seek to pursue the Ph.D. in traditional sociology and criminology programs.

Admission Requirements

Applicants are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (GRE)
4. Three recommendations by individuals in professionally relevant fields; at least two must be from academics
5. An essay explaining how the MA in sociology and criminology may assist the candidate in meeting her or his personal goals
6. Students must have a 3.0 overall undergraduate GPA
7. Application and supplemental documents must be submitted by the published deadline
Degree Requirements (34 total hours)

1. The program requires a minimum of 34 semester hours of graduate study.
2. All students must complete a minimum of 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 Assessment near the end of completion of the first 9 hours of MA study. The purpose of the qualifying assessment is to: 1) assess the candidate's status in the program; 2) have the candidate declare a concentration in either criminology or 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. (16 credit hours)

- CRM 500 - Social Research Methods Credits: 3 or
- SOC 500 - Social Research Methods Credits: 3
- CRM 502 - Evaluation, Methods and Policy Credits: 3 or
- SOC 502 - Evaluation, Methods and Policy Credits: 3
- CRM 503 - Sociological Theory Credits: 3 or
- SOC 503 - Sociological Theory Credits: 3
- CRM 504 - Data Analysis Credits: 3 or
- SOC 504 - Data Analysis Credits: 3
- CRM 505 - Pro Seminar Credits: 1 or
- SOC 505 - Pro Seminar Credits: 1
- CRM 561 - Seminar in Criminology Credits: 3 or
- SOC 561 - Seminar in Criminology Credits: 3 or
• SOC 508 - Public Sociology Seminar Credits: 3

Student must complete one of the following. (6 credit hours)

• CRM 598 - Internship Credits: 6 or
• SOC 598 - Internship Credits: 1-6 (6 credits required) or
• CRM 599 - Thesis Credits: 1-6 or
• SOC 599 - Thesis Credits: 1-6

Additional required hours should be chosen from approved electives. (12 credit hour)

Interdisciplinary Programs

Department of Computer Science/Department of Information Systems and Operations Management

Computer Science and Information Systems, M.S.

Graduate Coordinator: Dr. Clayton Ferner

The Department of Computer Science in the College of Arts and Sciences and the Department of Information Systems and Operations Management in the Cameron School of Business offer a joint program of study leading to the Master of Science degree in computer science and information systems. This interdisciplinary program is targeted primarily at students who received undergraduate degrees in computer science or information systems and at computer professionals with equivalent academic preparation. A secondary audience for the program is students whose background is in related areas such as business, mathematics, and electrical engineering, or working professionals seeking to migrate to the information technology arena. The interdisciplinary nature of this program provides a unique balance of advanced scientific knowledge, commonly found in the computer science field, and the development of systems and solutions, applied in a business environment, usually considered the focus of the information systems field. This unique blend will provide a foundation for information technology professionals to have a broader perspective of the rapidly expanding and evolving science of technology and how it can be managed and leveraged to support and further commerce and trade activities.
Admission Requirements

Applicants seeking admission to the graduate program in computer science and information systems are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. Certificates of training in computer science/information systems if applicable.
4. Official scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). Scores more than five years old will not be accepted.
5. Three recommendations from individuals in professionally relevant fields.
6. Applicant's resume and a letter of interest.
7. Additional materials may be required (e.g., TOEFL or IELTS scores for international students). TOEFL scores are good for two years from the date the test is administered.
8. Application and supplemental documents must be submitted by the published deadline.

Each applicant must have a strong overall academic record and have successfully completed the undergraduate level prerequisites in computer science and information systems courses or their equivalent: two programming courses, and a course in each of data structures, database, software engineering or analysis and design, data communications or networking, financial accounting, marketing, finance, and management. Deficiencies in a student's undergraduate preparation will be ascertained by the MSCSIS Advisory Committee. Placement tests may be administered to incoming students at the discretion of the advisory committee to assist with the evaluation of deficiencies.

Persons entering the program must have completed a basic core of computer science and information system courses. Professional experience may be accepted for some of the prerequisite coursework. Professional experience and/or coursework from other institutions must be approved by the MSCSIS Advisory Committee. Professional experience and/or technical certifications will be evaluated on a case by case basis for any prerequisite substitution.

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

Degree Requirements (36 total hours)

1. Programs leading to the Master of Science degree require a minimum of 36 semester hours of graduate study. This includes six required core courses (18 hours) providing a mix of theoretical underpinning, technical skills, and information technology perspectives and elective courses (12 hours) that provide the opportunity for additional study in a variety of areas to be determined by the student and his/her advisory committee. A research project or a thesis (6 hours), will serve as the capstone experience.
2. No more than 9 credit hours from those courses cross listed as 400/500 may be applied toward the degree. Graduate courses offered by other departments may be approved by the student's advisory committee. A maximum of six hours of credit may be transferred from another regionally accredited institution. Grades earned on transfer work must be equivalent to a "B" or better, and courses must be acceptable to the student's advisory committee. A minimum of 30 semester hours of graduate study must be completed in residence.
3. A student must have no less than a 3.0 GPA on all graduate-level courses.
4. The student must successfully complete an oral defense.
5. The program shall be completed within five years of the date of first registration for graduate study.
6. No more than 9 credit hours from the list CSC 591, MIS 591, CSC 595, MIS 595, CSC 598, and MIS 598 may be applied toward the degree.

Degree Options

Option 1 – Research Project

This option requires at least 36 semester hours of graduate credit, with six credit hours for the project (CSC 594 or MIS 594). Under this option, the student is required to complete a six hour research project under the direction of a graduate advisory committee. This project could involve the development of software, work on a project (potentially part of a team), independent research, or some other scholarly pursuit. The outcome includes a technical paper written by the student and an oral defense acceptable to the student’s advisory committee. In the oral defense, the student is responsible for the domain of the research project as well as the program coursework.

Option 2 – Thesis

This option requires at least 36 semester hours of graduate credit, with six credit hours for the thesis (CSC 599 or MIS 599). Each student must present and defend a thesis, based on original research, acceptable to the student’s advisory committee, prior to graduation. In the oral defense, the student is responsible for the domain of the research effort as well as the program coursework. The thesis defense is open to the public.

Required Core Courses

- CSC 532 - Design and Analysis of Algorithms I Credits: 3
- MIS 534 - Information Security Management Credits: 3
- CSC 544 - Network Programming Credits: 3
- CSC 550 - Software Engineering Credits: 3
- MIS 555 - Database Management Systems Credits: 3
- MIS 565 - Analysis, Modeling and Design Credits: 3

Graduate Liberal Studies Program

Liberal Studies Post-Master's Certificate, PCRT

Graduate Coordinator: Dr. Patricia Turrisi

The Post-Master’s Certificate in Liberal Studies (PMCLS) requires the completion of 20 hours in Graduate Liberal Studies beyond the master’s level. The certificate is intended to accommodate the needs and interests of those students who wish to continue their course work in graduate liberal studies beyond the
master’s level. The orientation of the PMCLS, like that of the MALS degree, is not professional or vocational in nature, but is geared toward life-long learners who are primarily motivated by a love of learning and who wish to further expand their interests and deepen their understanding of themselves, the environment, and social and cultural concerns related to the local, regional, national, and global communities.

Admission Requirements

Applicants who have received a MALS degree from the University of North Carolina Wilmington need only complete an application for graduate admission.

Applicants who have received a MALS degree from other institutions must submit the following documents to the Graduate School Office:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Application and supplemental documents must be submitted by the published deadline.

Students seeking admission to the PMCLS program must hold a masters degree in Liberal Studies with an academic record of 3.5 GPA or better from a regionally accredited college or university in this country or its equivalent in a foreign institution.

At the discretion of the GLS Program Direction, the admission procedure may include an interview with the graduate coordinator of the program and a representative from the advisory committee.

Certificate Requirements (20 total hours)

1. The certificate requires 20 semester hours in graduate liberal studies beyond the Master's level, which will include 18 elective hours and the successful completion of a qualifying exit exam, GLS 599, which carries two hours credit.
2. GLS 591 (Directed Individual Study in Graduate Liberal Studies) courses may not be applied toward satisfaction of certificate requirements.
3. Cross-listed 400/500 courses may not be applied toward satisfaction of certificate requirements.
4. Three hours of graduate liberal studies credit may be transferred from another regionally accredited graduate liberal studies program.
5. Students must maintain an overall 3.5 average in all graduate courses applied toward satisfaction of certificate requirements.
6. Certificate requirements must be completed within four years after enrollment.

Required Qualifying Exit Exam

GLS 599 - Post-Master's Certificate Qualifying Exam in the PMCLS program is intended to provide certificate candidates with the opportunity

1. to present a retrospective assessment of the meaning and significance of their experience as Graduate Liberal Studies students on both the master's and post-master's levels and
2. to examine the value and relevance of Graduate Liberal Studies in the contemporary world, particularly in regard to those agendas of inter-disciplinary, cultural diversity, internationalism, and active citizenship that inform the GLS at UNCW.
Liberal Studies, M.A.

Graduate Coordinator: Dr. Patricia Turrisi

The College of Arts and Sciences, the College of Health and Human Services, Watson College of Education and the Cameron School of Business offer a program that leads to the Master of Arts in Liberal Studies (MALS) degree. This program is for students who wish to design a personalized curriculum of interdisciplinary graduate study. Students can select from a variety of courses that will expand their interests and deepen their understanding of themselves, their society and the environment. This program reflects an older, cultural tradition of scholarship, which liberally educates the whole person, providing breadth and depth, but not necessarily applying directly to a career or vocation. The major objective of this program is to offer highly motivated, intellectually prepared student an opportunity to explore the questions and issues that are important to them and society.

Admission Requirements

Applicants seeking admission to the MALS program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Three recommendations that address the student's chances of success in a MALS program
4. A writing sample in the form of an essay explaining how the MALS degree can assist the candidate in meeting his or her personal goals. Essays should be from one to five pages (single-spaced) and uploaded directly into the online application.
5. Application and supplemental documents must be submitted by the published deadline.

Students seeking admission to the MALS program must hold a bachelor's degree with an academic record of a "B" average or better in an undergraduate major from a regionally accredited college or university in this country or its equivalent from a foreign institution based on a four-year program.

At the discretion of the GLS Program Director, the admission procedure may also include an interview with a graduate coordinator of the program and a representative from the advisory committee.

Degree Requirements (30 total hours)

1. The program requires a minimum of 30 semester hours of graduate study.
2. No more than six hours may be taken from cross-listed 400/500 courses.
3. Students must maintain a "B" average in all graduate courses taken.
4. No more than six semester hours of credit may be transferred from another regionally accredited institution. Grades earned on transfer work must be equivalent to "B" or better. A minimum of 24 hours of graduate study must be completed in residence.
5. A final project (GLS 598) of three credit hours is required of all students who have successfully completed 27 hours of course work. The project provides students with the opportunity to explore particular areas of study in greater depth under the close supervision of a faculty member. The final project may take the form of scholarly research or a creative work, but in all cases a written analysis is required to meet the degree requirements. Students will present their project to a forum of faculty and students.
6. Students are expected to complete all course work within five years after enrollment. Students wishing to withdraw from the MALS program prior to the completion of thirty hours who have completed a minimum of fifteen hours in residence towards the MALS degree may be eligible for a certificate of study in liberal studies. Students must consult the director to apply for the certificate.

Required courses: Two courses are required for all students

- GLS 502 - Contemporary Issues in Liberal Studies Credits: 3
- GLS 598 - Final Project in Liberal Studies Credits: 3 (3 credits required)

Elective Courses

At least 15 of the 24 elective hours must be Graduate Liberal Studies (GLS) courses, with the exception of those students pursuing a concentration in gerontology or Hispanic studies.

Gerontology Concentration

Students pursuing a concentration in gerontology must take

- GRN 501 - Aging and Society Credits: 3
- GRN 523 - Physiology of Human Aging Credits: 3
- PSY 524 - The Psychology of Aging Credits: 3
- six elective hours of gerontology.

Hispanic Studies Concentration

Students pursuing a concentration in Hispanic Studies are expected to be fluent in Spanish and must take a total of 18 hours distributed as follows:

- nine hours of core courses in Hispanic studies
- nine hours of electives in Hispanic studies (as described in the Hispanic Studies Post-Baccalaureate Certificate, MCRT section of this catalogue).

Women's and Gender Studies Post-Baccalaureate Certificate, MCRT

Graduate Coordinator: Dr. Patricia Turrissi

The Post-baccalaureate Certificate Program in Women's and Gender Studies is an "applied" program designed to enhance the knowledge and skills of professionals and others interested in gender construction and its history. The goal is to advance the status of women throughout our society, by incorporating women's perspectives into other studies/professions, by enhancing students’ knowledge of women's and gender issues, and by providing students with the opportunity to gain practical skills and certification in the field of Women's and Gender Studies.
Admission Requirements

Applicants seeking admissions to the graduate certificate program must hold a bachelor's degree from a regionally accredited college or university in this country or its equivalent in a foreign institution based on a four-year program and have a strong overall academic record with a "B" average or better. Applicants are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. An essay on the applicant's work related to academic or professionally WGS topics (this may include, but is not limited to, previous courses in WGS or courses in which a portion of the content or student's projects were related directly to the study of women and gender).
4. Three recommendations by individuals in professionally relevant fields.
5. Application and supplemental documents must be submitted by the published deadline.

Certificate Requirements (12 total hours)

The program requires 12 credit hours at the graduate level, some of which may be applicable to other graduate programs at UNCW. The required core is 6 credit hours and involves two courses, one introduction to Women's and Gender Studies and either a practicum in a related for-profit or non-profit or a capstone course (Final Project/Seminar). Nine hours of approved electives complete the certificate program. Students choose electives from interdisciplinary courses which contain a substantial degree of gender study. The 6 elective credit hours must be formulated as a plan of study and approved by the program coordinator.

Required Introductory Course (3 credit hours)

Electives (6 credit hours)

Capstone (3 credit hours)

Interdisciplinary Marine Science Program

Marine Science, M.S.

Graduate Coordinator: Dr. Stephen Skrabal

The Center for Marine Science in conjunction with the Graduate School oversees an interdisciplinary program of study leading to the Master of Science degree in marine science. The educational objectives of this degree program are 1) to provide a broad interdisciplinary understanding of marine science to students having strong undergraduate training in mathematics and the sciences; and 2) to develop skills
that will enable these students to utilize this knowledge to solve complex marine environmental problems. These problem-solving skills will provide the foundation for future contributions by the graduates in marine-related industries, environmental management, teaching, research, and other marine-oriented careers. Students will also be prepared to undertake additional graduate study.

Admission Requirements

Applicants seeking admission to the graduate program in marine science are required to submit the following to the Graduate School:

1. An official application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, analytical writing)
4. Three recommendations by individuals in professionally relevant fields
5. Statement of research interests
6. Application and supplemental documents must be submitted by the published deadline.

A bachelor's degree with a concentration in a natural science or mathematics from a regionally accredited college or university in this country or its equivalent in a foreign institution based on a four year program is required for admission, along with a "B" average or better in the student's major. Undergraduate grades, GRE scores, recommendations and statements of research interest will be used in concert in making admission decisions.

Degree Requirements (30 total hours)

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 that 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

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

The following courses are optional:

- BIO 501 - Introduction to Science as a Profession 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:

- **GGY 520** - Fundamentals of Geographic Information Systems Credits: 3 (3 credits required)
- **GGY 526** - Environmental Geographic Information Systems Credits: 3 (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 the Graduate Catalogue.

**Cameron School of Business**

**Department of Accountancy and Business Law**

**Accountancy, M.S.A.C.**

**Graduate Coordinator**: Dr. William (Bill) Kerler
The Cameron School of Business offers a program of study leading to a Master of Science in Accountancy to qualified holders of a bachelor's degree from a regionally accredited college or university regardless of undergraduate field of study. Students may concentrate in functional areas such as tax/auditing or accounting information systems/auditing. The purpose of the program is to prepare graduates to assume responsible accounting and managerial positions in public accounting, private industry, management consulting, government, and not-for-profit organizations.

Specific Objectives Include

- Develop the skills necessary for critical thinking, professional research, and continuous learning
- Develop a global perspective of business and accounting practices
- Provide a framework for developing leadership and team building skills
- Provide a framework for recognizing the importance of social responsibility and making ethical business decisions
- Develop effective communication skills and strong interpersonal skills

Admission Requirements

Applicants seeking admission to the graduate program in accountancy are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Management Admission Test (GMAT). Scores more than five years old will not be accepted.
4. Three recommendations by individuals who can comment on the applicant's potential for successful completion of a master's program.
5. Applicant's resume
6. Application and supplemental documents must be submitted by the published deadline.

Applicants should have a strong overall undergraduate academic record and have earned satisfactory scores on the GMAT. However, admission decisions are based on several factors and other indicators of success may be considered for admission.

Admission into the graduate program is conditional upon successful completion of a basic core of accounting coursework. This coursework may be completed at any regionally accredited four year college or university or may be completed in residence at UNCW. The basic core of accounting coursework includes External Financial Reporting (six hours), Accounting Information Systems (three hours), Survey of Tax (three hours), Finance (three hours), Advanced Managerial Accounting (three hours) and Auditing (three hours). External Financial Reporting, Accounting Information Systems, Finance, and Survey of Tax may be completed in residence at UNCW in the summer before beginning the graduate program. Advanced Managerial Accounting and Auditing may be completed during the first semester in residence in the MSA program. Students who earn a grade of C in more than two of these basic core courses, or a grade below C in any of these courses, will not be permitted to continue in the MSA program.
Degree Requirements (32 total hours)

1. A minimum of 32 semester hours of graduate coursework approved by the MSA director is required for the Master of Science in Accountancy. This must include a required core of 23 semester hours of MSA graduate accounting and business courses.

2. Each student must complete seven semester hours of MSA graduate coursework in a specialization of either tax/auditing or accounting information systems/auditing approved by the MSA director.

3. Each student must complete two semester hours of MSA graduate electives approved by the MSA director.

4. Up to six hours of graduate study may be accepted as transfer credit from a regionally accredited college or university. Requests for transfer credit must be approved by the MSA director and the Graduate School. A minimum of 26 semester hours of graduate study must be completed in residence.

5. Each student must successfully complete a written and oral comprehensive case analysis in the final semester of enrollment in coursework.

6. Each student must complete the approved course of study within five years of the date of first registration for graduate study.

Required Courses

All Master of Science in Accountancy majors will be required to complete the following core courses and choose one of the concentration paths.

- MSA 500 - Professional Accounting Research Credits: 1-3 (2 credits required)
- MSA 505 - Partnership and S Corporation Taxation Credits: 1-3 (2 credits required)
- MSA 508 - Taxation and Business Decisions Credits: 1-3 (2 credits required)
- MSA 515 - International Management and Strategy Credits: 1-3 (2 credits required)
- MSA 516 - Systems Assurance Credits: 1-3 (2 credits required)
- MSA 518 - Risk Based Auditing Credits: 1-3 (2 credits required)
- MSA 526 - Advanced Financial Accounting Credits: 1-3 (2 credits required)
- MSA 527 - Marketing Professional Services Credits: 1-3 (3 credits required)
- MSA 528 - Consolidations and Financial Topics Credits: 1-3 (2 credits required)
- MSA 530 - Management Decisions and Control Credits: 1-3 (2 credits required)
- MSA 540 - Cases in Financial and Investment Management for the Accountant Credits: 1-3 (2 credits required)

Concentration: Tax/Audit

- MSA 504 - Federal Tax Research Credits: 1-3 (2 credits required)
- MSA 510 - Tax Planning Techniques Credits: 1-3 (2 credits required)
- MSA 534 - Accounting Practicum: Tax/Audit Credits: 1-3 (3 credits required)
Concentration: Accounting Information Systems/Audit

- MSA 522 - Business Database Systems Credits: 1-3 (2 credits required)
- MSA 524 - Accounting Information Systems Analysis and Design Credits: 1-3 (2 credits required)
- MSA 535 - Accounting Practicum: Accounting Information Systems Credits: 1-3 (3 credits required)

Elective courses

Students will strengthen and broaden their skills in particular areas by taking two (2) hours of elective MSA graduate courses from either business law, non-profit accounting, or an elective approved by the MSA director.

Department of Economics and Finance

Business Administration, M.B.A.

Graduate Coordinator: Dr. Vincent Howe

The Cameron School of Business offers two programs (Option 1: Professional Part-time MBA program and Option 2: International MBA program) of study leading to a Master of Business Administration degree for qualified holders of a bachelor's degree from a regionally accredited college or university. The overall objective of both programs is the development of the broadly educated professional manager who is prepared to meet the demands and the changing needs in the global environment.

Specific Objectives

- Both programs use integrated learning methodology that parallels business practice for: preparation in the core functions of business including accountancy, economics, finance, marketing, business regulation and legal environment, information systems, organizational behavior, and production and operations management.
- Development of certain analytical and quantitative skills applicable to effective business decision-making.
- Formation of thought about current and future challenges facing business leaders with emphasis on communications, teamwork, organizational change, information technology, total quality, the international dimension of business, technological innovation, social responsibility and ethics.

Admission Requirements

Option 1: Professional Part-time MBA

Applicants seeking admission to the graduate program in business administration are required to submit the following to the Graduate School (option 1):

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. Official scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). Applicants with seven or more years of progressive managerial experience may request a GRE or GMAT waiver. Contact the program coordinator for details.
4. Three online recommendations including one from an employer or supervisor who can comment on the applicant's work experience and potential for successful completion of a master's program.
5. 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.
6. Pre-requisites for professional MBA program are: calculus, statistics and an undergraduate degree in business or calculus, statistics and the following business courses; principles of management; principles of marketing; principles of accounting; microeconomics, information systems and technology and corporate finance. These courses may be taken at UNCW through the Business Foundations Certificate program, or the undergraduate equivalent at any regionally accredited University.
7. Applicant's resume and cover letter.
8. Application and supplemental documents must be submitted by the published deadline.

A strong overall academic average, 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.

**Option 2: International MBA (36 total hours)**

International Business School Alliance Partner Schools (IBSA): Hochschule Bremen, University of Hertfordshire (London), Universitat de Valencia, Institute of Business Studies (Moscow), Novancia (Paris), and Universiti Tun Abdul Razak (Malaysia).

Applicants seeking admission to the graduate program in business administration are required to submit the following to the Graduate School (option 2):

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate) showing completion of an undergraduate degree in business and/or economics.
3. Official scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE).
4. A minimum score of 79 on the internet-based TOEFL iBT test or 6.5 on IELTS test (7.0 to be eligible for a teaching assistantship). Required for non-native English speakers only (unless applicant earned their baccalaureate degree from a regionally accredited US institution). Scores are good for two years from the date the test is administered.
5. Three online recommendations including one from an employer or supervisor who can comment on the applicant's work experience and potential for successful completion of a master's program. Professional work experience is preferred.
6. Applicant's resume and cover letter.
7. IMBA Statement of Interest uploaded into graduate application.
8. International applicants must complete international student forms and provide proof of financial support.
9. Application and supplemental documents must be submitted by the published deadline. A strong overall academic average and a strong GMAT or GRE score are minimum requirements for consideration for graduate admission. 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.

Degree Requirements

Option 1: Professional Part-time MBA (38 total hours)

1. Thirty-eight semester credit hours of approved graduate credit must be satisfactorily completed for the degree. Classes begin in the fall and continue throughout the year (with appropriate breaks) until completion 21 months later. Students withdrawing from the program may not re-enter until the same time one year later.
2. 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 complete a series of focused electives, MBA 533.
3. Each student must complete the approved course of study within five years of the date of first registration for graduate study.

Option 2: International MBA

1. Thirty-six semester credit hours of approved graduate credit must be satisfactorily completed for the degree. Classes begin in the fall semester at any IBSA partner school for core courses, continue in the Spring for specialization courses at a different partner school and culminate in the summer/early fall with the completion of a thesis or practicum. Program length is 12 months.
2. The student must complete one semester, core or specialization, at UNCW. The other semester must be completed at non-USA IBSA partner school (see listing above).
3. Each student must successful complete a thesis or practicum and must successfully pass an oral competency requirement in defending their thesis or practicum in IMB 599. A thesis manuscript must be submitted to the Graduate School.
4. Each student must complete the approved course of study within five years of the date of first registration for graduate study.

Grading Policies

During the first 12 months of the Option 1: Professional Part-time MBA program, the Learning Alliance Project work will count towards your grade in applicable courses. Otherwise, Graduate School grading policies are adhered to.

Other Policies

All other policies adhered to by the Graduate School are withstanding in both MBA programs.
Course Requirements for the Master of Business Administration Degree

Option 1: Professional Part-time MBA

All MBA students in Option 1: Professional Part-time MBA will be required to take the following program in the lockstep sequence:

A. Core Requirements (12 semester hours)

The following courses comprise the core of knowledge essential to an understanding of modern business and managerial practice

- MBA 506 - Managerial Accounting Credits: 2
- MBA 511 - Quantitative Methods Credits: 2
- MBA 526 - Macroeconomics Credits: 2
- MBA 550 - Managerial Effectiveness Credits: 2
- MBA 551 - Management Strategy Credits: 2
- MBA 560 - Business Law & Ethics Credits: 2

B. Professional Competence and Integrative Applications (20 semester hours)

In addition to the core requirements, the following courses develop depth and breadth of knowledge and provide analytical skills for practical application.

- MBA 513 - Information Analysis and Management Credits: 2
- MBA 536 - Investment Management Credits: 2
- MBA 539 - Financial Statement Analysis Credits: 2
- MBA 541 - Marketing Decision Making II Credits: 2
- MBA 552 - Behavioral Management Credits: 2
- MBA 553 - Learning Alliance Integration Credits: 1
- MBA 556 - Executive Challenge and Organizational Change Credits: 2
- MBA 570 - Operations Management Credits: 2
- MBA 579 - Project/Career Management Credits: 1
- MBA 529 - Managerial Economics Credits: 2
- MBA 559 - Global Strategy and Management Credits: 2

C. Practicum or Focused Electives (six semester hours)

Candidates will strengthen their knowledge and sharpen their skills in particular areas by taking courses in an elective area or complete a practicum project.

- MBA 554 - Industry Practicum I Credits: 2 and
- MBA 557 - Industry Practicum II Credits: 4
- Electives (6 hours)
Option 2: International MBA

All MBA students in Option 2: International MBA, will be required to complete the following degree components: International Core (A), Specialization (B) and Thesis (C)

A. International Core Requirements (12 semester hours): Semester One

- IMB 535 - International Finance Credits: 2
- IMB 540 - Global Marketing Strategies Credits: 2
- IMB 551 - Global Strategic Analysis Credits: 2
- IMB 552 - Human Resource Management in the Global Environment Credits: 2
- IMB 571 - International Business Law Credits: 2
- IMB 901 - International Bus Elective Credits: 1-4 or IMB XXX - CSB Elective (2)

B. Finance Specialization Requirements (12 semester hours): Semester Two

- IMB 531 - Portfolio Management I: Equity Credits: 2
- IMB 532 - Portfolio Management II: Fixed Income Credits: 2
- IMB 533 - Portfolio Management III: Derivatives and Financial Risk Management Credits: 2
- IMB 534 - International Real Estate Investment Credits: 1
- IMB 536 - Global Macroeconomics and Financial Institutions Credits: 1
- IMB 539 - Financial Management Credits: 1-2
- IMB XXX - CSB Elective Relevant to International Finance Focus (2)  
  or
- IMB 595 - Study Abroad Credits: 1-15 (12 credits required)

C. Thesis or Extensive Written Case Analysis (12 semester hours)

Option 1:

- IMB 594 - Capstone Project Credits: 1-6 (6 credits required) and
- IMB 599 - Thesis Credits: 1-6 (6 credits required)

Option 2:

- IMB 525 - Research Methods Credits: 3 (3 credits required)
- IMB 594 - Capstone Project Credits: 1-6 (3 credits required)
- IMB 599 - Thesis Credits: 1-6 (6 credits required)
Note

Components International Core (A) or Specialization (B) can be completed at a IBSA Partner School. The International Core Requirements (A) are offered at all IBSA partners. Students must study in two different countries. The Specialization Requirements vary by IBSA school (see below) and each student is allowed to select their specialization:

<table>
<thead>
<tr>
<th>International Business School Alliance Members</th>
<th>Member School Area of Specialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of North Carolina Wilmington</td>
<td>International Finance &amp; Investments</td>
</tr>
<tr>
<td>Hochschule Bremen University of Applied Sciences</td>
<td>International Logistics &amp; Supply Chain</td>
</tr>
<tr>
<td>University of Hertfordshire</td>
<td>Global Human Resource Management</td>
</tr>
<tr>
<td>Universitat de Valencia</td>
<td>International Marketing</td>
</tr>
<tr>
<td>Institute of Business Studies, Moscow</td>
<td>Management in Emerging Economies</td>
</tr>
<tr>
<td>Novancia, Paris</td>
<td>International Business Development &amp; Consulting</td>
</tr>
<tr>
<td>Univesiti Tun Abdul Razak (UNIRAZAK), Malaysia</td>
<td>Global Islamic Finance</td>
</tr>
</tbody>
</table>

Business Foundations Post-Baccalaureate Certificate, MCRT

Graduate Coordinator: Dr. Vince Howe

The Business Foundation Certificate program focuses on core business skills and knowledge necessary to understand the structure and operations of contemporary organizations. The goal of this program is to provide the student with these fundamental business skills and knowledge required to successfully enter and participate in today's business enterprises (either for-profit or non-profit organizations). The curriculum includes foundation coverage of accounting, economics, finance, management, marketing and basic quantitative skills. Courses will cover the basic business skills and knowledge required for entry-level business managers. The Business Foundation Certificate is designed to serve the student without an undergraduate degree in business administration who wishes to: 1) pursue business related graduate degrees requiring core business foundation knowledge, 2) returning students who wish to acquired business foundation skills and knowledge to satisfy their current and/or future job goals and 3) students who wish to acquire business foundation skills and knowledge to support knowledge gained in other programs. Students completing this program will have the basic knowledge to assess and address basic business problems and opportunities.

Admission Requirements

Applicants seeking admission to the graduate Business Foundation certificate program must hold a bachelor's degree from a regionally accredited college or university in this country, or its equivalent in a foreign institution based on a four-year program, and have a strong overall academic record with a "B" average or better.

To apply for admission to the graduate Business Foundation Certificate program you must submit the following:

1. An application for admission to the graduate school;
2. Official transcripts of all prior university or college coursework (undergraduate and graduate);
3. Three recommendations by individuals in professionally relevant fields; and
4. A professional resume and cover letter describing reasons for pursuing the Business Foundation certificate
5. Application and supplemental documents must be submitted by the published deadline.

Individuals who fall below one of these criteria may be admitted if other factors indicate potential for success. Individuals with identified deficiencies may be accepted provisionally with a specific plan for the remediation of these deficiencies, e.g. program begins in mid-March, students can be admitted to the program conditionally pending graduation the following May.

Certificate Requirements (12 total hours)

The program requires 12 credit hours. Given that the goal for the certificate program is to provide students with core business foundation knowledge, the curriculum consists of the following required six 2-hour courses.

Required core courses (12 credits)

- BUS 512 - Information Systems & Technology Credits: 2
- BUS 559 - Management Foundations Credits: 2
- BUS 505 - Financial Accounting Credits: 2
- BUS 525 - Principles of MicroEconomics Credits: 2
- BUS 535 - Corporate Financial Management Credits: 2
- BUS 540 - Marketing Decision Making I Credits: 2

Watson College of Education

The Donald R. Watson College of Education offers graduate programs in professional education in the following areas: (1) Master of Education (M.Ed.) program with specializations in curriculum/instruction supervision, elementary education, middle grades education, language and literacy education, and secondary education; (2) Master of School Administration (M.S.A.); (3) Master of Science (M.S.) in Instructional Technology; (4) Master of Arts in Teaching (M.A.T.) program with specializations in secondary education with options in English, history, mathematics, and science; and middle grades education with options in language arts, social studies, mathematics and science; and (5) Doctorate in Education (Ed.D.) in Educational Leadership and Administration. The M.Ed., and M.S. programs meet the requirements for North Carolina Masters/Advanced Competencies, and the Ed.D. program leads to superintendent licensure for qualified program completers. Add-on licensure areas are available through graduate coursework in: Academically or Intellectually Gifted, Curriculum and Instruction Supervision, English as a Second Language, Mathematics, Reading, and School Administration.

Coursework in Reading Recovery™ is available to students meeting specific admissions criteria, including holding a master's degree in reading or closely related area, at least five years of teaching experience,
and having the nomination of a school district or consortium that has filed application to become a Reading Recovery™ site. Persons successfully earning certification are qualified and approved by the National Diffusion Network to serve as teacher leaders for the Reading Recovery™ program within public school systems. For additional information and requirements, contact the Department of Early Childhood, Elementary, Middle, Literacy and Special Education in the Watson College of Education.

**Education Add-on-Licensure**

**Academically or Intellectually Gifted** - Dr. Angela Housand  
**Curriculum/Instruction Supervision** - Dr. Scott Imig  
**English as a Second Language** - Dr. Nancy (Eleni) Pappamihiel  
**Mathematics (K-6)** - Dr. Shelby Morge  
**Reading Specialist (for Language and Literacy)** - Dr. Bradford Walker  
**School Administration** - Dr. William Sterrett

Students who have a valid NC teaching license may add on licensure at the graduate level in the areas of Academically or Intellectually Gifted, Curriculum and Instruction Supervision, English as a Second Language, Language and Literacy, Mathematics, and School Administration. Candidates must meet with the Program Coordinator for the licensure area to have an individual Plan of Study developed for program completion. Up to six hours from a previous master's degree may be counted towards the add-on licensure, if approved. Candidates must apply and be accepted to the Graduate School as add-on-licensure students to enroll in courses for add-on licensure unless they are completing the requirements as part of a degree program. Application and supplemental documents must be submitted by the published deadline. In addition to completion of coursework/internships, some areas may require completion of Praxis II examinations. Please see program coordinator for the requirements of your area.

**Department of Educational Leadership**

**Educational Leadership and Administration, Ed.D.**

**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 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, higher education, or related educational field from a regionally 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 a regionally accredited US institution. TOEFL scores are good for two years from the date the test is administered.
5. A minimum of three years of documented leadership experience

Applicants are required to submit

1. An application for graduate admission.
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). TOEFL scores are good for two years from the date the test is administered.
6. Letter describing your interest in pursuing a degree in leadership, focusing on either administration, curriculum and instruction, or higher education 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 conducted in the spring for selected candidates.
8. Current vitae/resume to be submitted if scheduled for an interview.
9. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (60 total hours)

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

Program Core (24 credit hours)

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
• EDL 699 - Dissertation in Education Credits: 3-6 (May take once for 6 credit hours or twice for 3 credit hours each)

AND choose six credit hours of additional research courses from the list below:

• EDL 642 - Program Evaluation Credits: 3
• EDL 643 - Quantitative Research Credits: 3
• EDL 644 - Qualitative Research Credits: 3
• EDL 640 - Special Topics in Research Credits: 1 (May be repeated for a total of 3 hours)

Program Specializations

Students choose one of three program specialization: Leadership in Curriculum and Instruction, Leadership in Educational Administration, or Leadership in Higher Education. Courses in each specialization build upon the foundation of leadership, organization, and research. Courses are offered on a rotating basis and a final program of study 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 in Educational Administration Specialization (36 credit 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.

• 26 credit hours from EDL 600 - 699 or SED 603 - Special Education for Educational Leaders Credits: 3
• 4 credit hours of internship from the following:
  • EDL 661 - Internship I-Issues Affecting Diverse Rural and Urban Educational Communities Credits: 2
  • EDL 663 - Business Internship Credits: 2
  • EDL 664 - International Internship Credits: 2
• 6 credit hours from any EDL 500 - 599 that is approved by an advisor or 6 additional credits from 600-699.
Curriculum and Instruction Specialization (36 credit 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.

- 26 credit hours from EDL 600 - 699 or SED 603 - Special Education for Educational Leaders  
  Credits: 3
- 4 credit hours of internship that include 2 credits from EDL 664 - International Internship Credits: 2 and 2 credits from either
- EDL 661 - Internship I-Issues Affecting Diverse Rural and Urban Educational Communities  
  Credits: 2
  Or
- EDL 663 - Business Internship Credits: 2
- 6 credit hours from any EDL 500 - 599 that is approved by an advisor or 6 additional credits from 600-699.

Higher Education Specialization (36 credit hours)

Students will take a set of courses that focus on areas related to higher education, such as student learning theory, innovation in higher education, accountability and assessment, policy and law, and resource management. All students are required to take one internship course (2 credits each). Students may select from an international study abroad internship, a business and government internship or an educational internship. 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.

- 28 credit hours from EDL 600 - 699 or SED 603 - Special Education for Educational Leaders  
  Credits: 3
- 2 credit hours of internship, selected from:
- EDL 661 - Internship I-Issues Affecting Diverse Rural and Urban Educational Communities  
  Credits: 2
  Or
- EDL 663 - Business Internship Credits: 2
  Or
- EDL 664 - International Internship Credits: 2
- 6 credit hours from any EDL 500 - 599 that is approved by an advisor or 6 additional credits from 600-699.

Exit Requirements

All Ed.D. students must:

1. Complete and pass an oral comprehensive examination.
2. Propose and defend a dissertation topic.
3. All students must take and pass at least one section of EDL 699 (3 credits required).
4. Complete, defend and submit a dissertation to the Graduate School.

Curriculum, Instruction and Supervision Specialization, M.Ed.

Graduate Coordinator, Curriculum/Instruction Supervision: Dr. Scott Imig

The specialization in Curriculum, Instruction and Supervision 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.

Admission Requirements

Candidates for admission to the M.Ed. with specialization in Curriculum, Instruction and Supervision must have a minimum of a bachelor's degree in a related field and are strongly encouraged to have completed three years of teaching experience (contact the Program Coordinator with questions about this requirement).

The following materials must be submitted in addition to the application for Graduate School:

1. Official copies of transcripts from all institutions attended (graduate and undergraduate).
2. Official scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). Scores more than five years old at the time of application will not be considered.
3. Candidates must hold or be qualified to hold a Class "A" teacher license in at least one area of education.
4. Three years of teaching experience preferred.
5. A statement of purpose delineating professional background, future goals, and how obtaining the degree helps in meeting stated goals.
6. Three recommendations by individuals in professionally relevant roles.
7. Bachelor's degree earned from a regionally accredited institution, completed before graduate study begins.
8. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (36 hours)

Curriculum and Instruction Sequence (6 Hours Required)

- EDL 530 - Curriculum, Instruction, and Assessment Credits: 3
- EDL 574 - Action Research in Curriculum and Instruction Credits: 3

Supervision Sequence (6 Hours Required)

- EDL 567 - Learning-Centered Supervision Credits: 3
- EDL 578 - Practicum in Developmental Instructional Supervision Credits: 3

Research and Evaluation (6 Hours Required)

- EDL 523 - Research in Education Credits: 3
- EDL 568 - Educational Program Design and Evaluation Credits: 3

Electives (12 Hours Required)

Electives in Curriculum, Instruction and Supervision are chosen in consultation with a faculty advisor. Electives from other graduate programs in the Watson College of Education or UNCW may be chosen. A maximum of six semester hours of graduate credit may be transferred from another regionally accredited institution in partial fulfillment of the total hours required for the program. National Board Certification is equivalent to 3 elective credit hours.

- EDL 512 - Legal Issues and Policy as a Systemic Process Credits: 3
- EDL 513 - Organizational Theory and Leadership Credits: 3
- EDL 514 - Technology for School Improvement Credits: 3
- EDL 566 - Supervision and Teacher Evaluation Credits: 3
- EDL 558 - Social Justice Topics in Education Credits: 3
- EDL 579 - Connecting Schools, Families, and Communities Credits: 3
- EDL 583 - Global Perspectives in Education Credits: 3
- EDL 591 - Directed Independent Study Credits: 1-3
- EDN 591 - Directed Independent Study Credits: 3
- EDL 595 - Special Topics in Educational Leadership Credits: 1-4
- EDN 595 - Special Topics in Education Credits: 1-4
- *Courses EDL 512, EDL 513, and EDL 514 also meet the requirements for the School Administrator's License. Up to 6 credits from this program may be used to earn the School Administrator's License.

Culminating Project/Thesis (6 Hours Required)

- EDL 596 - Culminating Project I Credits: 3 and either
- EDL 597 - Culminating Project II Credits: 3
  or
- EDL 599 - Thesis II Credits: 3 taken as (3) hours

Exit Requirement

All students must complete either a culminating project or thesis. All students must take and pass EDL 596 and either EDL 597 or EDL 599. All students must defend either the culminating project or thesis. In the thesis option, students must submit the thesis to the Graduate School.
NC Licensure Requirement

To receive state licensure, candidates also must pass the licensure examination required by the state of North Carolina and submit the necessary paperwork to the North Carolina Department of Public Instruction.

Higher Education Specialization, M.Ed.

Graduate Coordinator: Dr. James DeVita

The Master of Education (M.Ed.) with specialization in Higher Education is designed for people who wish to enter or advance in 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 College of Education Conceptual Framework of developing highly competent professionals to serve in educational leadership roles. The program has been designed in accordance with the Council for the Advancement and Standards in Higher Education (CAS Standards).

Program graduates typically work in functional areas such as academic advising, admissions, career services, financial aid, judicial affairs, alumni relations, athletics, multicultural affairs, residence life, and student activities.

Admission Requirements

1. Official copies of transcripts from each institution attended (graduate and undergraduate).
2. An undergraduate grade average of "B" (GPA = 3.0) or better is recommended.
3. Three recommendations from individuals who can attest to the qualifications of the applicant for admission to this program.
4. A personal statement describing leadership experience or explanation of interest in higher education.
5. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (36 hours)

The M.Ed. with specialization in Higher Education requires a minimum of 36 credits including electives that are selected from course offerings in Educational Leadership and other disciplines. The program requires students to engage in supervised professional practice, which provides the opportunity to connect theory to practice while working in a community college or university administrative or student support office or program.

Core Courses (30 hours required)

- 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 555 - Legal Issues in Higher Education Credits: 3
• EDL 556 - Technology in Higher Education Leadership Credits: 3
• EDL 558 - Social Justice Topics in Education Credits: 3
• EDL 560 - Reflective Practice Credits: 3
• EDL 596 - Culminating Project I Credits: 3
• EDL 597 - Culminating Project II Credits: 3
Or
• EDL 599 - Thesis II Credits: 3

Electives (6 hours required)

500 level (or above) courses selected in consultation with advisor from designations such as:

• EDL 523 - Research in Education Credits: 3
• EDL 554 - Leadership Theory and Behavior Credits: 3
• EDL 557 - Community College Administrators Credits: 3

Exit Requirement

All students must complete either a culminating project or a thesis. All students must take and pass EDL 596 and either EDL 597 or EDL 599. All students must defend either the culminating project or thesis. In the thesis option, students must submit to thesis to the Graduate School.

School Administration, M.S.A.

Graduate Coordinator: Dr. William Sterrett

The Master’s of School Administration (MSA) program prepares school personnel to become PreK-12 school principals. Program materials and experiences focus on school leadership, organizational theory, innovation, and best practices. Students work to apply theories to real situations in schools.

Admission Requirements

Applicants are required to submit the following materials to the Graduate School:

1. An application for graduate admission.
2. A bachelor's degree from a regionally accredited institution, completed before graduate study begins.
3. Official transcripts of all college work (undergraduate and graduate)
4. Official scores on the verbal, quantitative, and analytical portions of the Graduate Record Exam or the Miller Analogies Test
5. Three recommendations by individuals in professionally relevant roles
6. A brief (2-3 page typed, double-spaced) letter of application which includes a description of goals and interests in pursuing graduate study. Please review and reference the WCE Mission Statment
7. A brief (2-3 page typed, double-spaced) autobiographical statement which outlines the applicant's: (a) relevant professional experiences, (b) how these experiences relate to the desire to become a school administrator, (c) goals as an administrator, and (d) philosophy of education

8. Application and supplemental documents must be submitted by the published deadline. A satisfactory score on the Miller Analogies Test or the verbal, quantitative, and analytical portions of the Graduate Record Examination and an undergraduate grade point average of 3.0 are required for admission. In addition, applicants must hold, or be qualified to hold, North Carolina Class "A" teacher licensure and must have served successfully as a teacher for a minimum of three years at the elementary, middle grades, or secondary level. Final selection will be based upon consideration of test scores, academic record, writing samples, and recommendations. Admissions decisions are based upon several factors, and where other indicators of success warrant, individuals who fall below the established criterion in one of the areas may still be considered for admission.

The school administration program of the University of North Carolina Wilmington is authorized by the Principal Fellows Commission to serve students selected to the North Carolina Principal Fellows Program. Open to United States citizens who are residents of North Carolina and meet rigorous academic and experiential requirements, the Principal Fellows program provides two-year scholarship loans to students who enroll in and complete a full-time two-year master's program in school administration at one of the selected North Carolina institutions. The scholarship loans will be forgiven if the graduate serves as a full-time school administrator in North Carolina for four years during the six years following program completion. Selection as a Principal Fellow and admission to the Graduate School of the University of North Carolina Wilmington are two separate procedures, but admission to an approved university program is a criterion for selection as a Fellow. For application materials for the Principal Fellows Program, call (919)962-457 or write:

Principal Fellows Program
The University of North Carolina General Administration
P.O. Box 2688
Chapel Hill, NC 27515-2688

Degree Requirements (36 total hours)

Students selected to the Master of School Administration program will complete an interdisciplinary program comprised of 36 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 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 full-time 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.
Core Requirements:

- EDL 512 - Legal Issues and Policy as a Systemic Process Credits: 3
- EDL 513 - Organizational Theory and Leadership Credits: 3
- EDL 514 - Technology for School Improvement Credits: 3
- EDL 530 - Curriculum, Instruction, and Assessment Credits: 3
- EDL 526 - Managerial Leadership and Administration Credits: 3
- EDL 566 - Supervision and Teacher Evaluation Credits: 3
- EDL 568 - Educational Program Design and Evaluation Credits: 3
- EDL 569 - Internship: Pre-Leadership Applications Credits: 3 (See note below)
- EDL 570 - Internship: Leadership Applications I Credits: 6
- EDL 571 - Internship: Leadership Applications II Credits: 6

*Note: EDL 569 is required of all students not conducting a split (two school) placement for EDL 570 and EDL 571 (the split placement is usually taken by non-teaching students such as Principal Fellows). Thus, full-time teachers are encouraged to take EDL 569 during the summer prior to EDL 570 and 571 (EDL 569 will provide "other level" experience at another host school). Students taking EDL 570-571 as a split placement (at two different schools) should take another 500-level course as an elective instead of EDL 569. Please consult with program coordinator.

Exit Requirements

Students are required to successfully complete the e-Portfolio Defense prior to graduation. See MSA Handbook for additional information.

College Teaching and Learning Post-Baccalaureate Certificate, MCRT

Program Coordinator: Dr. Susan Catapano

The Post-Baccalaureate Professional Certificate in College Teaching and Learning is designed to enhance the teaching competencies of education professionals who see to effectively develop, implement, manage, and evaluate post-secondary learning environments. Grounded in the latest educational research of best practices in college teaching, the program provides graduate students (from any discipline), community college instructors, adjunct, and full-time faculty at four-year institutions the opportunity to obtain the skills and knowledge to create engaging learning environments.

The College Teaching and Learning Certificate program will provide participants with a variety of diverse learning opportunities and hands-on experiences. Participants will learn about the principles of adult learning and best practices for engaging this unique cohort of students, effective course design, assessment strategies, and a variety of instructional design methods. The program is designed to be flexible in order to remain current with the changing landscape of higher education.
Certificate Program Objectives

Upon completing the College Teaching and Learning Certificate program, participants will be able to:

1. Develop student outcomes that are realistic, measurable, and valuable.
2. Develop curriculum, classroom activities, and learning experiences that enable students to achieve identified learning outcomes.
3. Apply effective curriculum models, instructional practices, and delivery formats for post-secondary students in a variety of learning experiences.
4. Develop and apply the knowledge and skills of designing, developing, delivering, and evaluating post-secondary learning environments and programs that are accessible for individuals with disabilities and are responsive to learners' diversity and cultural differences.
5. Use critical thinking, appropriate technology, and problem solving skills to foster creativity and innovation in post-secondary education.
6. Utilize data and findings from assessments and other data sources to modify instructional methods and content to enhance student learning in a variety of learning environments.

Admission Requirements

The minimum admission standards for candidates for the College Teaching and Learning Certificate program are one or more of the following:

- A master's degree from a regionally accredited college or university in this country, or its equivalent in a foreign institution, Or
- Be currently enrolled in a master's program, Or
- Hold a bachelor's degree and currently teaching in a community college or four-year institution, Or
- Other circumstances acceptable to the chair or program coordinator

To apply for admission to the graduate Certificate in College Teaching and Learning program the candidate must submit the following:

1. An application for graduate admission. Students currently enrolled in a graduate program may elect to take some or all of the courses in the Certificate Program (all courses must be taken and passed with no less than a grade of C in all courses to receive the Certificate).
2. Official transcripts of all prior university or college coursework (undergraduate and graduate).
3. Professional resume and personal statement delineating professional background, future goals, and how obtaining the Certificate in College Teaching and Learning helps in meeting stated goals.
4. Application and supplemental documents must be submitted by the published deadline.

Individuals who do not meet all of the criteria may be admitted by the recommendation of the chair or program coordinator and if other factors indicate potential for success. The courses in this certificate program are all project-based with individual and team collaboration. Current university faculty work closely with students to facilitate the hands-on design of the practicum component of the curriculum. These factors facilitate the successful completion of the program in a timely manner.

Individuals interested in teaching and in post-secondary education settings should know that to be eligible to teach at a community college they must first earn a Master's degree in an academic discipline and have completed a minimum of 18 graduate course hours in each discipline that they hope to teach.
Individuals hoping to teach at a four-year institution typically must earn at least a Master’s degree to teach undergraduate students and a Doctorate degree to teach graduate students. In addition, some professional programs at a four-year institution require 18 graduate credits in the academic discipline. This Certificate in College Teaching and Learning is not a substitute for any of the above noted educational requirements.

Policies Governing Certificate Admission Criteria and Subsequent Admission to Graduate Degree Programs

The certificate admission criteria and policies governing the relation of certificates to graduate degree programs include the following:

1. Students who are currently enrolled (not admitted) in the Graduate School and who wish to pursue the certificate program must apply for admission to the program before 10 credits are completed.
2. No transfer credit from another institution will be counted toward the completion of the certificate program with the exception of courses offered as part of an agreement between the certificate program and collaborating institutions.
3. A certificate graduate student may enroll on either a part-time or a full-time basis.

Certificate Requirements (12 credit hours)

The program requires a minimum of 12 credit hours. The following courses have to be completed before the elective courses can be taken. Students must complete:

- EDL 590 - Curriculum Planning in Post-Secondary Education Credits: 3
- EDL 558 - Social Justice Topics in Education Credits: 3

- EDL 592 - Instructional Delivery in Post-Secondary Education Credits: 3 and a 3 credit elective
  Or
- MIT 500 - Instructional Systems Design: Theory and Research Credits: 3 and
- MIT 510 - Design and Development of Instructional Technology Credits: 3

All students are recommended to complete the EDL 593 Practice in College Teaching regardless of other courses selected. This course gives participants experience teaching at the post-secondary level under the close supervision of a faculty member.

- Electives will be selected under the guidance of a faculty advisor.
- Students in the Doctorate in Educational Leadership may earn the Certificate as part of their electives, under the guidance of a faculty advisor.
Department of Early Childhood, Elementary, Middle, Literacy, and Special Education

Elementary Education Specialization, M.A.T.

Graduate Coordinator: Dr. Kathleen Schlichting

The Master of Art in Teaching with specialization in Elementary Education (K-6), is designed as a four semester, 36-hour intensive program for candidates who already hold a bachelor's degree, but have little or no background in education. Successful completion of the program and licensure requirements will lead to a Master's degree and North Carolina Elementary Education teacher certification. The program prepares educators to be highly effective elementary classroom teachers in grades kindergarten through sixth grade.

Classes are typically offered two evenings per week (fall, spring) and three evening in one summer session. Please see website or contact the Program Coordinator for details. Field experiences are required each semester and culminate in a full-time internship, in which the candidate works with one partnership teacher in an assigned elementary classroom.

Program Objectives

Upon completion of the graduate MAT in Elementary Education, the candidate should be able to:

1. Demonstrate a depth and breadth of general knowledge in the field of Elementary Education.
2. Skillfully articulate knowledge of K-6 learning communities.
3. Demonstrate effective communication skills that can be utilized when interacting with students, colleagues, administrators, and families.
5. Utilize assessment/evaluation to inform teaching and enhance learning.
6. Establish a classroom environment sensitive to the cultural and linguistic needs of all students.
7. Use technology to enhance the academic achievement of elementary students.
8. Demonstrate effective leadership within the school environment.
9. Demonstrate ability to use reflection, problem solving and critical thinking in the teaching and learning process.

Admission Requirements

1. Bachelor's degree from a regionally accredited college or university completed before graduate study begins.
2. Official copies of transcripts of all college work (undergraduate and graduate). Undergraduate GPA of 3.0 or better is recommended.
3. Official scores on the Graduate Record Exam (GRE) or Millers Analogies Test (MAT).
4. Three recommendations by individuals in relevant professional fields.
5. A letter of interest describing your interest in pursuing teaching as a profession, why you consider yourself a strong candidate for the program, and your commitment to working with children.
6. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (36 total credit hours)

- EDN 550 - Nature and Needs of Children with Exceptionalities Credits: 3
- LIC 500 - Advanced Elementary Grades Education, K-6 Credits: 3
- LIC 501 - Research-based Instructional Design and Integrated Curriculum Credits: 3
- LIC 519 - Advanced Diverse Learners, K-6 Credits: 3
- LIC 522 - Advanced Mathematics Methods, K-6 Credits: 3
- LIC 534 - Advanced Social Studies Methods, K-6 Credits: 3
- LIC 536 - Advanced Science Methods, K-6 Credits: 3
- LIC 540 - Advanced Language and Literacy I, K-6 Credits: 3
- LIC 548 - Advanced Language and Literacy II, K-6 Credits: 3
- LIC 560 - Internship, K-6 Credits: 9

Exit Requirement

A comprehensive exit portfolio that addresses the standards for undergraduate and graduate Teacher Education is required for graduation and licensure.

Middle Grades Education Specialization, M.A.T.

Graduate Coordinator: Dr. Kathleen Roney

Admission Requirements

To ensure that prospective teachers applying to the M.A.T program offered by the Watson College of Education know the content they will be teaching, applicants seeking admission to the M.A.T program in middle grades education are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official copies of transcripts of college work (graduate and undergraduate)
3. Official scores on Graduate Record Exam (GRE) or Miller Analogies Test (MAT)
4. Three recommendations by individuals in relevant professional fields
5. In addition to materials required as part of the Graduate School application process, a letter of interest describing commitment to the teaching profession, prior experiences working with young adolescents, prior experiences in middle level schools, and philosophy of teaching and learning
6. Application and supplemental documents must be submitted by the published deadline

Candidates for the M.A.T program are strongly urged to have teaching experience documented before they apply in order to be knowledgeable about education in middle level schools and working with young adolescents. Such experience may include substitute teaching, part-time teaching, or volunteer work. An
undergraduate grade average of "B" (GPA = 3.0) is a minimum requirement for graduate admission. However, admissions decisions are based upon several factors, and where other indicators of success warrant, individuals who fall below the established criterion in one of the areas may be considered for admission.

A bachelor’s degree from a regionally accredited college or university must be completed before graduate study begins. The admissions process for this program may require an interview. Final selection will be based upon consideration of academic record, test scores, writing samples, recommendations, and possible interview performance.

NOTE: Licensure requirements change and requirements must be adjusted to accommodate new mandated competencies and guidelines.

Degree Requirements (33 total hours)

The program leading to the Master of Arts degree (M.A.T.) with middle grades education specialization seeks to prepare candidates for teaching young adolescents and addresses the North Carolina Professional Teaching Standards, the masters/advanced competencies which include standards in instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development leadership, as well as the Common Core and North Carolina Essential Standards for middle school teachers. Middle grades teacher candidates earn licensure in one or more of the following middle grades content areas: language arts, mathematics, social studies, science.

Core Courses

Leads to the North Carolina Level "A" license (24 credit hours)

All courses with the LIC prefix offer parallel graduate sections for existing undergraduate courses. The graduate sections incorporate a level of critical analysis appropriate for an advanced degree. In order to accomplish this level of critical analysis, graduate students complete additional assignments that engage them in research and critical thinking. They are also expected to take on leadership roles in the program.

- EDN 520 - Instructional Development Credits: 3
- LIC 511 - Middle Grades Internship Credits: 6
- LIC 518 - Advanced Middle Grades Education Credits: 3
- LIC 520 - Advanced Diverse Learners, 6-9 Credits: 3
- LIC 552 - Literacy Integration in the Middle Grades 6-9 Credits: 3
- EDN 595 - Special Topics in Education Credits: 1-4 (3 credits required)

And select one of the following methods courses (3 credit hours)

- LIC 523 - Advanced Mathematics Methods, 6-9 Credits: 3
- LIC 535 - Advanced Social Studies Methods, 6-9 Credits: 3
- LIC 538 - Advanced Science Methods, 6-9 Credits: 3
- LIC 555 - Advanced Language Arts Methods, 6-9 Credits: 3
Additional Requirements Leads to the North Carolina Level "M" license (9 credit hours)

These courses are necessary to complete requirements for the M.A.T. with specialization in Middle Grades Education. These focus on advanced professional understandings and content specialty.

- EDN 549 - Middle School Education Credits: 3 and
- Additional six hours in content specialty area (approved by advisor) from among the following:
  - EDN 500-599
  - EDL 500-599
  - MIT 500-599
  - EVS 500-599
  - BIO 500-599
  - CHM 500-599
  - GGY 500-599
  - HST 500-599
  - SOC 500-599
  - ANT 500-599
  - ECN 500-599
  - ENG 500-599
  - LIC 500-599
  - MAE 500-599

Exit Requirement

A comprehensive exit portfolio to address NC Level "A" licensure requirement; and a comprehensive presentation of graduate work to address NC Level "M" licensure requirement.

Educational Leadership, Policy, and Advocacy in Early Childhood Specialization, M.Ed.

Graduate Coordinators: Dr. Amelia (Amy) Moody and Dr. Candace Thompson

The Master of Education (M.Ed.) program includes a specialization in Educational Leadership, Policy, and Advocacy specifically in the area of early childhood. This specialization is an interdisciplinary program designed for people who work or wish to work as a leader of the field of family and child advocacy. Information in this degree supports the development of leadership skills to serve in positions within community, state, and national agencies, in both the public and private sector that focus on supporting the healthy development, growth, and education of families and children. This specialization provides a grounding in social, historical, philosophical, developmental, educational, and international perspectives of family and child advocacy. The 36-39 hour* specialization supports the Watson College of Education Conceptual Framework for developing highly competent professionals to serve in educational leadership roles.
Program Goal

The M.Ed. with specialization in educational leadership, policy and advocacy, with an early childhood focus, prepares professionals with an interest in the early childhood field to take leadership roles in organizations that focus on improving the lives of families and children through the collaboration of public policy, community action, and educational support.

Specialization Objectives

Upon completion of the M.Ed. with specialization in Educational Leadership, Policy, and Advocacy in Early Childhood, students will be able to:

- Understand the historical and contemporary social and political issues that affect families and children.
- Understand, support, and advocate for the positive and productive development, health, education and other needs of diverse families and children.
- Think and act critically as a member of a complex and global society with responsibilities for all citizens.
- Use data effectively for assessment and decision-making, including the design and evaluation of effective services and programs for families and children.
- Provide effective leadership in developing and changing organization that support families and children.

Admission Requirements:

1. Bachelor's degree completed before graduate study begins in early childhood or related field (documentation of experience in the field of early childhood or related field (documentation of experience in the field of early childhood is required if bachelor's degree is in another field).
2. Official copies of transcripts of college work (graduate and undergraduate).
3. Official scores on Miller Analogies Test or Graduate Record Exam.
4. Three recommendations from individuals who can attest to the qualifications of the applicant for admission to this program.
5. A personal statement describing one's interest in family and child advocacy and any prior leadership experience.
6. Requirements may be substituted depending on a student's background and experience. Consultation with a faculty advisor is required to determine if a substitution is appropriate.
7. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (36 hours):

Core Courses (15 hours required)*
- EDN 512 - Historical and Contemporary Issues and Trends in Early Childhood Education Credits: 3
- EDL 509 - Public Policy and Advocacy for Children and Families Credits: 3
- EDL 554 - Leadership Theory and Behavior Credits: 3
- EDN 514 - Arts Integration Across the Curriculum (K-6) Credits: 3
• EDL 510 - Internship in Leadership, Policy, and Advocacy Credits: 3

Culminating Project/Thesis Courses (6 credits required)
• EDL 596 - Culminating Project I Credits: 3 and either
• EDL 597 - Culminating Project II Credits: 3 or
• EDL 599 - Thesis II Credits: 3

Electives (up to 15 credits required)
Courses from any of the following designations with guidance from an advisor:
• EDN, EDL, PLS (Public Administration), HEA (Health and Human Services), SWK (Social Work), and other courses approved by the advisor.
• EDL 523 - Research in Education Credits: 3 may serve as an elective

*Students without an undergraduate course in the introduction to early childhood education may be required to take EDN 503 Introduction to Early Childhood Education. A faculty advisor will review transcripts to determine if this is required. Students enrolled in EDN 503 will complete the program with an additional 3 hours (39).

Exit Requirement:
All students must complete either a culminating project or a thesis. All students must take and pass EDL 596 Culminating Project I (3) and either EDL 597 Culminating Project II (3) or EDL 599 Thesis II (3). All students must defend either the culminating project or a thesis. In the thesis option, students must submit the manuscript to the Graduate School.

Elementary Education Specialization, M.Ed.

Graduate Coordinator: Dr. Kathleen Schlichting

The 33-hour program leading to the Master of Education degree (M.Ed.) with specialization in Elementary Education provides advanced professional study for individuals who hold, or are qualified to hold, a North Carolina Class “A” teaching license in early childhood education and/or elementary education. This specialization enables candidates to expand their current knowledge of the field of Elementary Education at the graduate level. The target audience is certified elementary teachers who seek to enhance their theoretical and pedagogical knowledge of elementary education and become stronger teachers.

Objectives

Upon completion of the graduate M.Ed., with specialization in Elementary Education, the candidate should be able to:

1. Demonstrate a depth and breadth of general knowledge in the field of Elementary Education.
2. Skillfully articulate knowledge of K-6 learning communities.
3. Demonstrate effective communication skills that can be utilized when interacting with students, colleagues, administrators, and families.
5. Utilize assessment/evaluation to inform teaching and enhance learning.
6. Establish a classroom environment sensitive to the cultural and linguistic needs of all students.
7. Use technology to enhance the academic achievement of elementary students.
8. Demonstrate effective leadership within the school environment.
9. Demonstrate ability to use reflection, problem solving and critical thinking in the teaching and learning process.

Admission Requirements

Applicants to the specialization in elementary education program are required to hold, or are qualified to hold, a North Carolina Class "A" teaching license in early childhood education and/or elementary education. Applicants seeking admission to the M.Ed. with specialization in Elementary Education graduate program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. A bachelor's degree from a regionally accredited college or university completed before graduate study begins.
3. Official copies of transcripts of all college work (undergraduate and graduate)
4. GPA of "B" (3.0) or better recommended in undergraduate work
5. Three professional recommendations
6. 2-3 page typed letter of interest which includes a description of the applicant's professional goals, educational interests in pursuing graduate study, and philosophy of teaching.
7. Application and supplemental documents must be submitted by the published deadline

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.

Degree Requirements

The 33-hour program leading to the Master of Education degree (M.Ed.) with specialization in elementary education provides advanced professional study for individuals who hold, or are qualified to hold, a North Carolina Class "A" teaching license in early childhood education and/or elementary education.

- Professional Core – Enhance knowledge and expertise in areas of research, curriculum, and diversity.
- Advanced Study of Content – Focused study of theory and pedagogy in the areas of Science, Math, Social Studies, Language Arts, and Arts Integration.
- Contemporary Topics in Education - Intensive exploration of a particular area of interest (e.g., Critical Literacy, Informal Science, Technology and New Media Pedagogy) that leads to a deeper understanding of contemporary topics in elementary education.

Degree Requirements (33 total credit hours)
Professional Core (9 credit hours)

- EDN 501 - The Introduction to Elementary Education Credits: 3
- EDN 508 - Advanced Diverse Learners Credits: 3
- EDN 524 - Action Research for Elementary Educators Credits: 3

Advanced Methods Courses (15 credit hours)

- EDN 542 - Advanced Teaching of Mathematics in the Elementary Classroom Credits: 3
- EDN 543 - Advanced Teaching of Social Studies in the Elementary Classroom Credits: 3
- EDN 544 - Advanced Teaching of Science in the Elementary Classroom Credits: 3
- EDN 548 - Advanced Teaching of Language and Literacy in the Elementary Classroom Credits: 3
- EDN 514 - Arts Integration Across the Curriculum (K-6) Credits: 3

Contemporary Topics in Education (9 credit hours)

- EDN 595 - Special Topics in Education Credits: 1-4 (2 courses at 3 credit hours each required)
- EDN 591 - Directed Independent Study Credits: 3 Capstone Course

Exit Requirement

Comprehensive electronic portfolio completed in the Capstone course EDN 591.

Language and Literacy Education Specialization, M.Ed.

Graduate Coordinator, Language and Literacy Education: Dr. Bradford Walker

The graduate program leading to the Master of Education degree (M.Ed.), with specialization in Language and Literacy (i.e. reading) Education, addresses the North Carolina Masters/Advanced Competencies which include standards in Instructional Expertise, Knowledge of Learners, Research Expertise, Connecting Subject Matter and Learners, and Professional Development and Leadership. It 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 36 semester hour program is comprised of 24 hours in the specialization, 6 hours of practica, and 6 hours of electives. Based on the view of the professional as a decision-maker, the program addresses the needs for conceptual and procedural bases for decision making, for specific practices, and for structured reflection.

Admission Requirements

Applicants seeking admission to the (M.Ed.) with specialization in Language and Literacy Education 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 Graduate Record Exam (GRE) or Miller Analogies Test (MAT).
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.
6. Application and supplemental documents must be submitted by the published deadline.

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 area may be considered for admission.

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. 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. 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.

Degree Requirements (36 total hours)

Language and Literacy Specialty (24 hours)

- EDN 536 - Teaching and Learning in the Content Areas Using Multiple Literacies Credits: 3
- EDN 538 - Teaching Writing from a Writer's Perspective Credits: 3
- EDN 541 - The Role of Literature in Learning and the Curriculum Credits: 3
- EDN 558 - Language, Literacy, and Culture Credits: 3
- EDN 566 - Research in Literacy Education Credits: 3
- EDN 568 - Literacies and Technology Credits: 3
- EDN 584 - Development of Language and Literacy Curriculum Credits: 3
- EDN 586 - Professional Roles and Systems for Change in Literacy Education Credits: 3

Practica (6 hours)

- EDN 588 - Assessments in Language and Literacy Credits: 3
- EDN 589 - Tutoring and Coaching for Literacy Development Credits: 3

Electives (6 hours)

Recommended electives or other courses as approved by the advisor or graduate coordinator.
- EDN 504 - Seminar in International Education Credits: 1-3
- EDN 507 - ESL Topics for Non-ESL Teachers Credits: 3
- EDN 537 - Linguistics for Teachers Credits: 3
- EDN 540 - Adolescent Literature Credits: 3
- EDN 545 - Black Literature and Resources for Teachers Credits: 3
- EDN 550 - Nature and Needs of Children with Exceptionalities Credits: 3
- EDN 552 - Introduction to Gifted Education Credits: 3
- EDN 581 - Comparative International Education Credits: 3
- EDN 595 - Special Topics in Education Credits: 1-4 (taken as 3 hours)

Exit Requirement

Each student is required to complete the comprehensive examination process as defined by the Language and Literacy faculty prior to completion of the program.

Reading Specialist Certification

Individuals who already hold a master's degree in education in a related area may qualify to be recommended for graduate level licensure in Reading (K-12) by completing 18 additional hours of approved literacy-related coursework and passing the appropriate specialty area PRAXIS examination. Please see an advisor or the program coordinator for specific information if you are interested in this certification.

Middle Grades Education Specialization, M.Ed.

Graduate Coordinator, Middle Grades Education: Dr. Kathleen Roney

The M.Ed. with specialization in Middle Level Education provides advanced training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in at least one area of middle grades education (6-9). The 33-semester hour program is comprised of three components: Professional core in which graduate candidates explore topics in research, curriculum, and diversity and their implications for middle level education; a focus area in which candidates conduct a deep investigation of issues related to middle level education; and a capstone experience that allows candidates to synthesize issues of middle level education. Based on the view of the professional as a decision-maker, the specialization addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the candidate's anticipated area of professional practice.

Admission Requirements

1. Bachelor's degree, earned from a regionally accredited institution, before graduate study begins.
2. Candidates must hold or be qualified to hold an initial Class "A" teacher license in at least one area of middle grades education (6-9).
3. Official copies of transcripts of college work (graduate and undergraduate).
4. An undergraduate grade average of "B" (GPA = 3.0) or better is recommended.
5. Official scores on Graduate Record Exam (GRE) or Miller Analogies Test (MAT).
6. Three recommendations by individuals in relevant professional fields.
7. A letter of interest describing commitment to the teaching profession, prior experiences working with middle grades learners, prior experiences in schools, and philosophy of teaching and learning.
8. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (33 Hours)

Professional Core (9 hours required)

**Curriculum** (Choose one course from the following)
- EDL 530 - Curriculum, Instruction, and Assessment Credits: 3
- EDN 541 - The Role of Literature in Learning and the Curriculum Credits: 3
- EDN 584 - Development of Language and Literacy Curriculum Credits: 3
- EDL 574 - Action Research in Curriculum and Instruction Credits: 3

**Research** (Choose one course from the following)
- EDL 523 - Research in Education Credits: 3
- EDN 566 - Research in Literacy Education Credits: 3
- HST 500 - Historiography and Methodology Credits: 3

**Diversity** (Choose one course from the following)
- LIC 520 - Advanced Diverse Learners, 6-9 Credits: 3
- EDN 509 - Education in a Multicultural Context Credits: 3

Content Option (18 hours required)

**Interdisciplinary Studies (INST)**

Interdisciplinary Studies provides a highly integrated exploration of education, which not only includes the study and role of teaching, but is specifically designed for highly motivated middle grades teachers who wish to deepen their understanding of the social, scientific, and humanistic dimension of teaching in the 21st century. Candidates may choose from among the following courses:

For Licensure in Language Arts:
ENG 500-599

For Licensure in Mathematics:
MAE 500-599

For Licensure in Science:
ANT 500-599
BIO 500-599
CHM 500-599
EVS 500-599

For Licensure in Social Studies:
ECN 500-599
GGY 500-599
HST 500-599
SOC 500-599

Education courses:
EDL 500-599
EDN 500-599
LIC 500-599

Program Emphasis (6 hours required)

- EDN 549 - Middle School Education Credits: 3
- EDN 595 - Special Topics in Education Credits: 1-4 (3 credit hours required)

Exit Criteria

A comprehensive presentation of graduate work to address NC Level "M" Licensure requirement.

Department of Instructional Technology, Foundations, and Secondary Education

Secondary Education Specialization, M.A.T.

Graduate Coordinator: Dr. Ginger Rhodes

Admission Requirements

Applicants seeking admission to the Master of Arts in Teaching (M.A.T.) program with specialization in Secondary Education are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Bachelor's degree, earned from a regionally accredited institution, completed before graduate study begins.
3. Official copies of transcripts of all college work (undergraduate and graduate). An undergraduate grade average of "B" or better is required.
4. Official scores on the Miller Analogies Test or Graduate Record Exam. Minimum scores at or above 50 percentile rank.
5. Three recommendations by individuals in relevant professional fields.
6. Application and supplemental documents must be submitted by the published deadline.
7. In addition to materials required as part of the Graduate School application process, candidates for the M.A.T. program also must submit a letter of interest that describes their commitment to the teaching profession, recent experience working with teenagers, and their philosophy of teaching and learning – see below for fuller description and explanation.

8. It is recommended that you take the PRAXIS II - Licensure Area Content test prior to applying. A passing score on a discipline-specific PRAXIS II Exam as approved by NC Department of Public Instruction (NCDPI) in the applicant's concentration area and the pedagogy (PLT) required for teacher licensure.

To ensure that candidates for the M.A.T. degree are aware of all of the expectations for high school teachers, applicants must have recent experiences in secondary education or related settings. Appropriate experiences may include substitute teaching, lateral entry employment, or tutoring. For those candidates who lack related experiences, a minimum of three visits to an area high school must be arranged to assist a teacher of their content (Math, Science, English, Social Studies or Spanish) with at least three mini-lessons to the whole class. A short reflection on those experiences should be included in the letter of interest submitted as part of the application process. Access to schools is sometimes difficult with security clearances, so Watson College faculty encourage applicants to begin this process early in the semester they plan to apply for graduate admission. For questions about options for fulfilling this requirement, or for students who experience any difficulties in gaining access to a high school, please contact the M.A.T. Program Coordinator. Final selection for admission is based upon consideration of academic record, Miller Analogies or Graduate Record Exam scores, letter of application, recommendations and successful completion of the PRAXIS II. An interview with a committee of Watson College of Education faculty and public school personnel also may be required.

Students who seek professional improvement or licensure renewal but do not intend to pursue a degree may register for undergraduate courses through procedures established for non–degree students. NOTE: Licensure requirements change and requirements must be adjusted to accommodate new mandated competencies and guidelines.

Degree Requirements (33 total hours)

The program leading to the Master of Arts degree (M.A.T.) with specialization in Secondary Education provides professional preparation for (a) "licensure-only" students who already have a degree and wish to gain teacher licensure and (b) lateral-entry teachers. The 33-semester hour program is comprised of 27 semester hours in professional education competency areas and 6 hours in the content specialization. The M.A.T in secondary education is offered in the following specialties: English, social studies, mathematics, and science. The MAT program is a full time, "one-year" program, based on a cohort model. The program is comprised of a core of professional studies with extensive time in the field for the integration of theory and practice.

I. Professional Core (12 Hours)

- SEC 510 - Diverse Learners and Special Needs Credits: 3
- SEC 511 - ESL Concepts for Secondary Teachers Credits: 3
- SEC 520 - Instructional Design, Technology, and Leadership Credits: 3
- SEC 528 - Secondary School Organization Credits: 3
II. Pedagogical Expertise (6 Hours)

- SEC 500 - Field Experience in Secondary Schools Credits: 3

Select one of the following methods courses (3 semester hours)

- SEC 503 - Advanced Theory and Practice in Teaching Secondary English Credits: 3
- SEC 504 - Advanced Theory and Practice in Teaching Secondary Mathematics Credits: 3
- SEC 505 - Advanced Theory and Practice in Teaching Secondary Social Studies Credits: 3
- SEC 506 - Advanced Theory and Practice in Teaching Secondary Science Credits: 3
- SEC 507 - Advanced Theory and Practice in Teaching Secondary Spanish Credits: 3

III. Professional Development (9 Hours)

- SEC 509 - Internship in Secondary Schools Credits: 6
- SEC 521 - Seminar on Teaching, Learning, and Leadership Credits: 3

IV. Content Specialization (6 Hours)

Students may choose any 500-599 courses in the discipline appropriate to their licensure area and approved by their advisor: English, social studies, mathematics, or science.

V. Exit Requirement

Students must complete an oral defense of the portfolio.

**Academically or Intellectually Gifted Specialization, M.Ed.**

**Graduate Coordinator:** Dr. Angela Housand

The 33 hour program leading to the Master of Education degree (M.Ed.) with specialization in academically or intellectually gifted (AIG) is designed for students who already hold a bachelor's degree and teacher certification. Successful completion of the program will prepare candidates for add-on licensure to their current license, as well as a master's degree. The target audience is certified K-12 teachers who seek to improve their knowledge of and expertise in the field of AIG.

The mission of Watson College of Education (WCE) AIG Program is to prepare educational leaders who will design and deliver effective programs and services for gifted and talented students. These educational leaders will ensure that gifted students achieve their potential. Graduates will be able to competently design curriculum and programs, advocate for gifted students, and deliver instruction that meets the broad spectrum of exceptional needs of gifted and talented students.
Objectives

Upon completion of the graduate M.Ed. with specialization in AIG, the candidate should be able to:

1. Demonstrate a breadth of general knowledge in the field of gifted education and talent development.
2. Demonstrate a well-articulated knowledge of K-12 communities and issues affecting the gifted and talented population.
3. Demonstrate effective communication skills that can be utilized when interacting with stakeholders, including colleagues, administrators, families and community members.
4. Design, implement, and assess effective instruction for gifted and talented learners.
5. Establish a classroom environment sensitive to the social, emotional, and academic needs of all students.
6. Demonstrate effective knowledge of state and federal standards and policies with regard to the gifted and talented population.
7. Use technology to enhance the academic achievement of gifted and talented learners.
8. Demonstrate effective leadership within the school environment, Local Education Agency (LEA), and community.

Admission Requirements

1. Bachelor's degree completed before graduate study begins.
2. Official copies of transcripts of college work (graduate and undergraduate). An undergraduate grade average of "B" (GPA=3.0) or better is recommended.
3. Three recommendations by individuals in relevant professional fields.
4. A letter of intent describing applicants' commitment to the teaching profession, interests in working with gifted and talented learners, prior school experiences, and philosophy of teaching and learning.
5. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (33 total hours)

Professional Core (9 credit hours)

- EDL 530 - Curriculum, Instruction, and Assessment Credits: 3
- EDL 513 - Organizational Theory and Leadership Credits: 3
- EDL 523 - Research in Education Credits: 3
  Or
- EDN 525 - Tests, Measures, and Measurements in Education Credits: 3

AIG Core (15 credit hours)

- EDN 552 - Introduction to Gifted Education Credits: 3
- EDN 553 - Social and Emotional Development and Guidance of Gifted Learners Credits: 3
- EDN 554 - Curriculum, Methods, and Materials for Gifted Education Credits: 3
- EDN 555 - Program Design, Implementation, and Evaluation in Gifted Education Credits: 3
- MIT 512 - Integrating Technology into Teaching and Learning Credits: 3

Cognate Area: Pick one from Curriculum, Leadership, Research, or Special Populations (9 credit hours)

Curriculum
- EDL 574 - Action Research in Curriculum and Instruction Credits: 3
- EDL 567 - Learning-Centered Supervision Credits: 3
- EDL 578 - Practicum in Developmental Instructional Supervision Credits: 3

Or

Leadership
- EDL 512 - Legal Issues and Policy as a Systemic Process Credits: 3
- EDL 566 - Supervision and Teacher Evaluation Credits: 3
- EDL 572 - Reflective Leadership: Performance Assessment Capstone Credits: 3

Or

Research
- EDL 521 - Using Data for School Improvement Credits: 2
- EDL 568 - Educational Program Design and Evaluation Credits: 3
- EDL 591 - Directed Independent Study Credits: 1-3 (1 hour required)
- EDL 599 - Thesis II Credits: 3

Or

Special Populations
- EDN 507 - ESL Topics for Non-ESL Teachers Credits: 3
- EDN 509 - Education in a Multicultural Context Credits: 3
- EDN 550 - Nature and Needs of Children with Exceptionalities Credits: 3

Exit Requirement

Candidates completing the specialization are required to complete a teaching portfolio. The portfolio is to be based on specialization objectives and state/national standards for AIG teachers.

Important Information

1. The M.Ed. with specialization in AIG requires that students have a North Carolina "A" level license.
2. Upon completion of the program students will have to negotiate with their respective employers to be eligible for "M" level salary. The M.Ed. with specialization in AIG does not guarantee that a graduate will receive an "M" level license.

**English as a Second Language Specialization, M.Ed.**

**Graduate Coordinator:** Dr. N. Eleni Pappamihiel
The Master of Education with specialization in English as a Second Language is designed as an intensive program for students who already hold a bachelor's degree and teacher certification. Successful completion of the program will prepare candidates to take the Praxis II in English as a Second Language and/or expand their current knowledge of the field at the graduate level. The target audiences are certified teachers who wish to add a graduate level ESL certification to their current licensure area and current ESL teachers who wish to improve their knowledge of and expertise in the field of ESL.

Objectives

Upon completion of the Masters of Education (M.Ed.) with specialization in English as a Second Language (ESL), the student should be able to:

1. Demonstrate a depth and breadth of general knowledge in the field of ESL.
2. Demonstrate a well-articulated knowledge of K-12 communities and issues affecting the English language learner population.
3. Demonstrate effective communication skills that can be utilized when interacting with colleagues, administrators, and families.
4. Design, implement, and assess effective instruction.
5. Establish a classroom environment sensitive to the cultural and linguistic needs of all students.
6. Demonstrate effective knowledge of state and federal policies and regulations with regard to the ESL population.
7. Use technology to enhance the academic achievement of English language learners.
8. Demonstrate effective leadership within the school environment.

Admission Requirements

1. Bachelor's degree earned from a regionally accredited institution, completed before graduate study begins.
2. Official copies of transcripts of college work (graduate and undergraduate). An undergraduate grade average of “B” (GPA=3.0) or better is recommended.
3. Three recommendations by individuals in relevant professional fields.
4. A letter of interest describing commitment to the teaching profession, prior experiences working with English language learners, prior experiences in schools, and philosophy of teaching and learning.
5. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (33 total hours)

Professional Core (9 credit hours)

- EDL 523 - Research in Education Credits: 3 Or other EDN/EDL research option as approved by the program coordinator
- EDL 530 - Curriculum, Instruction, and Assessment Credits: 3 Or other EDN/EDL curriculum course as approved by the program coordinator
- EDN 500 - Human Development and Learning Credits: 3 Or other related EDN/EDL course as approved by the program coordinator
ESL Core (18 credit hours)

- EDN 511 - ESL Issues: Culture, Policy and Advocacy Credits: 3
- EDN 516 - Second Language Acquisition Research and Theory Credits: 3
- EDN 517 - Methods for Second Language Learners Credits: 3
- EDN 518 - English as a Second Language Assessment Credits: 3
- EDN 537 - Linguistics for Teachers Credits: 3
- EDN 519 - Pedagogical Grammar for Teachers Credits: 3

Electives (6 credit hours)

- Two electives (as approved by the Program Coordinator) from EDN, EDL, or MIT 500-599.

Exit Requirements

- Teaching portfolio, completed as part of EDN 517
- Action Research Project

Physical Education and Health Specialization, M.Ed.

Graduate Coordinator: Dr. Clarice (Sue) Combs

The Master of Education with specialization in Physical Education and Health (PEH), is designed for candidates who are teaching Physical Education and Health at the public school levels pre-kindergarten through grade twelve. Graduates of the program will possess the necessary knowledge and skills to pursue advanced education in teacher education programs within the discipline, as well as to work in professional and leadership positions within public and private school settings. The M.Ed. with specialization in Physical Education and Health requires a minimum of 34 credit hours. The program consists of a core of professional studies that develops the instructional decision-making of teachers and a focus core designed to enhance knowledge of subject matter, structure of disciplines, and appropriate modes of inquiry. The specialization supports the Watson College of Education's conceptual framework of developing highly competent professionals to serve in educational leadership roles.

Objectives

1. Students will demonstrate a basic understanding about the research process as it relates to PEH.
2. Students will demonstrate the ability to analyze and synthesize research in PEH.
3. Students will demonstrate skill in communication of PEH.
4. Students will demonstrate the ability to apply PEH concepts in instructional settings.
5. Students will demonstrate in-depth knowledge in PEH.
6. Students will demonstrate appropriate methods for working with diverse student populations.
7. Students will demonstrate good interpersonal communication skills.
8. Students will demonstrate knowledge about planning and evaluating PEH programs and instruction.
9. Students will demonstrate appropriate use of technology in teaching.
10. Students will demonstrate appropriate use of technology in the supervision and evaluation of teaching.
11. Students will demonstrate appropriate methods for working with students in today's world.
12. Students will demonstrate knowledge about appropriate supervision of instruction skills for physical activity settings.
13. Students will demonstrate knowledge about current trends and issues in PEH.

Admission Requirements

1. Bachelor's degree from a regionally accredited institution, completed before graduate study begins.
2. Official copies of transcripts of college work (graduate and undergraduate). An undergraduate grade average of "B" (GPA=3.0) or better is recommended.
3. Three recommendations by individuals in relevant professional fields.
4. A letter of interest describing commitment to the teaching profession, prior experiences working with K-12 students in PEH classes, prior experiences in schools, and philosophy of teaching and learning.
5. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (34 total hours)

Professional Core (9 credit hours)

- EDL 523 - Research in Education Credits: 3 Or other research option as approved by program coordinator
- EDL 530 - Curriculum, Instruction, and Assessment Credits: 3
- EDN 500 - Human Development and Learning Credits: 3

PEH Core (25 credit hours)

- PED 515 - Adapted Physical Activity Credits: 4
- PED 546 - Analysis of Teaching in Physical Education and Health Credits: 3
- PED 585 - Curriculum Development in PEH Credits: 3
- PED 589 - Supervision of Instruction in PEH Credits: 3
- PED 590 - Action Research in PEH Credits: 3
- Three electives (9 hours) from HEA 500-599, PED 500-599, MIT 500-599, EDL 500-599, or EDN 500-599 (as approved by program coordinator)
Exit Requirement

Candidates completing the specialization will be required to complete a teaching portfolio, part of which would include an action research project. The portfolio will be based on specialization objectives and state/national standards for PEH teachers.

Secondary Education Specialization, M.Ed.

Graduate Coordinator, Secondary Education: Dr. Denise Ousley

Applicants seeking admission to the M.Ed. program with specialization in Secondary Education 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 Graduate Record Exam (GRE) or the Miller Analogies Test (MAT)
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
6. Application and supplemental documents must be submitted by published deadline.

The criteria for graduate admissions decisions include:
1. A grade average of "B" in the undergraduate major
2. Satisfactory scores on the Graduate Record Exam or Miller Analogies Test
3. Satisfactory letters of recommendation from appropriate references
4. Satisfactory writing skills indicated by the letter of application
5. Bachelor's degree, earned from a regionally accredited institution, before graduate study begins

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 secondary education are required to hold a North Carolina Class "A" teacher licensure in a secondary content area (English, history, mathematics, science).

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 (33 total hours)

The program leading to the Master of Education degree (M.Ed.) with specialization in secondary education provides advanced academic and professional study for individuals holding a North Carolina
Class "A" secondary teacher licensure in one of the academic specialty fields included in the program. The 33-semester hour program is comprised of a core of professional studies designed to enhance the instructional decision-making skills of secondary teachers and specialization tracks designed to enhance knowledge of subject matter, structure of the disciplines, and appropriate modes of inquiry.

Professional Core (9 credit hours)

- EDL 523 - Research in Education Credits: 3
  Or
- EDN 525 - Tests, Measures, and Measurements in Education Credits: 3
- EDL 558 - Social Justice Topics in Education Credits: 3
  Or
- EDN 509 - Education in a Multicultural Context Credits: 3

And

- EDN 520 - Instructional Development Credits: 3

Secondary Specialization (6 credit hours)

- EDN 528 - Secondary School Organization Credits: 3
- EDN 506 - Advanced Methods of Secondary Instruction Credits: 3

Focus Areas (at least 15 credit hours in one area)

At least 15 credit hours in one focus area as approved by advisor or graduate coordinator. Focus areas may include, for example:

- Academic Content (English, mathematics, social studies, science)
- Curriculum & Instruction
- Technology in Teaching and Learning
- Diverse Learners (ESL, AIG, special populations, global education & social justice)

Some focus areas (e.g., AIG, ESL, Teaching and Technology, & Curriculum and Instruction) offer certificate programs requiring additional coursework.

Capstone Course (3 credit hours)

- EDN 597 - Teacher Change Credits: 3
  Or
- EDL 574 - Action Research in Curriculum and Instruction Credits: 3
Exit Requirement

Students must complete and defend portfolio.

Important Information

Please consult your advisor to fully understand implications for "M" level license. Students may only receive "M" level recommendation in the area of their "A" level license. However, students successfully completing any focus area will receive the master's degree. Licensure codes are determined by the NC Department of Public Instruction and are subject to change.

Students earning dual degrees from UNCW and Galen University (Belize) should consult Galen University for degree requirements.

Spanish Education Specialization, M.Ed.

Graduate Coordinator: Dr. L.J. Randolph

The Master of Education with specialization in Spanish Education is designed for candidates who are teaching Spanish at the public school levels kindergarten through grade twelve. Applicants to the program must already hold a bachelor's degree and teacher certification. Graduates will possess the knowledge and skills necessary to work in professional and leadership positions within public and private school settings. Students will complete 33 credit hours in the professional core, Spanish core, and electives.

Objectives

Upon completion of the M.Ed. with specialization in Spanish Education, the student should be able to:

1. Demonstrate a breadth and depth of knowledge in the field of Spanish language and culture.
2. Plan and implement instruction for effective language learning.
3. Use technology to enhance the academic achievement of Spanish language learners.
4. Evaluate instructional procedures and practices.
5. Adapt instruction to the learning and developmental needs of individuals, including students with special needs and those from culturally diverse backgrounds.
6. Incorporate findings from educational literature into school and classroom strategies to improve student learning.
7. Demonstrate effective leadership within that school environment.
8. Reflect on professional goals and plan for professional development.

Admission Requirements

1. Bachelor's degree completed before graduate study begins.
2. Official copies of transcripts of college works (graduate and undergraduate). An undergraduate grade average of "B" (GPA=3.0) or better is recommended.
3. Official scores on Miller Analogies Test or Graduate Record Exam.
4. Three recommendations by individuals in relevant professional fields.
5. A letter of interest describing commitment to the teaching profession, prior experiences working with World Language learners, prior experiences in schools, and philosophy of teaching and learning.
6. A Spanish writing sample and a Spanish speaking sample or interview.
7. Application and supplemental documents must be submitted by the published deadline.

Degree Requirements (33 hours)

The M.Ed. Specialization in Spanish Education requires a minimum of 33 credits including the Professional Core, Spanish core, electives, and completion of an exit requirement.

Professional Core (12 hours required)

- EDL 523 - Research in Education Credits: 3 or other research option as approved by the program coordinator (3)
- EDL 530 - Curriculum, Instruction, and Assessment Credits: 3
- EDN 500 - Human Development and Learning Credits: 3
- SPN 550 - Current Practices and Research in Teaching Spanish Credits: 3

Spanish Core (15 hours required from below, to be chosen in consultation with the Program Coordinator)

- SPN 500 - Advanced Writing Techniques Credits: 3
- SPN 501 - Translation Techniques & Practices Credits: 3
- SPN 504 - Spanish for Professionals Credits: 3
- SPN 505 - Conversation & Composition Credits: 3
- SPN 507 - Spanish Phonetics and Phonology Credits: 3
- SPN 508 - Hispanic Linguistics Credits: 3
- SPN 511 - Topics in Spanish Civilization Credits: 3
- SPN 512 - Topics in Spanish American Civilization Credits: 3
- SPN 521 - Studies in Spanish Literature Credits: 3
- SPN 522 - Studies in Spanish American Literature Credits: 3
- SPN 591 - Directed Independent Study Credits: 1-3
- SPN 595 - Special Topics in Hispanic Studies Credits: 1-6

Electives (6 credit hours)

- Two electives from EDL 500-599, EDN 500-599, or SPN 500-599 (as approved by the Program Coordinator)
Exit Requirements

Candidates completing the specialization are required to complete a teaching portfolio which is included in SPN 550. The portfolio is to be based on specialization objectives and state/national standards for World Language teachers.

Instructional Technology, M.S.

Graduate Coordinator: Dr. Mahnaz Moallem

Admission Requirements

Application for admission is made by submitting application materials to the Graduate School:

1. Graduate School Application.
2. Official transcripts from all universities attended.
3. Three recommendations by individuals in relevant professional fields.
4. MAT or GRE scores.
5. International students: TOEFL score of 550 or higher. TOEFL scores are good for two years from the date the test is administered.
6. Letter of application describing applicant's educational and professional experiences, his/her reasons for pursuing a master's degree in instructional technology, and the contributions that the applicant hopes to make after completing the degree.
7. Application and supplemental documents must be submitted by the published deadline.

A satisfactory score on the Miller Analogies Test or the verbal, quantitative and analytical portions of the Graduate Record Examination and an undergraduate grade point average of 3.0 are expected for admission. However, admissions decisions are based upon several factors, and where other factors of success warrant, individuals who fall below the established criterion in one of the areas may be considered for admission.

Degree Requirements (36 total hours)

The Master of Science degree program in instructional technology requires a minimum of 36 semester hours beyond the baccalaureate degree. The program will be comprised of: (1) a required set of core courses of 15 semester hours; (2) 15 semester hours of focus area courses; (3) a minimum of three semester hours of thesis or portfolio; and (4) three semester hours of internship.

The Master of Science degree in applied information technology is specifically designed to allow students, in consultation with their faculty advisors, to tailor a program of study specifically to their own personal or career needs. Each student's program of study will be carefully designed to meet appropriate educational objectives. The option of taking at least six semester hours of course work outside the instructional technology discipline is consistent with a multidisciplinary view of the field.

I. Core Courses (15 hours)

- MIT 500 - Instructional Systems Design: Theory and Research Credits: 3
II. Focus Courses (15 hours)

- MIT 501 - Motivation in Instructional Design Credits: 3
- MIT 502 - The Systematic Approach to Performance Improvement Credits: 3
- MIT 503 - The Fundamentals of Computer Programming Credits: 3
- MIT 512 - Integrating Technology into Teaching and Learning Credits: 3
- MIT 513 - Computer-based Instruction Credits: 3 (3 credits required)
- MIT 514 - Foundations of Distance Education Credits: 3 (3 credits required)
- MIT 515 - Web Teaching: Design and Development Credits: 3
- MIT 521 - Diffusion and Implementation of Educational Innovations Credits: 3
- MIT 522 - Organization and Management of Instructional Technology Programs Credits: 3
- MIT 531 - Assessment of Learning Outcomes Credits: 3

III. Internship/Colloquium (3 hours)

- MIT 540 - Colloquium I Credits: 1
- MIT 541 - Colloquium II Credits: 1
- MIT 542 - Internship Credits: 1

IV. Thesis or Portfolio (3 hours)

- MIT 599 - Thesis Credits: 3 or
- MIT 598 - Design and Development Research Project Credits: 3

**Instructional Technology Specialist Post-Baccalaureate Certificate, MCRT**

**Graduate Coordinator:** Dr. Mahnaz Moallem

The Post-Baccalaureate Certificate in Instructional Technology Specialist addresses the needs of K-12 teachers, as well as instructional technology specialists, community college faculty/staff, and individuals interested in advancing their career opportunities. The certificate program serves individuals who wish to expand their knowledge and skills in design, development, implementation and management of technology training and various instructional materials, web-based instruction, virtual learning communities, graphic production, multimedia production, and others. The program uses an online delivery system for the majority of courses. Some courses may require real-time virtual or face-to-face meetings to provide hands-on activities for production purposes or to offer site visitations.
Admission Requirements

Applicants seeking admission to the Instructional Technology Specialist certificate program must hold a bachelor's degree from a regionally accredited college or university in this country or its equivalent in a foreign institution based on a four-year program and have a strong overall academic record with a "B" average or better in the basic courses required in the proposed certificate program. Applicants are required to submit the following to the Graduate School Admissions Office:

1. Graduate School Application
2. Official transcripts of all college work (undergraduate and graduate)
3. A letter describing educational and professional experiences, reasons for pursuing the certificate, and the contributions that the student hopes to make after completing the program
4. International students: TOEFL: score of 550 or higher. TOEFL scores are good for two years from the date the test is administered.
5. Application and supplemental documents must be submitted by the published deadline.

Applicants who plan to study for Special Endorsement in Computer in Education must currently have (or be eligible for) a North Carolina teaching license. Students may transfer up to nine semester hours as a non-degree student at UNCW toward the M.S. in instructional technology program.

Prerequisites

Students entering the certificate program must demonstrate basic technology skills. Students entering the program with very little or no computing experience will be required to take EDN 303 - Instructional Technology, or pass the performance competencies test for EDN 303.

Policies Governing Certificate Admission Criteria and Subsequent Admission to Graduate Degree Programs

The certificate admission criteria and policies governing the relation of certificates to graduate degree programs include the following:

1. Graduate students currently admitted and enrolled in a graduate degree program may simultaneously pursue the certificate program if approved by the graduate program coordinator and the certificate program coordinator. No other application is necessary.
2. Students who are currently enrolled in the Graduate School who wish to pursue the certificate program must apply for admission to the program before one-half of the required credits are completed.
3. No transfer credit from another institution will be counted toward the completion of the certificate program with the exception of courses offered as part of an agreement between the certificate program and collaborating institutions.
4. A certificate graduate student may enroll on either a part-time or a full-time basis. Certificate graduate students enrolled as non-degree students will not be eligible for graduate assistantships nor will they be eligible for financial aid through the Office of Financial Aid and Veteran Services.

Degree Requirements (18 total hours)
The certificate program requires completion of 18 credit hours of graduate level courses. Students must complete the following:

Core requirements

- MIT 500 - Instructional Systems Design: Theory and Research Credits: 3
- MIT 511 - Multimedia Design and Development Credits: 3

Approved elective courses: Must complete 12 hours to be chosen from the following

- MIT 502 - The Systematic Approach to Performance Improvement Credits: 3
- MIT 512 - Integrating Technology into Teaching and Learning Credits: 3
- MIT 513 - Computer-based Instruction Credits: 3 (3 credits required)
- MIT 514 - Foundations of Distance Education Credits: 3 (3 credits required)
- MIT 515 - Web Teaching: Design and Development Credits: 3
- MIT 520 - Managing Instructional Development Credits: 3
- MIT 522 - Organization and Management of Instructional Technology Programs Credits: 3
- MIT 540 - Colloquium I Credits: 1
- MIT 541 - Colloquium II Credits: 1
- MIT 542 - Internship Credits: 1

Special Endorsement in Computers in Education

Applicants who plan to apply for Special Endorsement in Computers in Education must take the following courses that meet ISTE standards.

Required courses: Must complete the following 15 hours

- MIT 500 - Instructional Systems Design: Theory and Research Credits: 3
- MIT 511 - Multimedia Design and Development Credits: 3
- MIT 512 - Integrating Technology into Teaching and Learning Credits: 3
- MIT 522 - Organization and Management of Instructional Technology Programs Credits: 3
- MIT 540 - Colloquium I Credits: 1
- MIT 541 - Colloquium II Credits: 1
- MIT 542 - Internship Credits: 1

Must complete one of the following three hour courses

- MIT 513 - Computer-based Instruction Credits: 3 (3 credits required)
- MIT 514 - Foundations of Distance Education Credits: 3 (3 credits required)
- MIT 515 - Web Teaching: Design and Development Credits: 3 (3 credits required)
Additional Information

Note that credit for courses taken in the certificate program are part of the approved coursework of the Master of Science in Instructional Technology (MIT) program.

Online Teaching and Learning Post-Baccalaureate Certificate, MCRT

Program Coordinator: Dr. Mahnaz Moallem

This Graduate Certificate program in Online Teaching and Learning (OT&L) will meet the needs of K-12 educators, higher education faculty, instructional design specialists, chief learning officers and other professionals and individuals who wish to design, develop, implement, manage and evaluate online learning environments. The certificate program serves individuals who do not wish to earn a Master or Science degree, but wish to expand their knowledge and skills in teaching online courses and managing online learning environments. The certificate program incorporates the conceptual framework which is common to all teacher education programs at UNCW: The Watson College of Education develops highly competent professionals to serve in educational leadership roles. This certificate program in offered in both face to face and synchronously online delivery methods.

Certificate Program Objectives

The certificate program in Online Teaching and Learning seeks to develop creative professionals who have:

1. Developed knowledge and skills of designing, developing, implementing, managing and evaluating online learning environments.
2. Developed conceptual and practical understanding of principles of instructional design and effective online teaching.
3. Demonstrated application of research-based, pedagogically effective learning strategies, appropriate organization of content, level of student engagement, differentiated learning, higher order thinking skills, and appropriate instructor-student and student-student interaction in the design of online learning environments.
4. Demonstrated skills in integrating instructional design principles and procedures with multimedia technologies and course management tools to develop highly engaging and interactive online learning environments.
5. Developed skills of planning, designing and incorporating strategies to encourage active learning, interaction, participation and collaboration in the online environment.
6. Developed knowledge of legal, ethical, safe and healthy behavior related to technology use.
7. Developed knowledge and skills of designing, developing, delivering and evaluating online learning environments that are accessible for individuals with disabilities and are responsive to learners' diversity and cultural differences.
8. Demonstrated competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.
9. Demonstrated competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning in online learning environments.

10. Demonstrated administrative skills in planning, launching, maintaining and coordinating distance education programs.

Admission Requirements

Applicants seeking admission to the graduate certificate in online teaching must hold a bachelor's degree from a regionally accredited college or university in this country, or its equivalent in a foreign institution based on a four-year program, and have a strong overall academic record with a "B" average or better in the basic courses required in the area of the proposed certificate program.

To apply for admission to the graduate Certificate in Online Teaching program you must submit the following:

1. An application for admission to the graduate school;
2. Official transcripts of all prior university or college coursework (undergraduate and graduate);
3. Three recommendations by individuals in professionally relevant fields; and
4. A professional resume and personal statement describing reasons for pursuing the Certificate in Online Teaching.
5. International students: TOEFL minimum scores of 79 on the Internet-based exam or 550 on the paper-based exam. TOEFL scores are good for two years from the date the test is administered.
6. Application and supplemental documents must be submitted by the published deadline.

Applicants who will apply for Special Endorsement in Online Teaching and Learning must currently have (or be eligible for) a NC teaching license. Students may transfer up to 10 semester hours as a non-degree student at UNCW toward this certificate program. Individuals who fall below one of these criteria may be admitted if other factors indicate potential for success. The courses in this certificate program are all project-based with individual and team collaboration. There is close mentoring from faculty in the hands on design of online courses. These factors help in the successful completion of the program.

Prerequisites

Students entering the certificate program must demonstrate basic technology skills. Students entering the program with very little or no computing experience will be required to take EDN 303 or pass the performance competencies test for basic technology skills.

Policies Governing Certificate Admission Criteria and Subsequent Admission to Graduate Degree Programs

The certificate admission criteria and policies governing the relation of certificates to graduate degree programs include the following:

1. Non-degree UNCW graduate students who wish to pursue the certificate program must apply for admission to the program before 10 approved credit hours are completed.
2. No transfer credit from another institution will be counted toward the completion of the certificate program with the exception of courses offered as part of an agreement between the certificate program and regionally accredited institutions.

3. A certificate graduate student may register on either a part-time or a full-time basis.

Important Information

The intention for establishing this proposed graduate certificate program has been discussed with North Carolina Department of Public Instruction (NCDPI), Division of Instructional Technology. Although an official endorsement has not been established for the K-12 educators yet, NCDPI has expressed its interest and support for the program and for considering Online Teaching and Learning endorsement for K-12 educators who will take the challenge of teaching online courses in their schools.

Until NCDPI officially establishes special endorsement for K-12 teachers who complete the certificate program, the licensed teachers who fulfill requirements of the program will receive an Online Teaching and Learning professional certificate similar to other candidates from higher education, health and other government agencies and business industries. By completing this certificate program, the licensed teachers and other candidates have required competencies for teaching online courses and managing online programs.

Certificate Requirements (18 credit hours)

The program leading to the Post-Baccalaureate Certificate in online teaching and learning provides professional training for individuals who wish to develop or expand their knowledge and skills in teaching online courses and managing online learning environments.

Core Courses (6 credit hours required)

- MIT 500 - Instructional Systems Design: Theory and Research Credits: 3
- MIT 511 - Multimedia Design and Development Credits: 3

Focus Area Courses (6 credit hours required)

- MIT 531 - Assessment of Learning Outcomes Credits: 3
- MIT 514 - Foundations of Distance Education Credits: 3

Approved Focus Area Courses (Choose two from the following- 6 credit hours required)

- MIT 513 - Computer-based Instruction Credits: 3
- MIT 515 - Web Teaching: Design and Development Credits: 3
- MIT 516 - Instructional Video Design and Production Credits: 3
- MIT 518 - Managing Learning Management and Course Management Systems Credits: 3
Important Note

Please note that credits for courses taken in the Certificate program are part of the approved coursework of the Master in Science of Instructional Technology (MIT) program. Individuals who wish to enter into the M.S. in Instructional Technology graduate program must apply to the Graduate School as degree-seeking students before the completion of 10 credit hours.

*MIT courses are offered both on campus and online, allowing professionals to earn their degrees and/or certificates by taking MIT on-campus courses, or MIT online courses, or a combination of both types.*

College of Health and Human Services

The College of Health and Human Services intends to be the leading authority in health professional education, policy, service delivery, research and continuing professional support in southeastern North Carolina and a state and national leader in the health services arena. The college will create and maintain the highest quality learning opportunities for students that prepare them to meet public health competencies, experience academic citizenship and apply scholarship. Our students and faculty will work in close partnerships with the community to apply scientific knowledge that serves the public and produces tangible benefits to the community.

School of Health and Applied Human Sciences

Applied Gerontology, M.S.

*Graduate Coordinator:* Dr. Elizabeth Fugate-Whitlock

The Master of Science in applied gerontology will train professionals to face the challenges of a nationally and regionally aging population. The program is built on theoretical foundations, supported by the practical application of service-learning, integrating teaching, research and service. Graduates will use their knowledge of applied gerontology to affect the quality of life for older adults in retirement communities, health care settings, and other public and private organizations which provide services and goods needed by an aging population. Through course work that is both multidisciplinary and interdisciplinary, the MS in applied gerontology will prepare graduates to be aware of all aspects of aging. Graduates will be able to realistically consider careers involving work with older adults through synthesizing coursework in biology, health sciences, psychology, and sociology of aging, as well as hands-on experience with older populations. This is a 36 credit hours program and prospective students will include biology, psychology, sociology, social work and nursing majors, as well as allied health professionals. The primary goal of the program is to improve the quality of life for the region's older adults through the workforce. UNCW is a regional university, with a mission statement that indicates a dedication to serve the population of southeastern North Carolina.

The Gerontology Practicum requires 250 clock hours and will be under the combined supervision of UNCW faculty and persons in business, government or non-profit organizations who deliver products or
services to older adults. The goals of the practicum are twofold: 1) to gain hands-on experience in the field under the supervision of practicing gerontologists, and 2) to gather research data that may be incorporated in and shape each student's applied final master's project.

The final master's degree project will be designed in consultation with a committee that includes two members of the gerontology program faculty and one professional drawn from the world of business, government, and/or non-profit organizations that serve older adult clients. In many instances, the professional will have been involved with the student's practicum experience.

Admission Requirements

Applicants seeking admission to the Master of Science in applied gerontology must hold a bachelor's degree from a regionally accredited college or university in this country or its equivalent in a foreign institution based on a four-year program and have a strong overall academic record with a "B" average or better in the following basic courses prerequisite to gerontology:

- Introductory coursework in gerontology or aging. Students who have had no academic coursework in gerontology may note that an introductory course is available at UNCW that can be taken prior to enrolling in any graduate gerontology course.
- Introduction to Sociology
- Introduction to Psychology
- Statistics and Research Methodology
- Principles of Biology

Individuals with identified deficiencies may be accepted provisionally provide there is a reasonable plan for remediation of deficiencies.

Documents to be submitted to the Graduate School for admission are:

1. An application for graduation admission
2. Official transcripts of all college work (undergraduate and graduate)
3. An essay on the applicant's goals in pursuing the master's
4. Three recommendations by individuals in professionally relevant fields
5. Official scores on the Graduate Record Exam (GRE)
6. Application and supplemental documents must be submitted by the published deadline

In addition to the above, students must interview with the Gerontology Student Admissions Committee regarding vocational or personal development goals.

Degree Requirements (36 total hours)

Core requirements: The following 21 semester hours of core courses are required

- GRN 501 - Aging and Society Credits: 3
- GRN 503 - Investigative Inquiry in Gerontology Credits: 3
- GRN 523 - Physiology of Human Aging Credits: 3
- GRN 540 - Current Issues in Gerontology Credits: 3
- GRN 590 - Practicum in Gerontology Credits: 3
  (6 credits required)
• PSY 524 - The Psychology of Aging Credits: 3

Additional Requirements

Each student must also complete

• 9 credit hours of approved electives
• 3 credit hours of Master's Project Proposal Development GRN 597 and three (3) credit hours of Final Project GRN 598

Gerontology Post-Baccalaureate Certificate, MCRT

Graduate Coordinator: Dr. Elizabeth Fugate-Whitlock

The Graduate School offers a multidisciplinary post-baccalaureate program in gerontology housed in the School of Health and Applied Human Sciences. The goal of the program is to provide a program of instruction and educational experiences in the field of gerontology at the graduate level, i.e., an academic foundation for anyone who plans to work with aging adults. As those who serve the elderly must be aware of all aspects of aging, in addition to health course work will address the biology, sociology, and psychology of aging with electives in literature, life transitions, economics, psychosocial adjustment to retirement, ethics, communication, and others. Courses are taught by faculty in a number of different disciplines such as: departments of Biology, Sociology, Psychology, English, Philosophy and Religion, and Communications within the College of Arts and Sciences. Additional courses may be taught by faculty from the schools of Nursing and Social Work within the College of Health and Human Sciences and from the Cameron School of Business, and the Watson School of Education.

Admission Requirements

Applicants seeking admission to the graduate certificate program must hold a bachelor’s degree from a regionally accredited college or university in this country or its equivalent in a foreign institution based on a four-year program and have a strong overall academic record with a "B" average or better in the basic courses prerequisite to gerontology. Applicants are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. An essay on the applicant’s goals in pursuing the certificate
4. Three recommendations by individuals in professionally relevant fields
5. Application and supplemental documents must be submitted by the published deadline

In addition to the above, students must satisfy the following additional requirements:

1. An interview with the Gerontology Student Admissions Committee
2. Complete the following undergraduate prerequisites, including an introductory course in gerontology or aging. (For students who have not had such a course, it is available at UNCW and should be taken prior to enrolling in any graduate level gerontology courses.)
   a. Introduction to Sociology
   b. Introduction to Psychology
c. Statistics and Research Methodology  
d. Principles of Biology

Certificate Requirements and Teaching Methods

The program requires 15 semester hours. Graduate courses in gerontology focus on the seminar method of teaching and learning. Students will be required to do literature searches to gain information from journals as well as some textbooks, and bring their findings to class to share with other students and the faculty. Although some courses will involve lecture presentations, students must be self-directed in their studies and seek information appropriately. All but one of the core courses is available through distance education. Service-learning opportunities are also part of the curriculum. Each student will complete a gerontology practicum.

Required courses (15 semester hours)

- GRN 501 - Aging and Society Credits: 3 or
- SOC 501 - Aging and Society Credits: 3
- GRN 523 - Physiology of Human Aging Credits: 3
- GRN 540 - Current Issues in Gerontology Credits: 3
- GRN 590 - Practicum in Gerontology Credits: 3
- PSY 524 - The Psychology of Aging Credits: 3

School of Nursing

Clinical Research and Product Development, M.S.

Graduate Coordinator: Dr. James Lyon

The UNCW Clinical Research Program offers a Master of Science degree in Clinical Research and Product Development. The M.S. in Clinical Research and Product Development provides a didactic and rigorous curriculum that prepares individuals to participate in the science and business of developing health care products and protocols, from discovery to market and human utilization. Particular emphasis is placed on clinical research as it pertains to biopharmaceutical and device development. The degree is offered entirely online providing students with the flexibility to pursue the degree from any location with internet access.

Program Student Learning Outcomes

Upon completion of the Master's curriculum, the new graduate will be able to:

1. Demonstrate competency in biopharmaceutical clinical trial research designs and regulatory affairs management to meet the health and medical needs of current and future biopharmaceutical product consumers.
2. Evaluate critical domestic and global regulatory and health care issues that challenge and influence biopharmaceutical product development.
3. Effectively assess and manage ethical clinical trial programs and biopharmaceutical development projects.
4. Forecast the resources necessary for developing and managing biopharmaceutical clinical research grants and trials as required and regulated by global regulatory agencies.
5. Demonstrate competencies in evaluating clinical research data and communicating results.
6. Manage innovative biopharmaceutical/biotechnology products through the discovery processes and into the clinical trial phases via identifying research questions and testable hypotheses.
7. Demonstrate advanced critical thinking skills necessary to enhance employment opportunities or advance within the biopharmaceutical industry.
8. Effectively communicate and collaborate with health care providers and regulatory agencies to develop culturally diverse domestic and global strategies for biopharmaceutical product approvals.

Admission Requirements

Students desiring admission into the M.S. in Clinical Research and Product Development must seek admission to the UNCW Graduate School. All applicants must complete the Graduate Record Examination General Test (GRE-Verbal, Quantitative and Analytical Writing) or the Miller Analogies Test (MAT). The Medical College Admissions Test (MCAT), Pharmacy College Admission Test (PCAT), Dental Admission Test (DAT), or Law School Admission Test (LSAT) will be considered by the program on a case-by-case basis and unofficial test scores should be forwarded to the Program Coordinator for consideration. Standardized test scores more than five years old at the time of application will not be considered. In addition, students who are taking, or have taken, graduate work elsewhere must be in good standing at that institution to be eligible to take graduate work at UNCW.

Additional admission requirements include:

- Eligible applicants for the MS program are individuals who possess a minimum of a B.A. or a B.S. degree, preferably in a life science or health care discipline from a regionally accredited program.
- Strong academic record with an undergraduate GPA of 3.0 or better.
- Computer competency.
- Successful completion of a college-level statistics course.
- Six semester hours of graduate level transferred credit may be accepted upon approval.
- A comprehensive invited interview may be requested.
- Additional items as needed.

Applicants must have access to a computer capable of supporting electronic mail, a web browser, a word processing program and multi-media presentations. In addition, applicants must demonstrate ability to use these computer applications.

Admission to the UNCW Graduate School requires the following documents:

1. A completed UNCW Graduate School application
2. Official transcripts of all college work
3. Official scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT)
4. A completed Written Narrative for the M.S. in Clinical Research and Product Development.

Provide a one page double spaced written narrative describing why you desire to complete the
UNCW Master of Clinical Research and Product Development program. Do not exceed one page.

5. A completed Demographic Form for the M.S. in Clinical Research and Product Development (emailed or mailed directly to the program).
6. Current resume or curriculum vitae
7. Three recommendations (one from a former faculty member and one from a current or former employer, preferred)
8. Application and supplemental documents must be submitted by the published deadline

Degree Requirements (36 hours)

The total number of credit hours for the M.S. in Clinical Research and Product Development is 36 hours. Students are required to complete 15 credit hours of core courses (i.e., 5 courses), 12 credit hours (i.e., 4 courses) within Clinical Research Course Choices, 6 credit hours (i.e., 2 courses) of elective credits, and 3 credit hours for the master's project/thesis.

Degree Options

Required Core Courses (15 hours)

- CLR 510 - Advanced Scientific Writing & Interpreting Medical Literature Credits: 3 *
- CLR 520 - Regulatory Affairs & Project Management Credits: 3 *
- CLR 501 - Clinical Research Monitoring and Ethics Credits: 3 *
- CLR 560 - GXPs, ICH, and Quality Audits Credits: 3 *
- CLR 550 - Clinical Research Trial Design & Data Management Credits: 3 *

Master's Project/Thesis (3 hours)

- CLR 597 - Master's Project Credits: 1-3 (3 credits required) or
- CLR 599 - Thesis Credits: 1-3 (3 credits required)

Note: * Indicates required courses

Exit Requirement

Written and oral defense is required for either the master's project or thesis options.

Clinical Research Course Choices (12 hours)

- CLR 540 - Advanced Pharmacoeconomics Credits: 3
- CLR 515 - Epidemiology and Safety Credits: 3
- NSG 504 - Healthcare Delivery and Health Policy Credits: 3
- CLR 512 - Pharmacotherapeutics for Clinical Research and Product Development Credits: 3
- NSG 514 - Pathophysiology for Advanced Practice Nurses Credits: 3
- NSG 580 - Transcultural Health Care Credits: 3
- GRN 540 - Current Issues in Gerontology Credits: 3
Electives (6 hours)

- CLR 525 - Current Issues in Global Regulatory Development and Management Credits: 3
- CLR 545 - Biopharmaceutical Technology Transfer and Intellectual Property Management Credits: 3
- CLR 555 - Innovative Product Development and Strategic Planning Credits: 3
- CHM 516 - Advanced Organic Chemistry Credits: 3
- CHM 517 - Medicinal Chemistry Credits: 3
- CHM 568 - Advanced Biochemistry Credits: 3
- CLR 512 - Pharmacotherapeutics for Clinical Research and Product Development Credits: 3

Additional Information

Students must maintain a 3.0 GPA while enrolled in the M.S. in Biopharmaceutical Clinical Research degree. Six semester hours of graduate level transferred credit may be accepted upon approval.

The residency requirement follows those requirements as defined in the UNCW Graduate Coordinator's Reference Manual.

Research Requirements

The M.S. in Clinical Research and Product Development requires a research project. If the project question and hypothesis are of original research, then a thesis will be advised in lieu of a project. Students may enroll in a thesis class (3 credits) after completing all of the required core courses, concentration courses, and elective courses (33 credits), or while the last two courses are in progress (27 credits), as long as the last two courses are not core courses. Students requiring additional time to complete their theses may enroll in the thesis class in subsequent semesters. The M.S. in Clinical Research and Product Development must be completed within 5 years of acceptance and initial enrollment in the program.

M.S. in Clinical Research and Product Development Full-Time Program of Study

Semester 1-4

Courses to be determined by Academic Advisor.

Total: TBA Hours

Total: 36 Hours

Core Courses - 15
Clinical Research Course Choices - 12
Designated Program Electives - 6
Project/Thesis - 3
M.S. in Clinical Research and Product Development Part-Time Program of Study

Semester 1-6

Courses to be determined by Academic Advisor.

Total: TBA Hours

Total: 36 Hours

- Core Courses - 15
- Clinical Research Course Choices - 12
- Designated Program Electives - 6
- Project/Thesis - 3

Nursing, M.S.N.

Graduate Coordinator: Dr. Julie Smith Taylor

The Master of Science in Nursing (MSN) prepares advanced practice nurses who possess the knowledge, skill, attitudes, and values to meet the challenges of the 21st Century Health Care Delivery System in the following areas (1) Family Nurse Practitioner (FNP) and (2) Nurse Educator (NE). The two-year (NE) and two and one-half year (FNP) full-time MSN Program is accredited by the Commission on Collegiate Nursing Education (CCNE) http://www.aacn.nche.edu/ccne-accreditation, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791. The graduate of the UNCW School of Nursing master's program in nursing will be able to practice in the role for which prepared.

Program Student Learning Outcomes

Upon completion of the Master's curriculum, the new graduate will be able to:

1. Design client-centered care through advanced practice and education with an altruistic concern for the welfare of others while supporting autonomy and respecting human dignity.
2. Demonstrate integrity through accountability and responsibility for clinical decisions and lifelong learning.
3. Manage quality improvement measures that support legal/ethical standards through the use of evidence-based practice.
4. Impact the health of underserved populations through support and promotion of culturally competent care.
5. Evaluate domestic and global health integrating the knowledge of healthcare delivery systems, healthcare policies, epidemiology, and the environment.
6. Promote the health of clients/patients through education and multidisciplinary management of risk reduction, disease prevention and the management of illness.
7. Demonstrate professional role competence in education and advanced nursing practice.
Admission Requirements

Students desiring admission into the graduate program in nursing at UNCW must seek admission to the UNCW Graduate School. Admission to the UNCW Graduate School requires a completed Graduate School application; official transcripts of all college work; official scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT); writing sample uploaded directly into the online application; three letters of recommendation (one each from a former nurse faculty member and a current or former employer, preferred). Standardized test scores more than five years old at the time of application will not be considered. Applicants must also email or mail a Demographic Form directly to the program. In addition, students who are taking, or have taken, graduate work elsewhere must be in good standing at that institution to be eligible to take graduate work at UNCW. Additional admission requirements include:

1. Current unrestricted North Carolina registered nurse license or registered nurse license from one of the affiliated Compact states.
2. One year professional experience as a baccalaureate prepared registered nurse (FNP option only).
3. Baccalaureate degree in nursing from a nationally accredited program.
4. Strong academic record with a "B" average or better in basic courses prerequisite to graduate study in nursing.
5. Academic credits in undergraduate nursing research, statistics, leadership, community health, and health assessment
6. Computer competency
7. Six semester hours of graduate level transferred credit may be accepted upon approval.
8. A comprehensive invited interview may be requested.
9. Additional items as needed.
10. Application and supplemental documents must be submitted by the published deadline.

Students entering the graduate program must have completed successfully the following undergraduate courses: health and physical assessment, community health, statistics, and nursing research. Applicants must have access to a computer capable of supporting electronic mail, a web browser, a word processing program and multi-media presentations. In addition, applicants must demonstrate ability to use these computer applications.

Degree Requirements

1. A total of forty-six (46) to forty-seven (47) graduate semester hours is required for the family nurse practitioner option or thirty-five (35) to thirty-six (36) graduate semester hours is required for the nurse educator option. No minor is required.
2. All courses required in the program are open only to graduate students.
3. A total of six semester hours of transfer credit may be accepted with approval from the graduate coordinator.
4. With the exception of six approved transfer credits, all graduate study must be completed in residence depending upon the degree option pursued.
5. An MSN student must have a "B" or better in each required course. If a student earns a "C", he/she must repeat the course and must earn a "B" or better to progress. A student will only be allowed to repeat one course. A student must maintain a cumulative GPA of 3.0.
6. The program has no language requirement; however, one graduate language course, Spanish for Health Care Professionals, may be available as an elective.
7. Faculty-supervised research activity consisting of successful completion of NSG 500 - Theory and Research for Evidence-Based Practice (4 credits) and either a master's research thesis (3 credits) or a master's evidence-based project (2 credits), is required. The master's project emphasizes methods of implementing research findings to solve identified clinical or educational problems that an advanced practice nurse might encounter using appropriate research methods. A scholarly presentation is required to disseminate findings from the research activity.

8. The Oral Comprehensive Examination will be the formal defense of the thesis or research project.

9. Each student must complete an approved course of study within five years of the date of the first registration for graduate study to be eligible for graduation.

Nurse Educator Option

Purpose:
The Master of Science Nurse Educator (MSN-NE) option prepares a professional who uses educational theory in instructional situations. The program is designed to produce a professional with the values, knowledge and skills to prepare nurses for the current and future health care delivery systems. The 35-36 credit hour nurse educator option prepares the graduate for full-time faculty roles in the community college, part-time or non-tenure-track positions in universities, and helps advanced clinicians make the transition to the role of educator.

The two year full-time program includes foundational course work and a faculty-guided nursing education residency. The curriculum core focuses on research, nursing and educational theory, health policy, and advanced practice roles, issues and trends. The educational cognate focuses on design and delivery of nursing curricula, incorporation of information technology into teaching-learning strategies, evaluation of education outcomes, and nursing education pedagogies. The practicum hours include theoretical instruction, clinical instruction and a nurse educator residency.

MSN Educator Option Full-Time Course Sequence

(35-36 Hours)

Fall Year 1

- MIT 500 - Instructional Systems Design: Theory and Research Credits: 3
- NSG 506 - Advanced Practice Roles, Issues, and Trends Credits: 3
- NSG 504 - Healthcare Delivery and Health Policy Credits: 3
- NSG 524 - Nursing Education Curriculum Design and Instruction Credits: 3

Total: 12 Hours

Spring Year 1

- NSG 513 - Teaching Nursing: New Pedagogies for Teaching and Learning Credits: 3
- NSG 500 - Theory and Research for Evidence-Based Practice Credits: 4
- NSGL 516 - Nursing Education Practicum: Clinical Instruction Credits: 3
Total: 10 Hours

Fall Year 2

- NSG XXX - Elective (3)
- NSGL 517 - Nursing Education Practicum: Theoretical Instruction Credits: 3
- NSG 525 - Nursing Education Evaluation Credits: 3
- NSG 599 - Thesis Credits: 1-3 (1-2 credits required)

Total: 10-11 Hours

Spring Year 2

- NSG 595 - Nursing Education Residency Credits: 3-6 (3 credits required)
- NSG 599 - Thesis Credits: 1-3 (1-2 credits required)

Total: 4-5 Hours

Total: 35-36 Hours

Core Courses - 9
Instructional Practicum - 9
Educational Cognate - 17-18

Family Nurse Practitioner Option

Purpose:
The purpose of the UNCW Master of Science in Nursing-Family Nurse Practitioner (MSN-FNP) option is to prepare an advanced practice generalist who possesses knowledge, skills, and attitudes to provide community focused primary care for culturally diverse families in rural or medically underserved areas. The 46 to 47 credit-hour, primarily online, Family Nurse Practitioner option provides advanced theory and clinical education emphasizing:

- Primary health across the life span for underserved rural or urban populations.
- High quality, cost-effective, unique health care that results in a high level of patient satisfaction.

A graduate of the program will be eligible to take the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioner (AANP) certification exam for Family Nurse Practitioners and seek approval to practice as an FNP in North Carolina or other state of choice. The family nurse practitioner, as a primary care provider, implements community focused health care and education for culturally diverse families in rural and/or medically underserved, as well as urban areas.

FNP Option Full Time Course Sequence
Required Course Sequence 46-47 Hours

Fall Year 1

- NSG 512 - Advanced Pharmacotherapeutics Credits: 3
- NSG 514 - Pathophysiology for Advanced Practice Nurses Credits: 3
- NSG 506 - Advanced Practice Roles, Issues, and Trends Credits: 3
- NSG 510 - Advanced Health Assessment and Diagnostic Reasoning Credits: 3

Total: 12 Hours

Spring Year 1

- NSG 500 - Theory and Research for Evidence-Based Practice Credits: 4
- NSG 522 - Advanced Primary Care of Families: Adults Credits: 3
- NSGL 522 - Clinical Practicum III: Advanced Primary Care of Families: Adults Credits: 2

Total: 9 Hours

Fall Year 2

- NSG 503 - Families in Rural and Urban Communities Credits: 3
- NSG 504 - Healthcare Delivery and Health Policy Credits: 3
- NSG 521 - Advanced Primary Care of Families: Women Credits: 3
- NSGL 521 - Clinical Practicum II: Advanced Primary Care of Families: Women Credits: 2

Total: 11 Hours

Spring Year 2

- NSG XXX - Elective (3)
- NSG 520 - Advanced Primary Care of Families: Infants, Children, and Adolescents Credits: 3
- NSGL 520 - Clinical Practicum I: Advanced Primary Care of Families: Infants, Children, and Adolescents Credits: 2

Total: 8 Hours

Fall Year 3

- NSG 515 - Advanced Practice Role Development and Transition Credits: 1
- NSGL 594 - Advanced Clinical Practicum Credits: 4-5

Total: 6 Hours
Family Nurse Practitioner Post-Master's Certificate, PCRT

Graduate Coordinator: Dr. Julie Smith Taylor

Purpose

The purpose of the post-master's family nurse practitioner certificate program is to prepare nurses who already possess an earned Master of Science degree in nursing for a career as a Family Nurse Practitioner. The program of study for each student will be determined following a review of prior graduate education. However, all students pursing the Post-Master's FNP Certificate will complete 26 credit hours (based on individual assessment) with 600 clinical hours. Functional cognate hours must be taken sequentially. Additional coursework may be required if educational assessment reveals the applicant has not had recent coursework in health assessment, advanced pharmacotherapeutics, or advanced pathophysiology. The program of study will be tailored individually for current nurse practitioners who want the FNP certificate. Upon successful completion of the certificate program, graduates are eligible to take the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) certification exam for Family Nurse Practitioners and seek approval to practice as an FNP in North Carolina or other state of choice.

The post-master's FNP certificate program is designed for:

- Nurses who already hold a master's degree in nursing and wish to practice as a family nurse practitioner.
- Specialty nurse practitioners who wish to provide health promotion, disease prevention, and management of acute and chronic health conditions to individuals across the lifespan.

Admission Requirements

Students desiring admission into the Post-Master's Family Nurse Practitioner Certificate Program must seek admission to the UNCW Graduate School. Applicants interested in admission to the Post Master's certificate program must hold a Master of Science in Nursing degree from a regionally accredited university or college in the United States or its equivalent from a foreign institution. The applicant must have a strong overall academic record as evidenced on official transcripts, current unrestricted North Carolina registered nurse license or registered nurse license from one of the affiliated compact states, computer competency, and previous coursework at the graduate level in advanced health assessment, advanced pharmacotherapeutics, and advanced pharmacology (applicants without these required prerequisite courses may complete these prior to beginning the clinical sequence of the Post Master's certificate program).

Applicants who want to be considered for the program must submit to the graduate school:

1. Online application
2. All official transcripts (undergraduate and graduate)
3. Graduate GPA 3.0 or greater
4. Three letters of recommendation (former nurse faculty member and current/former employer, preferred)
5. Writing sample
6. Resume or CV
7. Application fee
8. Application and supplemental documents must be submitted by the published deadline

The following items must be submitted to the School of Nursing:

1. Demographic data form
2. Comprehensive interview may be requested

Post-Master's Family Nurse Practitioner Certificate Option Full Time
Course Sequence

Required Course Sequence 26 Hours

Fall Year 1

- NSG 506 - Advanced Practice Roles, Issues, and Trends Credits: 3
- NSG 503 - Families in Rural and Urban Communities Credits: 3

Total: 5 Hours

Spring Year 1

- NSG 522 - Advanced Primary Care of Families: Adults Credits: 3
- NSGL 522 - Clinical Practicum III: Advanced Primary Care of Families: Adults Credits: 2

Total: 5 Hours

Fall Year 2

- NSG 521 - Advanced Primary Care of Families: Women Credits: 3
- NSGL 521 - Clinical Practicum II: Advanced Primary Care of Families: Women Credits: 2

Total: 5 Hours

Spring Year 2

- NSG 520 - Advanced Primary Care of Families: Infants, Children, and Adolescents Credits: 3
- NSGL 520 - Clinical Practicum I: Advanced Primary Care of Families: Infants, Children, and Adolescents Credits: 2
Total: 5 Hours

Fall Year 3

- NSGL 594 - Advanced Clinical Practicum Credits: 4-5 (5 credits required)
- NSG 515 - Advanced Practice Role Development and Transition Credits: 1

Total: 6 Hours

Total: 26 Hours

Part-time Study for MSN Programs

Students may enroll part-time. Each student will work with his/her advisor in designing his/her part-time program of study. Students who are enrolled full-time and find it necessary to change their status to part-time will develop a part-time program of study with their advisor and the graduate coordinator. The program must be completed in five years from initial enrollment into the graduate program.

**Nurse Educator Post-Master's Certificate, PCRT**

**Graduate Coordinator:** Dr. Julie Smith Taylor

**Purpose**

The purpose of the post-master's certification program is nursing education is to prepare qualified nurse educators in the appropriate use of nursing education theory. The curriculum allows for a balance between the theoretical, evaluative and information technology advances in nursing education with practical aspects of a nurse educator practicum to enhance the advanced practice role.

The post-master's certificate program is designed for:

- Advanced practice nurses who have limited training and knowledge about nursing education principles and theories but deal with educational issues on a regular basis.
- Nursing educators in associate and baccalaureate degree programs who have a master's degree in nursing or other health related areas critical to nursing but no specialized training in nursing education and perceive the need for additional skills.
- Nurses who have earned graduate degrees and perceive the need for nursing education knowledge in their future careers or are simply interested in a deeper understanding of nursing education theory as it relates to their area of practice.

**Admission Requirements**

Students desiring admission into the Post-Master's Nurse Educator Certificate program must seek admission to the UNCW Graduate School. Applicants interested in admission to the certificate program must hold a minimum of a Bachelor of Science in Nursing (BSN) and a master's degree in a health
related area critical to nursing from a regionally accredited university or college in the United States or its equivalent from a foreign institution. The applicant must have a strong overall academic record as evidenced on official transcripts, current unrestricted North Carolina registered nurse license or registered nurse license from one of the affiliated compact states, and computer competency.

Applicants who want to be considered for the program must submit to the Graduate School:

1. An online application for graduate admission
2. All official transcripts (undergraduate and graduate)
3. Graduate GPA 3.0 or greater
4. Three letters of recommendation (one each from a former nurse faculty member and current or former employer, preferred)
5. Application fee
6. Writing sample
7. Current CV or Resume
8. Application and supplemental documents must be submitted by the published deadline
9. Demographic Form (email or mail directly to the program)

Post-Master's Nurse Educator Certificate Option Full Time Course Sequence

Required Course Sequence 12 Hours

Fall Year 1

- NSG 524 - Nursing Education Curriculum Design and Instruction Credits: 3
- NSG 525 - Nursing Education Evaluation Credits: 3

Total: 6 Hours

Spring Year 1

- NSG 513 - Teaching Nursing: New Pedagogies for Teaching and Learning Credits: 3
- NSG 595 - Nursing Education Residency Credits: 3-6 (3 credits required)

Total: 6 Hours

Total: 12 Hours
School of Social Work

Social Work, M.S.W.

Graduate Coordinator: Dr. Stacey Kolomer

The School of Social Work offers an MSW degree program preparing graduates for advanced clinical practice in settings such as mental health, child welfare, family services, and medical social work. Social work practice is the professional and ethical application of social work theory and interventions that, in collaboration with the client, promotes individual emotional wellness, mental health, and family functioning, as well as enhancing the social environment. The program includes coursework in advanced social work practice based on professional knowledge and the related aspects of program development and management associated with the delivery of social work services.

The UNCW MSW program curriculum is constructed with a foundation first year and an advanced practice-focused second year. The foundation content includes human behavior and the social environment, research methods, social policy, professional values and ethics, clinical practice, and diversity issues in practice. Advanced year content includes coursework in advanced clinical research, clinical practice, the organizational and financial context of practice, and psychopathology. Extensive field placement in clinical practice settings with close supervision by faculty, clinical instructors and field supervisors is a key component of the degree program.

Social work education is accredited in the U.S. by the Council on Social Work Education. Accreditation of programs is linked to eligibility for licensure and certification in N.C. and all other states. The N.C. Social Work Certification and Licensure Board was established by the North Carolina Legislature to provide a standard of practice for the social work profession. Graduates of the UNCW MSW Program will qualify for State Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. In all of these cases, graduates must pass a state-sponsored exam. The LCSW requires, in addition, evidence of two years of post-masters clinical practice with LCSW supervision. The MSW program is fully accredited by the Council on Social Work Education.

The guiding themes of curriculum and program development include up-to-date social work practice knowledge and skill, the strengths focus, knowledge-based practice, and leadership. The School of Social Work has extensive regional involvement in social development programs and projects and it is anticipated that opportunities for graduate student participation in such activities will be available.

Admission Requirements

Applicants seeking admission are required to submit the following to the Graduate School:

1. An application for graduate admission
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 recommendations
5. A personal narrative statement describing educational and professional experiences, reasons for pursuing graduate study in social work, and career goals. Refer to Graduate School Deadline and Requirement Chart for link to specific narrative statement questions.
6. Professional resume
7. Application and supplemental documents must be submitted by the published deadline.
In addition to the above requirements the successful candidate for admission must have the following:

1. Bachelor's degree from a regionally accredited college or university (or equivalent for non-U.S. students)
2. 3.0 GPA (on 4.0 point scale)
3. Undergraduate introductory courses in human biology, sociology, psychology and statistics.

Degree Requirements (62 total hours)

The program requires satisfactory completion of 62 credit hours, including six hours of electives.

Fall semester year 1 (15 semester hours)

- SWK 500 - Clinical Practice I: Collaborative Strengths-Based Relationships in Social Work Practice Credits: 3
- SWKL 500 - Clinical Practice I Lab Credits: 1
- SWK 509 - Pre-Field Graduate Seminar Credits: 2
- SWK 514 - Social Policy and Service Organizations Credits: 2
- SWK 516 - Ethical Principles in Social Work Practice Credits: 1
- SWK 520 - Life Transitions and Human Development in the Social Environment Credits: 3

Spring semester year 1 (15 semester hours)

- SWK 501 - Clinical Practice II: Solution-Focused Social Work Practice with Couples, Families, Groups and Communities Credits: 3
- SWKL 501 - Clinical Practice II Lab Credits: 1
- SWK 510 - Field Instruction and Graduate Seminar I Credits: 5
- SWK 521 - Mental Health and Psychopathology: Assessment and Differential Diagnostics Credits: 3
- SWK 522 - Social Diversity and Social Work Practice Credits: 3

Fall semester year 2 (16 semester hours)

- SWK 502 - Clinical Practice III: Cognitive-Behavioral and Motivational Social Work Practice Credits: 3
- SWKL 502 - Clinical Practice III Lab Credits: 1
- SWK 506 - Research in Clinical Practice I: Evaluating Social Work Practice Credits: 3
- SWK 507 - Research in Clinical Practice II: Field Research Credits: 2
- SWK 511 - Field Instruction and Graduate Seminar II Credits: 5
- Elective - Social Work Elective (2)
Spring semester year 2 (16 semester hours)

- SWK 503 - Clinical Practice IV: Integrated Motivational, Cognitive, and Solution-Focused Practice Credits: 3
- SWKL 503 - Clinical Practice IV Lab Credits: 1
- SWK 512 - Field Instruction and Graduate Seminar III Credits: 5
- SWK 523 - Organizational Context of Clinical Social Work Practice: Management, Financing, Marketing and Policy Credits: 3
- Elective - Social Work Elective (4)

Special Academic Programs

International Programs

(http://www.uncw.edu/intprogs/)
Denise M. DiPuccio, assistant provost
Mark A. Gallovic, director of education abroad
Jennifer D. Fernandez-Villa, director of international student and scholar services
Amy M. Mabery, coordinator of international student and scholar services
Kara M. Pike, assistant director of education abroad
Maike C. Walbrecht, English as a second language coordinator

The Office of International Programs offers more than six hundred education abroad opportunities in more than fifty countries. UNCW provides education abroad opportunities to suit nearly every major and credit earned through international programs may be applied towards a UNCW degree. Financial aid may be used in conjunction with education abroad programs and scholarships are available. Students may select from short-term and summer programs, as well as semester, year-long and two-year dual degree options.

All applications for any credit-bearing program abroad must be made through the Office of International Programs.

UNCW students who study abroad retain their active UNCW student status and will not have to reenroll upon return.

Eligibility requirements include:

1. Degree-seeking status
2. Good disciplinary standing
3. 2.5+ cumulative grade point average
4. Sophomore+ status (select programs are open to first-year students)
5. Any program-specific requirements

Further information is available at Education Abroad
International House

The International House is a living-learning environment for students who desire to experience world cultures in on-campus living. The International House consists of 96 spaces. The goal of the program is to have a 50/50 breakdown of international and American students living together in close proximity. In order to accommodate the special needs of international students, the International House remains open during all break periods. Residents are expected to participate in cultural diversity programs and to help coordinate international dinners.

International Student and Scholar Services

The Office of International Programs coordinates services for international students, scholars, and their dependents and offers programs with an international focus to all members of the community. Programs and services include: immigration advising; orientation; a community-based Host Family Program which gives students and community members the opportunity to get to know one another; coordination of cross-cultural programs and events, like Intercultural Week, in conjunction with the International Student Organization.

For more information go to: International Student and Scholar Services

English as a Second Language

UNCW's ESL curriculum focuses on all areas of language acquisition: reading, writing, speaking, listening, grammar/structure, and culture. Overall, we focus primarily on speaking and listening skills, while also sharpening the skills in the other areas. TOEFL Preparation is integral to our program.

For more information go to: ESL

Distance Education Programs

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 UNCW Onslow County Extension site:

Undergraduate Programs

- B.A. Business Administration
- B.S. Clinical Research (online)
- B.A. Criminology
- B.A. Elementary Education (K-6)
- B.S. Nursing (RN-BSN online)
- B.S.W. Social Work

Licensure Programs

- Elementary Education Teacher Licensure
- Early Childhood Add-on-licensure
Graduate Programs

- M.A. Liberal Studies
- M.Ed. Elementary Education (online)
- M.S. Chemistry
- M.S. Instructional Technology (online)

Graduate Certificate Program

- Post-Baccalaureate Certificate in Conflict Management and Resolution

Courses are scheduled on the Coastal Carolina Community College campus, the Marine Corps Base 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 Office of 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 website at www.uncw.edu/onslow.

Center for Education in Science, Technology, Engineering, Mathematics - CESTEM

(http://www.uncw.edu/cestem/)

The Center for Education in Science, Technology, Engineering, and Mathematics, "CESTEM" (formerly the Science and Mathematics Education Center - SMEC) at UNCW is committed to regional service and endeavors to stimulate teachers' intellectual curiosity and increase exposure to current technology. The center is responsible for the identification, development, delivery, and evaluation of K-12 professional development programming in science, technology, engineering, and mathematics. CESTEM applies the resources of UNC Wilmington to improve the teaching and learning of science, technology, engineering, and mathematics in the K-12 schools of southeastern North Carolina. The center, working with faculty from the College of Arts and Sciences and the Watson College of Education, offers a range of professional development programs in the areas of mathematics, science, technology and engineering for in-service elementary-, middle-, and high-school teachers. Through center-sponsored seminars, workshops, and courses, teachers can renew licensure in science, mathematics, and technology. CESTEM operates the Technology Loan Program (TLP), a program that lends science and technology materials and other resources to regional K-12 teachers for their classrooms. CESTEM also hosts the Southeast Regional Science Fair and Science Olympiad annually.

Information concerning programs may be obtained by contacting CESTEM at 962-3168.
Graduate Faculty

Bylaws governing the Graduate Faculty were initiated in 1990 by the Graduate Council and subsequently approved by both the provost and the chancellor. The Bylaws state that the members of the faculty may apply for the Graduate Faculty whenever they meet criteria established by their respective academic units.

College of Arts and Sciences

Department of Anthropology

Patricia B. Lerch, professor of anthropology, B.A., Cleveland State University; M.A., Ph.D., The Ohio State University

Scott E. Simmons, associate professor of archaeology, B.A., State University of New York at Plattsburgh; M.A., University of Massachusetts, Boston; Ph.D., University of Colorado, Boulder

* In phased retirement

Department of Biology and Marine Biology

Brian S. Arbogast, associate professor of biology, B.S., Wake Forest University; M.S., Louisiana State University; Ph.D., Wake Forest University

Daniel G. Baden, William R. Kenan, Jr. Distinguished Professor of Marine Science, B.A., Hamline University; Ph.D., University of Miami

J. Craig Bailey, associate professor of biology, B.S., University of North Carolina Wilmington; M.A., College of William and Mary; Ph.D., Louisiana State University

Stuart R. Borrett, associate professor of biology, B.A., Austin College; Ph.D., The University of Georgia

Lawrence B. Cahoon, professor of biology, B.S., Washington and Lee University; Ph.D., Duke University

Richard M. Dillaman, professor of biology, B.A., University of Virginia; Ph.D., University of South Carolina

Michael J. Durako, professor of biology, B.S., Florida Atlantic University; M.A., Ph.D., University of South Florida

Steven D. Emslie, professor of biology, B.A., M.A., University of Colorado; M.S., Northern Arizona University; Ph.D., University of Florida

Christopher M. Finelli, associate professor of biology, B.S., St. Francis College; Ph.D., University of South Carolina

Arthur R. Frampton, assistant professor of biology, B.S. University of Tennessee, Knoxville; Ph.D., Louisiana State University
Stephen T. Kinsey, professor of biology, B.S., Old Dominion University; M.S., University of South Florida; Ph.D., Florida State University

Heather N. Koopman, associate professor of biology, B.Sc., M.Sc., University of Guelph, Guelph, Ontario, Canada; Ph.D., Duke University

Thomas E. Lankford, Jr., associate professor of biology, B.S., University of North Carolina Wilmington; M.S., Ph.D., The University of Delaware

Zachary T. Long, assistant professor of biology, B.S., M.S. University of Pittsburgh; Ph.D., Rutgers University

D. Ann Pabst, professor of biology, B.S., University of Maryland; Ph.D., Duke University

Joseph R. Pawlik, professor of biology, B.S., University of Minnesota; Ph.D., Scripps Institution of Oceanography, University of California, San Diego

Martin H. Posey, professor of biology, B.A., The University of North Carolina at Chapel Hill; Ph.D., University of Oregon

Sonja J. Pyott, assistant professor of biology, B.Sc., Penn State University; Ph.D., Stanford University

Robert D. Roer, professor of biology, B.S., Brown University; Ph.D., Duke University

Richard A. Satterlie, Frank Hawkins Kenan Distinguished Professor of Marine Sciences, B.A., Sonoma State University; Ph.D., University of California, Santa Barbara

Frederick S. Scharf, professor of biology, B.Sc., State University of New York at Stony Brook; M.Sc., Ph.D., University of Massachusetts

Bongkeun Song, associate professor of biology, B.A., Donggook University, Seoul, Korea; M.S., Ph.D., Rutgers University, New Brunswick

Ann E. Stapleton, associate professor of biology, B.S., University of Michigan, Ann Arbor; Ph.D., University of Chicago

Alison R. Taylor, professor of biology, B.Sc., University of Leicester; Ph.D., Oxford Brookes University

Carmelo R. Tomas, professor of biology, B.A., American International College; M.S., Ph.D., University of Rhode Island

Marcel van Tuinen, associate professor of biology, M.Sc., The Rijksuniversiteit Groningen; Ph.D., The Pennsylvania State University

W. David Webster, professor of biology, B.S., University of North Carolina Wilmington; M.S., Michigan State University; Ph.D., Texas Tech University

J. Wilson White, assistant professor of biology, B.S., Davidson College; Ph.D., University of California Santa Barbara

Ami E. Wilbur, associate professor of biology, B.S., University of North Carolina Wilmington; M.S., University of South Carolina; Ph.D., University of Delaware
Amanda Southwood Willard, associate professor of biology, B.Sc., Auburn University; M.Sc., Ph.D., University of British Columbia, Vancouver

* In phased retirement

Department of Chemistry and Biochemistry

Antje Pokorny Almeida, associate professor of chemistry, Diplom, M.S., Universität Bonn, Germany; Ph.D., Universität Osnabrück, Germany

Paulo F. Almeida, professor of chemistry, Licenciatura, University of Coimbra, Portugal; Ph.D., University of Virginia

G. Brooks Avery, Jr., professor of chemistry, B.S., The University of North Carolina at Greensboro; M.S., University of North Carolina Wilmington; Ph.D., The University of North Carolina at Chapel Hill

Daniel G. Baden, William R. Kenan, Jr. Distinguished Professor of Marine Science, B.A., Hamline University; Ph.D., University of Miami

Nathaniel P. Grove, assistant professor of chemistry, B.S., University of Pittsburg; M.S., Youngstown State University; Ph.D., Miami University

Christopher J. Halkides, professor of chemistry, A.B., Wabash College; Ph.D., University of Wisconsin

Robert D. Hancock, Will S. DeLoach Distinguished Professor of Chemistry, B.Sc., Rhodes University; Ph.D., University of Cape Town; D.Sc., University of Witwatersrand

S. Bart Jones, professor of chemistry, B.S., Davidson College; Ph.D., West Virginia University

Robert J. Kieber, Jr., professor of chemistry, B.S., Cook College, Rutgers University; Ph.D., University of Maryland

Hee-Seung Lee, associate professor of chemistry and biochemistry, B.S., M.S., Seoul National University, Korea; Ph.D., The Ohio State University

Ralph N. Mead, associate professor of chemistry and biochemistry, B.S., Florida State University; Ph.D., Florida International University

Michael Messina, professor of chemistry, B.S., State University of New York at Stony Brook; Ph.D., University of Pittsburgh

Jeremy B. Morgan, associate professor of chemistry and biochemistry, B.S., West Virginia University; Ph.D., The University of North Carolina at Chapel Hill

James H. Reeves, professor of chemistry, B.A., Ph.D., Northeastern University

Pamela J. Seaton, professor of chemistry, B.A., University of Washington, Seattle; M.A., University of Alaska, Fairbanks; Ph.D., University of Vermont, Burlington

Stephen A. Skrabal, professor of chemistry, B.S., M.A., College of William and Mary; Ph.D., University of Delaware
John A. Tyrell, visiting assistant professor of chemistry, B.S., Boston College; Ph.D., University of Massachusetts

Sridhar Varadarajan, associate professor of chemistry, B.S., B.S. Tech, Bombay University, India; Ph.D., The Pennsylvania State University

Michael R. Webb, assistant professor of chemistry, B.S., Union College; Ph.D., Indiana University

Joan D. Willey, professor of chemistry, B.S., Duke University; Ph.D., Dalhousie University

Jeffrey L. Wright, Carl B. Brown Distinguished Professor of Marine Sciences, B.Sc., Ph.D., The University, Glasgow, Scotland

* In phased retirement

Department of Communication Studies

Jennifer Brubaker, associate professor of communication studies, B.S., M.A., The Ohio State University; Ph.D., Kent State University

Anita K. McDaniel, associate professor of communication studies, B.A., Texas A&M University; M.A., University of Houston; Ph.D., University of Texas at Austin

Bruce C. McKinney, associate professor of communication studies, B.A., University of New Hampshire; M.A., Ph.D., Penn State University

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Department of Computer Science

Gur Saran Adhar, professor of computer science, B.Sc., Agra University, India; M.B.A., Indian Institute of Management, Bangalore, India; M.S., Ph.D., University of Maryland

Clayton S. Ferner, professor of computer science, B.S., Wake Forest University; M.S., Ph.D., University of Denver

Curry I. Guinn, associate professor of computer science, B.S., Virginia Polytechnic Institute and State; M.S., Ph.D., Duke University

Sridhar Narayan, professor of computer science, B. Tech., Indian Institute of Technology, Madras; M.S., M.S., Ph.D., Clemson University

Eric K. Patterson, associate professor of computer science, B.A., Ph.D., Clemson University

Laurie J. Patterson, associate professor of computer science, B.S., M.Ed., University of Minnesota; Ed.D., Nova Southeastern University

Karl Ricanek, Jr., professor of computer science, B.S., M.S., Ph.D., North Carolina A & T State University
Devon M. Simmonds, associate professor of computer science, B.S., University of the West Indies (Mona); M.S., McGill University, Montreal; Ph.D., Colorado State University

Gene A. Tagliarini, professor of computer science, B.A., M.A., University of South Florida; Ph.D., Clemson University

Ronald J. Vetter, professor of computer science, B.S., M.S., North Dakota State University; Ph.D., University of Minnesota

* In phased retirement

Department of Creative Writing

Lavonne J. Adams, senior lecturer in creative writing, B.A., M.A., M.F.A., University of North Carolina Wilmington

Wendy M. Brenner, associate professor of creative writing, B.A., Oberlin College; M.F.A., University of Florida

Mark D. Cox, professor of creative writing, B.A., DePauw University; M.F.A., Vermont College

Clyde C. Edgerton, Thomas S. Keenan, Ill Distinguished Professor of creative writing, B.A., M.A.T., Ph.D., The University of North Carolina at Chapel Hill

Philip Furia, professor of creative writing, B.A., Oberlin College, Ohio; M.A., University of Chicago; M.F.A., Ph.D., University of Iowa

Philip Gerard, professor of creative writing, B.A., University of Delaware; M.F.A., University of Arizona

David M. Gessner, professor of creative writing, B.A., Harvard College; M.A., University of Colorado, Boulder

Rebecca L. Lee, associate professor of creative writing, B.A., St. Olaf College; M.F.A., University of Iowa

Magdalena A. Mörling, associate professor of creative writing, B.A., Hampshire College; M.A., New York University; M.F.A., University of Iowa

Robert A. Siegel, associate professor of creative writing, B.A., Harvard University; M.F.A., University of Iowa

Emily L. Smith, lecturer in creative writing, B.A., Davidson College; M.F.A., University of North Carolina Wilmington

Michael D. White, professor of creative writing, B.A., University of Missouri; Ph.D., University of Utah

* In phased retirement

Department of English
Diana L. Ashe, associate professor of English, B.A., Southwestern University; M.A., Ph.D., Texas A&M University

Anthony T. Atkins, associate professor of English, B.A., M.A., East Carolina University; Ph.D., Ball State University

Mark E. Boren, professor of English, B.A., University of Florida; M.F.A., State University of New York at Buffalo; Ph.D., University of Georgia

Cara N. Cilano, professor of English, B.A., M.A., St. Bonaventure University; Ph.D., Duquesne University

Janet M. Ellerby,* professor of English, B.S., University of Oregon, Eugene; M.A., California State University, Northridge; Ph.D., University of Washington

Tiffany N. Gilbert, associate professor of English, B.A., College of William and Mary; M.A., Clemson University; Ph.D., University of Virginia

Christopher Gould,* professor of English, B.A., University of Virginia; M.A., Ph.D., University of South Carolina

Paula K. Kamenish, associate professor of English, B.A., Centre College of Kentucky; M.A., Ph.D, The University of North Carolina at Chapel Hill

Nicholas C. Laudadio, associate professor of English, B.A., B.S., Boston University; M.A., Ph.D., State University of New York at Buffalo

Katherine L. Montwieler, associate professor of English, B.A., College of the Holy Cross; M.A., University of Wisconsin at Milwaukee; Ph.D., University of Georgia

Marlon R. Moore, assistant professor of English, B.A., University of North Florida; M.A., Ph.D., University of Florida

Jeffrey C. Neely, lecturer in English, B.A., B.S., University of Florida; M.A., University of South Florida

Keith Newlin, professor of English, B.A., M.A., Colorado State University; Ph.D., Indiana University

Katie R. Peel, associate professor of English, B.A., Wesleyan University; M.A., Ph.D., The University of Connecticut

Alex S. Porco, assistant professor of English, B.A., Queens University; M.A., Concordia University; M.A., Ph.D., The State University of New York Buffalo

Colleen A. Reilly, associate professor of English, B.A. John Carroll University; M.A., Ph.D., Purdue University

Lee Schweninger, professor of English, B.A., University of Colorado; M.A., University of Connecticut at Storrs; Ph.D., The University of North Carolina at Chapel Hill

Meghan M. Sweeney, associate professor of English, B.A., John Carroll University; M.A., Ph.D., State University of New York at Buffalo
Jeremy Tirrell, assistant professor of English, B.A. University of Oklahoma; M.A., University of Texas at San Antonio; Ph.D., Purdue University

J. Lewis Walker III, professor of English, B.A., University of Virginia; M.A., University of California, Berkeley; Ph.D., University of Virginia

Barbara F. Waxman, professor of English, B.A., Douglass College, Rutgers University; M.A., City College of New York; Ph.D., City University of New York

* In phased retirement

**Department of Environmental Studies**

Robert B. Buerger,* professor of environmental studies, B.S., Colorado State University; M.S., University of Kentucky; Ph.D., State University of New York, College of Environmental Science and Forestry, Syracuse

Robert H. Cutting, Jr., associate professor of environmental studies, A.B., University of California at Santa Barbara; J.D., University of California at Davis

Jack C. Hall, professor of environmental studies, B.S., Grand Valley State College; M.S., The University of North Carolina at Chapel Hill; Ph.D., Ohio State University

Jeffery M. Hill, professor of environmental studies, B.A., M.A., M.S., Ed.S., Re.D., Indiana University

James A. Rotenberg, associate professor of environmental studies, B.A., University of Denver; M.S., California State University, Northridge; Ph.D., University of California, Riverside

Anthony G. Snider, associate professor of environmental studies, B.A., The University of North Carolina at Chapel Hill; M.A., University of Vermont; M.F.A., Vermont College; Ph.D., North Carolina State University

John B. Taggart, associate professor of environmental studies, B.S., Western Michigan; M.S., North Carolina State University; Ph.D., The University of North Carolina at Chapel Hill

* In phased retirement

**Department of Film Studies**

Todd M. Berliner, professor of film studies, B.A., M.A., Ph.D., University of California, Berkeley

Louis F. Buttino,* professor of film studies, B.A., Colgate University; M.A., University of Miami; M.A., Colgate Rochester Divinity School; Ph.D., Syracuse University

David M. Monahan, associate professor of film studies, B.S., South Dakota State University; M.F.A., Columbia University

Timothy N. Palmer, professor of film studies, B.A., M.A., Warwick University, Coventry, England; Ph.D., University of Wisconsin, Madison
* In phased retirement

**Department of Foreign Languages and Literatures**

**Greta Bliss**, *lecturer in foreign languages and literatures*, B.A., Grinnell College; M.A., University of Minnesota

**Raymond L. Burt**, *professor of German*, B.A., North Carolina State University; M.A., Middlebury College, Vermont; Ph.D., University of California, Los Angeles

**Jess M. Boersma**, *associate professor of Spanish*, B.S., University of Wisconsin-Madison; Ph.D., Emory University

**Amanda R. Boomershine**, *associate professor of Spanish*, B.A., University of Virginia; M.A., Ph.D., Ohio State University

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Hengemeh Kermani, associate professor of education, B.A., M.A., Ph.D., University of California Santa Barbara

Martin A. Kozloff, Donald R. Watson Distinguished Professor of Education, A.B., A.M., Ph.D., Washington University

Konstantine Kyriacopoulos, assistant professor of elementary, middle level and literacy education, B.A., Earlham College; M.A., Pacific Oaks College; Ph.D., University of Washington

Louis J. LaNunziata, Jr., associate professor of education, B.S., East Stroudsburg University; M.Ed., Bloomsburg University; Ph.D., Ohio State University

Christine Ling-Yin Liao, associate professor of elementary, middle level and literacy education, B.Ed., M.Ed., National Hsinchu Teachers College; Ph.D., The Pennsylvania State University

Carol P. McNulty, associate professor of education, B.A., The University of North Carolina at Chapel Hill; M.Ed., Mercer University; Ph.D., The University of Georgia

Linda C. Mechling, professor of education, B.S., Indiana University; M.B.A., Georgia State University; M.Ed., Georgia State University; Ph.D., The University of Georgia

Amelia K. Moody, associate professor of education, B.S., Radford University; M.S., Loyola College; M.Ed., Ph.D., University of Virginia

Shelby P. Morge, associate professor of education, B.A., Indiana State University; M.S., Ph.D., University of Indiana


Deborah A. Powell, associate professor of education, B.S., M.S., Ph.D., Indiana University

Kathleen M. Roney, professor of education, B.S., Bloomsburg State University; M.T.S., Washington Theological Union, Washington, D.C., Ed.D., Temple University
Kathleen A. Schlichting, associate professor of education, R.N., Brookdale College; B.A., M.Ed., University of North Carolina Wilmington; Ph.D., University of South Carolina

D. Jean Swafford, associate professor of education, B.S., M.Ed., Ed.S, Middle Tennessee State University; Ph.D., The University of Georgia

Amy R. Taylor, associate professor of education, B.S., M.A., East Carolina University; Ph.D., North Carolina State University

Bradford L. Walker, associate professor of education, B.S., M.Ed., Brigham Young University; Ed.D., Indiana University

* In phased retirement

Department of Educational Leadership

Marsha L. Carr, assistant professor of educational leadership, B.A., M.A., West Virginia University; M.Ed., Frostberg State University; Ph.D., University of Phoenix

Susan M. Catapano, professor of education, B.S., The University of North Carolina at Greensboro; M.B.A., Maryville University; Ed.D., Nova Southeastern University

Amy Garrett Dikkers, assistant professor of educational policy, leadership, and international education, B.A., The University of North Carolina at Greensboro; M.A., Wake Forest University; Ph.D., University of Minnesota

Scott R. Imig, associate professor of education, B.A., St. Mary's College of Maryland; M.A.T., Ph.D., University of Virginia

Michele A. Parker, associate professor of education, B.A., State University of New York at Stony Brook, M.Ed., University of Vermont; Ph.D., University of Virginia

Andrew Ryder, assistant professor of educational leadership, B.A., College of William and Mary; M.S., Ph.D., Iowa State University

William L. Sterrett, assistant professor of educational leadership, B.S., Asbury University; M.Ed., Ph.D., University of Virginia


Tamara M. Walser, associate professor of education, B.A., The University of North Carolina at Charlotte; M.S., Ph.D., Utah State University

* In phased retirement
Department of Instructional Technology, Foundations, and Secondary Education

Edward J. Caropreso, associate professor of education, B.A., The University of North Carolina at Chapel Hill; M.A., Ph.D., The University of Georgia

Sue-Jen Chen, associate professor of education, B.A., National Taiwan Academy of Arts; M.S., North Texas State University; Ph.D., Florida State University

Vance A. Durrington, associate professor of education, B.S., Harding University; M.Ed., Ed.D., Texas Tech University

S. David Gill, associate professor of education, B.A., University of Tennessee, Knoxville; M.Ed., University of Tennessee, Chattanooga; Ed.D., University of Tennessee, Knoxville

Angela M. Housand, associate professor of education, B.Arch., Kansas State University; M.A., Ph.D., University of Connecticut

Dennis S. Kubasko, Jr., associate professor of education, B.S., M.Ed., The Pennsylvania State University; Ph.D., The University of North Carolina at Chapel Hill

Charles Allen Lynn, assistant professor of education, B.A., Georgia State University; M.A., Teachers College Columbia University; Ph.D., University of Georgia

Mahnaz Moallem, professor of education, B.A., College of Translation-Iran; M.S., College of Television and Cinema-Iran; Ph.D., Florida State University

Denise M. Ousley, associate professor of education, B.A., Flagler College; M.A., University of South Florida, Tampa; Ph.D., University of Tennessee, Knoxville

Nancy E. Pappamihiel, professor of education, B.A., College of Charleston; M.Ed., The University of North Carolina at Charlotte; Ph.D., University of Texas at Austin

Raymond S. Pastore, assistant professor of instructional technology, B.A., M.S., Bloomsburg University; Ph.D., The Pennsylvania State University

Angelia R. Reid-Griffin, associate professor of education, B.S., MAED., East Carolina University; Ph.D., North Carolina State University

Janet Robertson, professor of special education, B.S., West Chester University of Pennsylvania; M.A., University of Santa Clara; Ph.D., University of California, Los Angeles

Donyell L. Roseboro, associate professor of education, B.A., The University of North Carolina at Chapel Hill; M.A., Wake Forest University; Ph.D., The University of North Carolina at Greensboro

Robert W. Smith, professor of education, B.Sc., M.Sc., Manchester University, England; Ed.D., University of Massachusetts

Candace M. Thompson, assistant professor of education, B.S., University of Connecticut; M.Ed., Ph.D., University of South Carolina
* In phased retirement

## College of Health and Human Services

### School of Health and Applied Human Sciences

**Candace Ashton-Forrester**, *professor of therapeutic recreation*, B.S., University of Florida; M.S., Florida State University; Ph.D., University of Illinois at Urbana-Champaign

**John P. Bennett,* professor of physical education*, A.B., The College of William and Mary; M.Ed., Virginia Commonwealth University; Ed.D., Northern Illinois University

**Clarice S. Combs, professor of physical education**, B.S., University of Wisconsin Oshkosh; M.A., Ph.D., The Ohio State University

**Randall Cottrell**, *professor of health education*, B.S., M.Ed., Bowling Green State University; D.Ed., The Pennsylvania State University

**Michelle L. D’Abundo, associate professor of community health**, B.S., American University; M.S., University of North Florida; Ph.D., The University of Georgia

**Darwin Dennison, professor of health education**, B.S., East Stroudsburg University; M.S., State University of New York at Cortland; Ed.D., West Virginia University

**Steven M. Elliott, associate professor of physical education**, B.A., University of North Carolina Wilmington; M.Ed., Ph.D., University of Virginia

**Alexia F. Franzidis, assistant professor of health and applied human sciences**, B.S., Queensland College of the Arts, Griffith University; M.B.A., The University of Queensland

**Elizabeth I. Fugate-Whitlock, lecturer in gerontology**, B.S.W., M.A., University of North Carolina Wilmington; Ph.D., Virginia Commonwealth

**Charles J. Hardy, professor of health and applied human sciences**, B.S. East Carolina University; M.S., The University of Tennessee; Ph.D., Louisiana State University and A&M College

**James H. Herstine, professor of parks and recreation management**, B.A., Wake Forest University; M.A., University of Southern California; M.S., The University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

**Nancy M. Hritz, associate professor of parks and recreation**, B.S., M.S., University of Missouri, Columbia, Ph.D., Indiana University

**Lynn Hunt Long, assistant professor of health and applied human sciences**, B.S., Florida State University; M.Ed., Auburn University; Ph.D., University of North Florida

**Danny E. Johnson, associate professor of therapeutic recreation**, B.S., Morningside College; M.Ed., Memphis State University; Ph.D, The University of North Carolina at Chapel Hill
Cara L. Sidman, *associate professor of physical education*, B.A., University of North Carolina Wilmington; M.S., Appalachian State University; Ph.D., Arizona State University

Lisa K. Sprod, *assistant professor of health and human services*, B.A., Mesa State College; M.S., Ph.D., University of Northern Colorado

Kerry L. Whipple, *associate professor of health*, B.A., M.S., Western Illinois University; Ph.D., Southern Illinois University

* In phased retirement

School of Nursing

Traci Bramlett, *assistant professor of nursing*, A.S.N., Dalton State College; B.S.N, M.S.N., Kennesaw State University; DNP, Mercer University

Jane A. Fox, *professor of nursing*, B.A., College of White Plains; B.S.N., Cornell University; M.S. Long Island University; M.A., M.A., Ed.D., Teachers College, Columbia University

Elizabeth A. Gazza, *associate professor of nursing*, B.S.N., M.S.N., Indiana University of Pennsylvania; Ph.D., Duquesne University

Carol Heinrich, *associate professor of nursing*, B.S., Trenton State College; M.A., New York University; Ph.D. Rutgers University

Jeanne K. Kemppainen, *Belk Distinguished Professor of nursing*, B.S.N., Wayne State University; M.S.N., East Carolina University; Ph.D., University of California, San Francisco

Yeoun Soo Kim-Godwin, *professor of nursing*, B.S., Seoul National University; M.A., Asian Center for Theological Seminary; M.P.H., Yonsei University; M.N., Ph.D., University of South Carolina

RuthAnne Kuiper, *professor of nursing*, B.S.N., The University of the State of New York; M.N., University of California, Los Angeles; Ph.D., University of South Carolina

Pamela Levesque, *assistant professor of nursing*, B.S., University of New Hampshire; M.S., Northeastern University; DNP, Regis College

James A. Lyon, *lecturer in clinical research*, B.S., University of Pittsburgh; Doctor of Pharmacy, University of Michigan

Susan E. Marshall, *lecturer in nursing*, B.S.N., East Tennessee State University; M.S.N., University of North Carolina at Chapel Hill; D.N.P., Vanderbilt University

Diane K. Pastor, *associate professor of nursing*, B.S.N., University of Maryland; M.B.A., Boston College; Ph.D., Columbia University

Barbara Jo Pennington, *lecturer in nursing*, A.S., Georgia Perimeter College; B.S., Milligan College; M.S., Georgia State University
Deborah L. Pollard, associate professor of nursing, B.S.N., West Liberty State College; M.S.N., West Virginia University; Ph.D., University of Pittsburgh

Paula V. Reid, associate professor of nursing, B.S.N., Columbia Union College; M.S.N., University of Alabama at Birmingham; Ph.D., Texas Woman's University

Susan S. Roberts, associate professor of clinical research, B.S.N., East Carolina University; M.P.H. Columbia University; Ph.D., The University of North Carolina at Chapel Hill

Noell Rowan, associate professor of social work, B.S.W., M.S.W., The University of Georgia; Ph.D., University of Louisville

Julie Smith-Taylor, associate professor of nursing, B.S.N., The University of North Carolina at Chapel Hill; M.S.N., University of Pennsylvania; Ph.D., The University of North Carolina at Chapel Hill

* In phased retirement

School of Social Work

Robert G. Blundo, professor of social work, B.A., Emory University; M.S.W., Adelphi University; Ph.D., University of Maryland at Baltimore

Kristin W. Bolton, assistant professor of social work, B.A., Purdue University; M.S.W., University of Illinois at Urbana-Champaign; Ph.D., The University of Texas at Arlington

Arthur J. Frankel, professor of social work, B.S., University of Illinois-Champaign, M.S.W., Ph.D., University of Michigan-Ann Arbor

Jon C. Hall, associate professor of social work, B.A., Rhodes College; M.S.S.W., Ph.D., University of Louisville

Andrea L. Jones, assistant professor of social work, B.A., Temple University; M.S.W., University of Pennsylvania

Stacey R. Kolomer, professor of social work, B.A., State University of New York Stony Brook; M.S.S.W., Columbia University; Ph.D., University of Albany

Jacquelyn Lee, lecturer in social work, B.S.W., B.A., M.S.W., University of Southern Mississippi

Lorraine Messinger, professor of social work, B.A., M.A., Rutgers, The State University of New Jersey; M.S.W., Ph.D., The University of North Carolina Chapel Hill

Karen S. Sandell, associate professor of social work, B.S., The Pennsylvania State University; M.S.S.A., Ph.D., Case Western Reserve University

Jessica D. Strong, lecturer in social work, B.A., St. Mary's College; M.S.W., Fayetteville State University

Reginald O. York, professor of social work, B.A., The University of North Carolina at Charlotte; M.S.W., Ph.D., Tulane University
Graduate Mentor Award

Each year the Graduate School honors an outstanding faculty mentor who places high value on and excels in mentoring graduate students. Nominees must be tenured graduate faculty who hold the rank of associate or full professor and are employed by UNCW in a full-time capacity. Below are past distinguished recipients of this award.

<table>
<thead>
<tr>
<th>Year</th>
<th>Nominee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999 - 2000</td>
<td>Mr. Philip Gerard, professor creative writing</td>
</tr>
<tr>
<td></td>
<td>Dr. Robert D. Roer, professor of biology</td>
</tr>
<tr>
<td>2000 - 2001</td>
<td>Dr. Richard M. Dillaman, professor of biology</td>
</tr>
<tr>
<td>2001 - 2002</td>
<td>Dr. Janet Mason Ellerby, professor of English</td>
</tr>
<tr>
<td>2002 - 2003</td>
<td>Dr. D. Ann Pabst, professor of biology</td>
</tr>
<tr>
<td>2003 - 2004</td>
<td>Dr. Joan D. Willey, professor of chemistry</td>
</tr>
<tr>
<td>2004 - 2005</td>
<td>Ms. Wendy Brenner, associate professor of creative writing</td>
</tr>
<tr>
<td></td>
<td>Dr. Barbara F. Waxman, professor of English</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>Dr. Michael D. Wentworth, professor of English</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>Dr. William MacKain, associate professor of history</td>
</tr>
<tr>
<td></td>
<td>Dr. Nora E. Noel, professor of psychology</td>
</tr>
<tr>
<td>2007 - 2008</td>
<td>Dr. Carol Pilgrim, professor of psychology</td>
</tr>
<tr>
<td></td>
<td>Dr. Martin Posey, professor of biology</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>Dr. Sally MacKain, professor of psychology</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>Dr. Lawrence B. Cahoon, professor of biology</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>Dr. Mahnaz Moallem, professor of education</td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>Dr. Michael D. White, professor of creative writing</td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>Dr. Thomas J. Barth, professor of public and international affairs</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>Dr. Richard L. Ogle, professor of psychology</td>
</tr>
</tbody>
</table>
University Calendar

The UNCW graduate catalogue includes a calendar for the current academic year and a tentative calendar for the following two years. All calendars are subject to change, especially the tentative calendars, and will be updated online as necessary. The 2015-2016 and the 2016-17 calendars will not be official until published in the 2015-2016 and 2016-2017 online catalogues, respectively.

University Calendar 2014-2015

Fall Semester, 2014

Registration and SeaNet dates – Please refer to the Calendar of Events at www.uncw.edu/reg

August 11, Monday  Academic year begins
August 13-14, Wednesday-Thursday  Transfer orientation and advising
August 16, Saturday  On-campus housing opens for new and transfer students only at 8 a.m.
August 17-18, Sunday-Monday  Freshman Orientation and advising
August 18, Monday  On-campus housing opens for returning students 10 a.m.
August 18, Monday  Convocation
August 20, Wednesday  Classes begin
August 27, Wednesday  Last day for registration/Last day to drop (without a grade) or add a class.
August 28, Thursday  Late Registration Fee for Reinstatement
September 1, Monday  Labor Day state holiday; no classes
September 3, Wednesday  UNC census day
September 4, Thursday  Fall Faculty meeting
September 5-8, Friday- Monday  IT Maintenance Weekend (Friday 5p.m.- Monday 8a.m.)
October 8, Wednesday  Last day to withdraw with a W – undergraduate students
October 10-13, Friday- Monday  IT Maintenance Weekend (Friday 5p.m.- Monday 8a.m.)
October 13-14, Monday-Tuesday  Fall break; no classes
October 15, Wednesday  Classes resume 8 a.m.
November 5, Wednesday  Last day to withdraw with a W – graduate students
November 6, Thursday  Graduation application deadline – Spring 2015 – undergraduate and graduate students
November 26, Wednesday  No classes
November 27-28, Thursday-Friday  Thanksgiving state holiday; no classes
December 1, Monday  Classes resume 8 a.m.
December 3, Wednesday  Last day of classes
December 4, Thursday  Reading Day
December 5-6, Friday-Saturday  Final Examinations
December 8-11, Monday-Thursday  Final Examinations
December 11, Thursday  Fall semester ends
December 13, Saturday  Commencement
December 14, Sunday  On-campus housing closes 10 a.m.
December 24-31, Wednesday- Wednesday  University closed

Spring Semester, 2015

Registration and SeaNet dates – Please refer to the Calendar of Events at www.uncw.edu/reg

January 1-2, Thursday-Friday  University closed
January 5, Monday  Spring semester begins
January 7, Wednesday  On-campus housing opens 10 a.m.
January 8-9, Thursday-Friday  Orientation and advising
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12, Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 19, Monday</td>
<td>Martin Luther King, Jr. state holiday; no classes.</td>
</tr>
<tr>
<td>January 20, Tuesday</td>
<td>Last day for registration/Last day to drop (without a grade) or add a class.</td>
</tr>
<tr>
<td>January 21, Wednesday</td>
<td>Late Registration Fee for Reinstatement</td>
</tr>
<tr>
<td>January 26, Monday</td>
<td>UNC census day</td>
</tr>
<tr>
<td>February 27, Friday</td>
<td>Last day to withdraw with a W – undergraduate students</td>
</tr>
<tr>
<td>March 6-9, Friday- Monday</td>
<td>IT Maintenance Weekend (Friday 5p.m.- Monday 8a.m.)</td>
</tr>
<tr>
<td>March 7, Saturday</td>
<td>On-campus housing closes 10 a.m.</td>
</tr>
<tr>
<td>March 7-15, Saturday-Sunday</td>
<td>Spring Break; no classes</td>
</tr>
<tr>
<td>March 16, Monday</td>
<td>Classes resume 8 a.m.</td>
</tr>
<tr>
<td>March 30, Monday</td>
<td>Last day to withdraw with a W – graduate students</td>
</tr>
<tr>
<td>April 1, Wednesday</td>
<td>Spring Faculty meeting</td>
</tr>
<tr>
<td>April 2, Thursday</td>
<td>No classes</td>
</tr>
<tr>
<td>April 3, Friday</td>
<td>Good Friday state holiday; no classes</td>
</tr>
<tr>
<td>April 6, Monday</td>
<td>Classes resume 8 a.m.</td>
</tr>
<tr>
<td>April 7, Tuesday</td>
<td>Graduation application deadline – undergraduate and graduate students</td>
</tr>
<tr>
<td>April 29, Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>April 30, Thursday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>May 1-2, Friday-Saturday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 4-7, Monday-Thursday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 7, Thursday</td>
<td>Spring semester ends</td>
</tr>
<tr>
<td>May 8-9, Friday-Saturday</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 9, Saturday</td>
<td>Academic year ends</td>
</tr>
</tbody>
</table>
Summer 2015 (UNCW has launched an initiative to redesign its summer term. The Summer 2015 calendar is TENTATIVE).

Summer Session I, 2015

Registration and SeaNet dates – Please refer to the Calendar of Events at www.uncw.edu/reg

May 14, Thursday On-campus housing opens 10 a.m.
May 13-14, Wednesday-Thursday Transfer orientation and advising
May 18, Monday Classes begin
May 19, Tuesday UNC census day
May 20, Wednesday Late Registration Fee for Reinstatement.
May 25, Monday Memorial Day state holiday; no classes
May 29- June 1, Friday- Monday IT Maintenance Weekend (Friday 5 p.m.- Monday 8 a.m.)
June 5, Friday Last day to withdraw with W – undergraduate students
June 10, Wednesday Last day to withdraw with W – graduate students
June 16, Tuesday Last day of classes
June 17, Wednesday Reading Day
June 18, Thursday Final examinations/Term ends
June 19, Friday On-campus housing closes 10 a.m.

Summer Session II, 2015

Registration and SeaNet dates – Please refer to the Calendar of Events at www.uncw.edu/reg

June 21, Sunday On-campus housing opens 10 a.m.
June 22, Monday Classes begin
June 23, Tuesday  
Last day for registration/Last day to drop (without a grade) or add a class.

June 23, Tuesday  
UNC census day

June 24, Wednesday  
Late Registration Fee for Reinstatement.

July 3, Friday  
No classes

July 4, Saturday  
Independence Day state holiday

July 9, Thursday  
Last day to withdraw with W – undergraduate students

July 15, Wednesday  
Last day to withdraw with W – graduate students

July 21, Tuesday  
Last day of classes

July 22, Wednesday  
Reading Day

July 23, Thursday  
Final examinations/Term ends

July 24, Friday  
On-campus Housing closes at 10 a.m.

University Calendar 2015-2016

Fall Semester, 2015

Registration and SeaNet dates – Please refer to the Calendar of Events at www.uncw.edu/reg

August 10, Monday  
Academic year begins

August 12-13, Wednesday-Thursday  
Transfer orientation and advising

August 15, Saturday  
On-campus housing opens for new and transfer students only at 8 a.m.

August 16-17, Sunday-Monday  
Freshman Orientation and advising

August 17, Monday  
On-campus housing opens for returning students 10 a.m.

August 17, Monday  
Convocation
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19, Wednesday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>August 26, Wednesday</td>
<td>Last day for registration/Last day to drop (without a grade) or add a class.</td>
</tr>
<tr>
<td>August 27, Thursday</td>
<td>Late Registration Fee for Reinstatement</td>
</tr>
<tr>
<td>September 1, Tuesday</td>
<td>UNC census day</td>
</tr>
<tr>
<td>September 7, Monday</td>
<td>Labor Day state holiday; no classes</td>
</tr>
<tr>
<td>September 10, Thursday</td>
<td>Fall Faculty meeting</td>
</tr>
<tr>
<td>September 11-14, Friday- Monday</td>
<td>IT Maintenance Weekend (Friday 5p.m.- Monday 8a.m.)</td>
</tr>
<tr>
<td>October 7, Wednesday</td>
<td>Last day to withdraw with a W – undergraduate students</td>
</tr>
<tr>
<td>October 9-12, Friday- Monday</td>
<td>IT Maintenance Weekend (Friday 5p.m.- Monday 8a.m.)</td>
</tr>
<tr>
<td>October 12-13, Monday-Tuesday</td>
<td>Fall break; no classes</td>
</tr>
<tr>
<td>October 14, Wednesday</td>
<td>Classes resume 8 a.m.</td>
</tr>
<tr>
<td>November 6, Friday</td>
<td>Last day to withdraw with a W – graduate students</td>
</tr>
<tr>
<td>November 13, Friday</td>
<td>Graduation application deadline – Spring 2016 – undergraduate and graduate students</td>
</tr>
<tr>
<td>November 25, Wednesday</td>
<td>No classes</td>
</tr>
<tr>
<td>November 26-27, Thursday-Friday</td>
<td>Thanksgiving state holiday; no classes</td>
</tr>
<tr>
<td>November 30, Monday</td>
<td>Classes resume 8 a.m.</td>
</tr>
<tr>
<td>December 2, Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 3, Thursday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 4-5, Friday-Saturday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 7-10, Monday-Thursday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>December 11, Friday</td>
<td>Fall semester ends</td>
</tr>
<tr>
<td>December 12, Saturday</td>
<td>Commencement</td>
</tr>
<tr>
<td>December 13, Sunday</td>
<td>On-campus housing closes 10 a.m.</td>
</tr>
</tbody>
</table>
December 23-31, Wednesday-Thursday  University closed

Spring Semester, 2016

Registration and SeaNet dates – Please refer to the Calendar of Events at www.uncw.edu/reg

January 1, Friday  University closed
January 4, Monday  Spring semester begins
January 6, Wednesday  On-campus housing opens 10 a.m.
January 7-8, Thursday-Friday  Orientation and advising
January 11, Monday  Classes begin
January 18, Monday  Martin Luther King, Jr. state holiday; no classes.
January 19, Tuesday  Last day for registration/Last day to drop (without a grade) or add a class.
January 20, Wednesday  Late Registration Fee for Reinstatement
January 25, Monday  UNC census day
February 26, Friday  Last day to withdraw with a W – undergraduate students
March 4-7, Friday- Monday  IT Maintenance Weekend (Friday 5 p.m.- Monday 8 a.m.)
March 5, Saturday  On-campus housing closes 10 a.m.
March 5-13, Saturday-Sunday  Spring Break; no classes
March 14, Monday  Classes resume 8 a.m.
March 24, Thursday  No classes
March 25, Friday  Good Friday state holiday; no classes
March 28, Monday  Classes resume 8 a.m.
April 1, Friday  Last day to withdraw with W - graduate students
April 12, Tuesday  Graduation application deadline – undergraduate and graduate students
April 14, Thursday  
Spring Faculty meeting

April 27, Wednesday  
Last day of classes

April 28, Thursday  
Reading Day

April 29-30, Friday-Saturday  
Final Examinations

May 2-5, Monday-Thursday  
Final Examinations

May 5, Thursday  
Spring semester ends

May 6-7, Friday-Saturday  
Commencement

May 7, Saturday  
Academic year ends

May 8, Sunday  
On-campus housing closes 10 a.m.

**Summer Session I, 2016**

Registration and SeaNet dates – Please refer to the Calendar of Events at www.uncw.edu/reg

May 11, Wednesday  
On-campus housing opens 10 a.m.

May 11-12, Wednesday-Thursday  
Transfer orientation and advising

May 16, Monday  
Classes begin

May 17, Tuesday  
Last day for registration/Last day to drop (without a grade) or add a class.

May 17, Tuesday  
UNC census day

May 18, Wednesday  
Late Registration Fee for Reinstatement.

May 30, Monday  
Memorial Day state holiday; no classes

June 1, Wednesday  
Last day to withdraw with W – undergraduate students

June 3-6, Friday- Monday  
IT Maintenance Weekend, (Friday 5 p.m.- Monday 8 a.m.)

June 6, Monday  
Last day to withdraw with W – graduate students

June 14, Tuesday  
Last day of classes

June 15, Wednesday  
Reading Day
Summer Session II, 2016

Registration and SeaNet dates – Please refer to the Calendar of Events at wwwUNCW.edu/reg

June 16, Thursday: Final examinations/Term ends
June 17, Friday: On-campus housing closes 10 a.m.

June 19, Sunday: On-campus housing opens 10 a.m.
June 20, Monday: Classes begin
June 21, Tuesday: Last day for registration/Last day to drop (without a grade) or add a class.
June 21, Tuesday: UNC census day
June 22, Wednesday: Late Registration Fee for Reinstatement.
July 4, Saturday: Independence Day state holiday
July 6, Monday: No classes
July 8, Friday: Last day to withdraw with W – undergraduate students
July 15, Friday: Last day to withdraw with W – graduate students
July 19, Tuesday: Last day of classes
July 20, Wednesday: Reading Day
July 21, Thursday: Final examinations/Term ends
July 22, Friday: On-campus Housing closes at 10 a.m.