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GRADUATE EDITION 2020-2021

Elizabeth City, North Carolina 27909

SACSCOC ACCREDITATION STATEMENT

www.ecsu.edu

Refer to this website for catalog updates.

Elizabeth City State University is accredited to award degrees at the baccalaureate and master's level by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur GA 30033-4097, or call (404) 679-4500, for questions about the accreditation of Elizabeth City State University.

NON-DISCRIMINATION STATEMENT

Elizabeth City State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, or disability.

Elizabeth City State University supports the protection afforded to all members of its community by all applicable state and federal laws — including, but not limited to, Title VI and Title VII of the Civil Rights Act (CRA) of 1964, as amended by the Civil Rights Act of 1991, the Americans with Disabilities Act (ADA) of 1990 as amended; Section 504 of the Rehabilitation Act of 1973; the Equal Pay Act (EPA) of 1963; the Discrimination in Employment Act (DEA) of 1967; Executive Order 11246; Title IX of the Education Amendments of 1972; Sections 799A and 845 of the Public Health Service Act; the Family Educational Rights and Privacy Act (FERPA) of 1974 — Part of PL 93-308; and the Family and Medical Leave Act (FMLA) of 1993.

ACCREDITATIONS AND MEMBERSHIPS

Elizabeth City State University is accredited to award degrees at the baccalaureate and master's level by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur GA 30033-4097, or call (404) 679-4500, for questions about the accreditation of Elizabeth City State University.

The following academic programs are accredited:

- The Department of Business and Economics is accredited by The Association to Advance Collegiate Schools of Business (AACSB)
- The Social Work program is accredited by the Council on Social Work Education (CSWE)
- The Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP)
- The Engineering Technology Program is accredited by the Engineering Technology Accreditation Commission (ETAC) of Accreditation Board for Engineering & Technology (ABET) Inc.
- The Music program is accredited by the National Association of Schools of Music (NASM)

The university as a whole, or through components of it, has current membership in various professional learned organizations. Memberships are held in the following:

Academy of Criminal Justice Sciences	American Association of Colleges for Teacher Education
American Association of Higher Education	American Association of State Colleges and Universities
American Counseling Association	American Council on Education
American College of Sports and Medicine	American Library Association
American Political Science Association	American Psychological Association
American Red Cross	American Society of Criminology
Association on Higher Education and Disability	American Society for Public Administration
Association for Supervision and Curriculum Development	Association for Institutional Research
Association of Unmanned Vehicle Systems	Association of University and College Counseling Center Directors
Association to Advance Collegiate Schools of Business	Association of Technology, Management and Applied Engineering
Aviation Accreditation Board International	Central Intercollegiate Athletic Association
Carolina's Association of Collegiate Registrar and Admissions Officers	Council of Graduate Schools
Conference of Southern Graduate Schools	Council of Historically Black Graduate Schools

Council for the Accreditation of Educator Preparation (CAEP)	Council on Social Work Education
Council for Opportunity in Education	HBCU Library Alliance
Council on Undergraduate Research	National Academic Advising Association
National Association of African American Honors Programs	National Association of Colleges & Employers
National Association of Colleges & Employers	National Association of College & University Food Services
National Association of College and University Attorneys	National Collegiate Athletic Association
National Association of Student Financial Aid Administrators	National Association for Kinesiology for Higher Education
National Business Aviation Association	National Collegiate Honors Council Association
National Association for Sport and Physical Education	National Association of Schools of Music
National Council of University Research Administrators	North Carolina Association of Colleges & Employers
North American Association of Summer Sessions	North Carolina Association of Institutional Research
North Carolina Association of Colleges for Teacher Education	North Carolina Association on Higher Education and Disability
North Carolina Association of Summer Sessions	North Carolina Conference of Graduate Schools
North Carolina Honors Association	North Carolina Library Association
North Carolina Preservation Consortium Archives	Second Nature-American College & University President's Climate Commitment
Southern Association of Libraries	Southern Business Administration Association
Southern Regional Honors Association	University Aviation Association

NOTE TO STUDENTS

The publisher of this catalog has attempted to present information which, at the time of preparation for publication, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the university. However, it does not establish contractual relationships. The university reserves the right to make changes in both curricula and relationships without prior notice. Students should consult academic advisors for current information.

Copies of the general catalog are made available to all students registered at the university, high school guidance counselors, and college university libraries. This catalog is also available on ECSU's Website at: www.ecsu.edu/registrar

MESSAGE FROM THE CHANCELLOR

WELCOME TO ELIZABETH CITY STATE UNIVERSITY (ECSU)!

This is the place where students come to discover and leave to conquer!

As I write this letter, we are in the midst of the COVID-19 pandemic. Rest assured, students are the heartbeat of ECSU. We are intentional in providing student-centered services to create a healthy environment where students love where they live and learn; and, employees love where they work! We welcome diversity of individuals and ideas at ECSU.

We offer a broad range of undergraduate degree programs and four master's degree programs that will prepare students to be competitive in a global market place. Our signature aviation program is the only four-year aviation program offered in the State of North Carolina. This program will be a significant provider of aviation and aerospace employees for the region, state, and nation.

In addition to a stimulating teaching and learning environment, ECSU offers many opportunities for student engagement. Our safe and nurturing campus is the ideal place for student involvement outside of the classroom. Students receive a well-rounded college experience that prepares them to be leaders and contributing members of society.

Use this catalog to chart your path to success. Refer to it often. Contact your academic adviser should you need assistance.

We look forward to assisting you on your journey to discover your passions and conquer your dreams.

Viking Pride!

Karrie G. Dixon, Ed.D.
Chancellor

ACADEMIC CALENDARS

FALL SEMESTER 2020

Monday, August 3	Classes Dropped for Non- Payment, 5:00 p.m.
Wednesday-Thursday, August 5-6	Fall Faculty/Staff Institute
TBD	New and Transfer Student Orientation/Freshman Move-In Day
TBD	Extended Registration-Graduate Programs/New Viking Days
TBD	Residence Halls Open, All Students/Vicking Kick-Off
Monday, August 10	Official Registration, 8:30 a.m. to 7:00 p.m. 7:30 p.m. - Classes Dropped for Non-payment
Tuesday, August 11	Classes Begin for Fall 2019 Late Registration and Drop/Add Period Begins, 8:30 a.m.
Monday, August 17	Late Registration and Drop and Add Period Ends, 5:00 p.m.
Tuesday, August 18	First day to withdraw from classes and receive a grade of "W"
Monday, August 24	Census
Tuesday, September 15	Fall 2020 Graduation Applications Due to Registrar's Office
Monday, September 28 - Friday, October 2	Mid-Term Exams (All Students)
Monday, October 5	Deadline for Posting Grades - 12:00 p.m.
Thursday, October 8	Last Day to Remove "I" Grades
Monday-Friday, October 19 - 30	Academic Advisement/Pre-Registration for Spring 2021
Tuesday, October 20	Last Day to Withdraw from Classes and Receive a Grade of "W"
Monday, November 9	Last Day to Withdraw from the University and Receive a Grade of "WD"
Monday, November 16	Last Day of Classes Spring 2020 Graduation Applications Due to Registrar's Office
Tuesday, November 17	Reading Day
Wednesday – Tuesday, November 18-24	Final Examinations, <i>All</i> Students (Instructional Time Includes Required Examination Periods)

Monday, November 30 *Deadline for Posting Grades for All Students - 5:00 p.m.*

Saturday, December 12 *Fall Commencement*

TBD Last Day to Return Books/Mailbox Keys without Charge

1ST 8-WEEK ACCELERATED SESSION - FALL 2020

Monday, August 10	Official Registration, 8:30 a.m. – 7:00 p.m. 7:30 p.m. Classes Dropped for Non-payment
Tuesday, August 11	Classes Begin for Fall 2020
Friday, August 14	Late Registration Ends (1 st and 2 nd 8 Week Sessions) Drop-Add Period Ends (1 st 8 Week Sessions) Last Day to withdraw from the University and receive a refund (1 st 8 Week Session)
Monday, August 17	First Day to Withdraw from Classes and Receive a Grade of “W” (1 st 8 Week Session)
Tuesday – Wednesday September 8 - 9	Mid-Term Examinations (1 st 8 Week Session)
Thursday, September 10	Deadline for Posting Mid-Term Grades (1 st 8 Week Session) – 12:00 p.m. and Last Day to Withdraw from a Course with Grade “W” (1 st 8 Week Session)
Friday, September 25	Last Day to Withdraw and Receive Grade “WD” (1 st 8 Week Session)
Thursday, October 1	Last Day of Classes (1 st 8 Week Session)
Friday & Monday, October 2 & 5	Final Exams (1 st 8 Week Session)
Tuesday, October 6	Final Grades for 1 st 8 Week Session due to the Registrar by 7:00 p.m. and Last Day to Return Rental Books/Mailbox Keys without Charge (1 st 8 Week Session)

2ND 8-WEEK ACCELERATED SESSION - FALL 2020

Wednesday, October 6	Classes Begin for Fall 2020
Monday, October 12	Drop-Add Period Ends (2 nd 8 Week Session) Last Day to Withdraw from the University and Receive a Refund (2 nd 8 Week Session)

Tuesday, October 13	First Day to Withdraw Classes and Receive Grade "W"
Monday – Tuesday, November 2 - 3	Mid-Term Examinations (2 nd 8 Week Session)
Wednesday, November 4	Deadline for Posting Mid-Term Grades (2 nd 8 Week Session) – 12:00 p.m. and Last Day to Withdraw from a Course with Grade "W" (2 nd 8 Week Session)
Friday, November 13	Last Day to Withdraw from a Course with Grade "WD" (2 nd 8 Week Session)
Friday, November 20	Last Day of Classes (2 nd 8 Week Session)
Monday - Tuesday November 23 & 24	Final Exams (2 nd 8 Week Session)
Monday, November 30	Final Grades for 2 nd 8 Week Session due to the Registrar by 5:00 p.m. Fall Commencement
Saturday, December 12	Fall Commencement Last Day to Return Rental Books/Mailbox Keys without Charge (2 nd 8 Week Session)

SPRING SEMESTER 2021

Wednesday, January 6	Winter Faculty/Staff Institute
Friday, January 8	New Student Orientation
Sunday, January 10	Residence Halls Open – All Students
Monday, January 11	Official Registration, 8:30 a.m. to 7:00 p.m. 7:30 p.m. - Classes Dropped for Non-Payment
Tuesday, January 12	Classes Begin for Spring 2021 Late Registration and Drop and Add Period Begins, 8:30 a.m.
Monday, January 18	Dr. Martin L. King, Jr. Holiday, Classes Dismissed, Offices Closed
Tuesday, January 19	Classes Resume, 8:00 a.m. Late Registration/Drop-Add Period Ends, 5:00 p.m.
Wednesday, January 20	First day to withdraw from classes and receive a grade of "W"
Tuesday, January 26	Census
Wednesday, January 27	Spring 2020 Applications for Graduate due to Registrar's Office
Monday, March 1	Financial Aid Deadline for Priority Funding

Friday - Thursday, March 5-11	Mid-Term Exams (All Students)
Tuesday, March 9	Last Day to Remove "I" Grades
Friday, March 12	Founders' Day
Monday, March 15	Deadline for Posting Grades – 5:00 p.m.
Monday - Friday, March 15-19	Spring Recess
Monday, March 22	Classes Resume, 8:00 a.m.
Wednesday, March 24	Last Day to Withdraw from Classes and Receive a Grade of "W"
Monday, March 29 – Tuesday, April 13	Academic Advisement/Pre-Registration for Summer/Fall 2021
Friday, April 2	Good Friday Holiday, Classes Dismissed, Offices Closed
Saturday, April 3	Saturday Classes Dismissed
Monday, April 5	Easter Monday, Classes Dismissed
Tuesday, April 6	Classes Resume, 8:00 a.m.
Friday, April 16	Last Day to Withdraw and Receive a Grade of "WD"
Thursday, April 29	Last Day of Classes
Friday, April 30	Reading Day
Monday - Friday, May 3 - 7	Final Examinations, All Students (Instructional Time Includes Required Examination Periods)
Saturday, May 8	Spring Commencement
Monday, May 10	Deadline for Posting Grades for All Students – 3:00 p.m. Last Day to Return Books/Mailbox Keys Without Charge
Tuesday, May 11	Spring Faculty/Staff Institute

SUMMER SCHOOL 2021

Monday, March 29	Registration for All Summer Sessions Begins
Tuesday, May 18	First Day of Classes (8-week and 5-week Sessions)
Friday, May 21	Last Day to Enroll (Register), Drop/Add a Course or Change from Credit to Audit with Tuition Adjustment (8-week and 5-week Sessions)
Monday, May 31	MEMORIAL DAY -No Classes

Tuesday, June 1	Classes Resume, 8:00 a.m. Last Day to Withdraw from the University and Receive a Refund 8-week and 5-week Sessions)
Wednesday- Thursday June 2-3	Mid-term Examinations (5-week Session)
Thursday, June 3	Last Day to Withdraw from a Course with a Grade of "W" (5-week Session)
Friday, June 4	Midterm Grades Due by 5 p.m.
Wednesday- Thursday June 9-10	Mid-term Examinations (8-week Session)
Friday, June 11	Last Day to Withdraw from the University with grade "WD" (5-week Session)Midterm Grades Due by 5 p.m. (8-week Session)
Thursday, June 17	Last Day to Withdraw from a course with a Grade of "W" (8-week Session)
Friday, June 18	Last Day of Classes (5-week Session)
Tuesday- Wednesday June 22-23	Final Examinations (5-week Session)
Wednesday, June 23	First Day of Classes (5-week Online Session)
Thursday, June 24	Rental Books Returned by 3 p.m. (5-week Session)
Friday, June 25	Final Grades for 5-week Session due to Registrar by 5 p.m.
Monday, June 28	Last Day to Enroll (Register), Drop/Add a Course or Change from Credit to Audit with Tuition Adjustment (5-week Online Session)
Wednesday, June 30	Last Day to Withdraw from the University and Receive a Refund (5-week Online Session)
Friday, July 2	Last Day to Withdraw from the University with a Grade of "WD" (8-week Session)
Monday, July 5	INDEPENDENCE DAY – No Classes
Wednesday- Thursday July 7-8	Mid-term Examinations (5-week Online Session)
Friday, July 9	Last Day of Classes (8-week Session)Midterm Grades Due by 5 p.m. (5-week Online Session)
Monday, July 12	Last Day to Withdraw from a course with a Grade of "W" (5-week Online Session)

Tuesday- Wednesday July 13-14	Final Examinations (8-week Session)
Friday, July 15	Rental Books Returned by 3 p.m. (8-week Session)
Friday, July 16	Final Grades for 8-week Session due to Registrar by 5 p.m.
Tuesday, July 20	Last Day to Withdraw from the University with a Grade of "WD" (5-week Online Session)
Monday, July 26	Last Day of Classes (5-week Online Session)
Tuesday- Wednesday July 27-28	Final Examinations (5-week Online Session)
Thursday, July 29	Rental Books Returned by 3 p.m. (5-week Online Session)
Friday, July 30	Final Grades for 5-week Online Session due to Registrar by 5 p.m.

CORRESPONDING DIRECTORY

For prompt attention, send inquiries to the appropriate person and office, Elizabeth City State University, 1704 Weeksville Road, Elizabeth City, North Carolina 27909. The University's information number is (252) 335-3400 and its Internet address is <http://www.ecsu.edu>.

GENERAL

Dr. Karrie G. Dixon, Chancellor
 Dr. Derrick Wilkins, Chief of Staff
 Ms. Gwendolyn Sanders, Deputy Chief of Staff
 Ms. Anita Walton, Vice Chancellor for University Advancement
 Mr. Alyn Goodson, General Counsel, Chief Operations Officer
 Mr. Suresh Murugan, Chief Information Officer
 Mrs. Paula Bowe, Interim Chief Human Resources Officer
 Mr. George Bright, Athletic Director
 Mrs. Sharnita Wilson-Parker, Director of Internal Audit
 Mr. John Manley, Chief of Public Safety
 Mr. Carson Rich, Special Assistant to the Chancellor for Government Relations

Academic Affairs

Dr. Farrah Ward, Provost and Vice Chancellor for Academic Affairs
 Dr. Gloria Payne, Interim Associate Vice Chancellor for Faculty Affairs and Development
 Dr. Melinda Anderson, Interim Associate Vice Chancellor for Student Success
 Dr. Althea Riddick, Associate Vice Chancellor for Outreach and Engagement and Registrar
 Mrs. LoraAnn Barclift, Senior Executive Assistant to the Provost
 Dr. Joy Turnheim Smith, Dean, School of Education and Business
 Dr. Sharon Raynor, Dean, School of Humanities and Social Sciences
 Dr. Kuldeep Rawat, Dean, School of Science, Aviation, Health and Technology
 Dr. Fred Okanda, Director of Institutional Effectiveness, Research and Assessment

Dr. Juanita Midgette-Spence, Director of Library Services
 Dr. Tarsha Rogers, Director of University Studies
 Mr. Michael Twiddy, Director of Small Business Technology and Development Center
 Ms. Annemarie Delgado, Director of Sponsored Programs, Contracts and Grants
 Dr. Timothy Goodale, Director of Graduate Education
 Dr. Kimberley Stevenson, Director of Distance Education
 Ms. Quay Dozier, Director of TRIO Programs
 Mr. Antonio Rook, Director of MSEN Program
 Dr. Elaine Spellman, Director of Laboratory School
 Dr. Chyna Crawford, Director of Summer School
 Dr. Margaret Young, Director of Undergraduate Research
 Dr. Andre Stevenson, Director of University Honors Program and Office of International Programs
 Dr. Kacey DiGiacinto, Interim Director of Center for Teaching and Learning
 Dr. Dorothy Kersha-Aerga, Director of SACSCOC
 Mr. Jeremi Watkins, Director of Financial Aid
 Mr. Darius Eure, Interim Director of Admissions

STUDENT AFFAIRS

Mr. Gary Brown, Vice Chancellor for Student Affairs
 Mr. Kevin J. Wade, Assistant Vice Chancellor for Student Affairs
 Dr. Coray Davis, Interim Dean of Students
 Ms. Tiffany Hinton, Assistant Dean for Student Development
 Ms. Lucretia Banks, Interim Title IX Coordinator/Investigator
 Mrs. Felecia Brown, Director, Student Accessibility and Testing Services
 Mrs. Gloria Brown, Director of Student Health Services
 Ms. Jody Grandy, Director, Counseling Services
 Mr. Ferreli McGilvary, Interim Executive Director, Student Engagement and Leadership
 Mr. Dwayne Saunders, Interim Director, Campus Recreation and Wellness
 Dr. Crystal Terry, Director, PACE Center

Ms. Sabrina Williams, Interim Director of Housing
and Residence Life

Vacant, Director of Career Development

Mr. Timothy Freeman, Director of Veterans Affairs

BUSINESS AND FINANCE

Ms. Lisa McClinton, Vice Chancellor for Business
and Finance

Mrs. Gina Knight, Controller

Mr. Robert Thibeault, Director of Budgets

Mr. Dennis Leary, Director of Facilities Management

Mr. Harley Grimes, Interim Director of Facilities,
Campus Planning

Vacant, Director of Business Services, Procurement
and Materials Management

Ms. Sherron White, Director of Auxiliary Services

UNIVERSITY ADVANCEMENT

Ms. Anita Walton, Vice Chancellor for University
Advancement

Mr. Enoch Bond, Director of Alumni Relations and
Engagement

Mr. Russell Haddad, Director of Community and
Economic Engagement

GENERAL INFORMATION

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, the 16 public universities that grant baccalaureate degrees are part of the University of North Carolina system. The multi-campus state university system also includes the NC School of Science and Mathematics, the nation's first public residential high school for gifted students. Chartered by the North Carolina General Assembly in 1789, the University of North Carolina 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.

Additional institutions of higher education, diverse in origin and purpose, began to win sponsorship from the General Assembly beginning as early as 1877. Five were historically black institutions, and another was founded to educate American Indians. Some began as high schools. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

The 1931 session of the 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 Wilmington.

In 1971 legislation was passed bringing into the University of North Carolina the state's 10 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 (now the University of North Carolina School of the Arts), Pembroke State University (now the University of North Carolina at Pembroke), Western Carolina University, and Winston-Salem State University. In 1985 the NC School of Science and Mathematics 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. All the schools and universities welcome students of both sexes and all races.

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 UNC campuses 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 university 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 UNC School of the Arts has two additional *ex officio* members; and the NC School of Science and Mathematics has a 27-member board as required by law.) Each board of trustees holds extensive powers over academic and other operations of its campus on delegation from the Board of Governors.

In addition to its teaching role, the University of North Carolina has a long-standing commitment to public service. The UNC Center for Public Television, the UNC Health Care System, the cooperative extension and research services, nine area health education centers, and myriad other University programs and facilities reap social and economic benefits for the state and its people.

University Mission

Elizabeth City State University, a constituent institution of the University of North Carolina, offers baccalaureate, graduate, and professional programs for a diverse student body. The institution's rich heritage provides a firm foundation for its educational endeavors, as well as its role in serving the needs and aspirations of individuals and society.

Through teaching, research, and community engagement, Elizabeth City State University provides a student-centered environment, delivered in a manner that enhances student learning, while preparing its graduates for leadership roles and lifelong learning. The University is also a leader in facilitating sustainable economic growth, while safeguarding the unique culture and natural resources of the region.

Historic Location

Located in the historic Albemarle area near the mouth of the Pasquotank River, Elizabeth City State University offers students the opportunity to receive an excellent education while enjoying a wide variety of recreational and cultural amenities. Favored by a mild climate and proximity to the world-renowned Outer Banks recreation area, ECSU can supply ingredients that help make student living and learning both exciting and fulfilling. In addition, the University offers students a variety of social programs, cultural programs, religious and musical organizations, honor societies, and clubs. Fraternities and sororities are also available to students as well as a variety of athletic teams and events.

Students may also wish to take advantage of the historical sites in the greater Albemarle and southeast Virginia areas. Williamsburg, Jamestown, Roanoke Island, Yorktown, several antebellum plantations, and beaches and waterways are among sites within an easy drive from the campus.

United States Highways 17 and 158 make the city and the University easily accessible by automobile and bus routes from all points. Hotels and motels are available to accommodate overnight visitors and ECSU is just over an hour's drive from the Norfolk (Virginia) International Airport.

ECSU is situated on 114 acres, which represent the campus proper. Another 68 acres comprise the former farm on Weeksville Road (N.C. 34); a 639-acre tract in Currituck County helps preserve the nation's diminishing wetlands and provides for educational research; and 35 acres serve residential or expansion purposes. There are also small sites in Utah and Virginia, used, respectively, for geological instruction and institutional enhancement.

Growth and Development

Elizabeth City State University has been a coeducational, undergraduate, public, and state-assisted institution since its inception on March 3, 1891, when House Bill 383 was ratified. The bill to establish the institution was introduced in the N.C. General Assembly by **HUGH CALE** (1835–1910), a black representative from Pasquotank County.

By law, the institution was initially created as a normal school for the specific purpose of "teaching and training teachers of the colored race to teach in the common schools of North Carolina." It was named Elizabeth City State Colored Normal School and began operation in the Rooks Turner Building on January 4, 1892, with a budget of \$900, two faculty members, and 23 students.

During ensuing years, the institution survived a statewide effort to consolidate normal schools. Local citizens of both races were of immense help in this effort. The first Summer Session was in 1900 and on September 9, 1912, the institution moved to its current location.

Between 1891 and 1928, curricula and resources were expanded under the yeoman leadership of **PETER WEDDERICK MOORE**. Nine different academic programs — ranging from grade school to a "post-graduate" curriculum — marked Principal Moore's incumbency. The Normal curriculum had primary and grammar tracks. Enrollment increased from 23 to 355, and the faculty from two to 15 members by the time Dr. Moore retired on July 1, 1928. His

designation of President-Emeritus is believed to be the first such honor in the state.

Under the leadership of the second president, **JOHN HENRY BIAS**, the institution was elevated from a two-year normal to a four-year teachers' college in 1937. President Bias served from July 1, 1928, until his death on July 15, 1939. During his tenure the name was officially changed, by an act of the legislature, to Elizabeth City State Teachers' College, effective March 30, 1939. A second purpose was given to the school: the training of elementary school principals for rural and city schools. The first Bachelor of Science degrees were awarded to 26 graduates by President Bias on May 19, 1939. The sole major was Elementary Education, with primary and grammar tracks; the Secondary School Department was discontinued in 1931.

Serving from November 18, 1939, until he resigned on December 31, 1945, the third president, **HAROLD LEONARD TRIGG**, laid plans for physical expansion and concentrated his efforts on aiding students through the National Youth Administration at the College. He also strengthened the Elementary Education major. While Dr. Bias had the onerous task of maintaining the institution during the Depression, Dr. Trigg faced the rigors of World War II which buffeted the fledgling teachers' college.

SIDNEY DAVID WILLIAMS, who became the fourth president, served from January 1, 1946, until he retired on August 31, 1958. During his administration, the Association of Colleges and Schools (an organization of historically black institutions) recognized Elizabeth City State Teachers College as an "A"-rated institution in 1957, and improvements occurred in the curricula and physical plant. Dr. Williams was designated the second President-Emeritus of the institution by the Board of Trustees on September 16, 1969. President-Emeritus Williams (born 1892) died January 21, 1974.

The college experienced significant growth and development during the administration of **WALTER NATHANIEL RIDLEY**, the fifth president, September 1, 1958–June 1968. Curricular offerings were expanded between 1959 and 1963 from the two-track Elementary Education major to 13 additional degree-granting programs, providing 17 degree-granting tracks. Students also earned certificates in five vocational-technical programs for a total of 22

curricular options. Ten departments of instruction came into existence serving students pursuing both teacher-training and, for the first time, non-teaching programs.

The College was elevated from the "approved" list to full membership in the Southern Association of Colleges and Schools (SACS) in December 1961. Its accreditation has been reaffirmed by this regional agency since that time.

The school's name was changed from "State Teachers College" to Elizabeth City State College by a 1963 legislative act. In honor of his contributions to the institution, Dr. Ridley became the school's third President-Emeritus on March 3, 1988. President-Emeritus Ridley died September 26, 1996.

MARION DENNIS THORPE, served as the sixth president (July 1, 1968 – June 30, 1972) and became the first chancellor of the institution (1972–1983), when the University was made one of the 16 institutions of The University of North Carolina.

Dr. Thorpe's administration was marked by vigorous efforts to improve the institution academically and physically. Increased UNC System funding allowed employment of additional experienced faculty members with doctorates, doubling the faculty size. Special programs for freshmen and increased emphasis on inter-institutional cooperation also marked his administration. Various offices and components were established, such as a Planning Division and offices covering Development, Institutional Research, the Archives and Records Center (then one of few historically black colleges with such), and Living-Learning Centers in student residence halls.

Other hallmarks of Dr. Thorpe's administration included: Trustee approval of recommendations for the school's first professors emeriti; completion of several buildings — including a 200-student residential complex; three new academic departments; 14 new degree-granting programs; six additional or variant program tracks; and an ROTC program. A Faculty Council was established; computer capability grew significantly; library holdings and usage increased; long-range and affirmative action plans were revised; a PABX telephone system was installed; a National Youth Sports Program was initiated; and the institution's history was written. Major fund-raising programs also

highlighted Dr. Thorpe's tenure, including incorporation of the ECSU Foundation (1971).

Dr. Thorpe broadcasted the institution's message worldwide. Just as President Ridley made a round the-world educational tour, Chancellor Thorpe made a Far East educational tour and sent the University Choir to Europe and the Bahamas. A sculpture, entitled "Life, Liberty, Pursuit of Happiness," was presented to the citizens of Elizabeth City. Dr. Thorpe served the second longest term as chief executive and was the second to die while actively in office — April 28, 1983. Two posthumous honors came that year: a Joint Legislative Resolution (June 27), believed to be a first of its genre; and an LLD 5 (October 28), granted by his alma mater, North Carolina Central University.

Following extensive service to the institution, successively as Assistant Academic Dean/Administration; Vice Chancellor for Academic Affairs and Dean of the Faculty; and, from May 1, 1983, Acting Chancellor, **JIMMY RAYMOND JENKINS**, '65, became the first alumnus to be named chief executive officer of Elizabeth City State University on October 14, 1983. Prior to his elevation as second Chancellor, Dr. Jenkins was instrumental in establishing several institutional improvements. These include a Health Careers center, a Division of General Studies (1977), the institution's designation as a Bicentennial Campus (1976), inaugurating a faculty extravaganza for student scholarships named "Scholarcade," and beginning the Extended Day Program.

Chancellor Jenkins' administration fostered numerous other institutional improvements, including seven new academic majors and eight degree-granting variants of existing programs. Other important innovations included community service efforts, attention to campus beautification and aesthetic improvements, establishment of an Airway Science concentration, and formation of an Office of Sponsored Programs, Contracts & Grants.

Additional accomplishments of the Jenkins Administration included the completion of a science complex housing the only planetarium in this part of the state, the erection of a computing laboratory, and construction of the Commuter Center. A 200-bed residence hall was constructed on a newly acquired tract of land long sought by the University, and plans

were initiated for constructing a fine arts building on another section of this land. Dr. Jenkins' staff was the first to occupy the newly finished M. D. Thorpe Administration Building named in honor of his immediate predecessor.

Having brought total alumni to just under 12,000 graduates while enriching his alma mater through the establishment of a Music Recording Studio, Teleconferencing Center, on-campus U.S. Postal Station, and accreditation with plaudits from SACS and NCATE, Dr. Jenkins resigned effective August 31, 1995. A grateful Board of Trustees named him ECSU's first Chancellor-Emeritus, December 19, 1995.

September 1, 1995, **MICKEY LYNN BURNIM** was appointed to serve as Interim Chancellor and on July 1, 1996, he became the eighth chief executive officer and third chancellor of the institution upon election by the UNC Board of Governors. Dr. Burnim quickly demonstrated his ability and interest in moving ECSU forward, giving special attention to developing a comprehensive strategic plan; enhancing faculty and staff governance; initiating new business, civic and educational partnerships; establishing the University's first two endowed professorships; providing leadership for the establishment of the University's first three master's degree programs in elementary education, biology, and mathematics; and implementing several new baccalaureate degree programs, including marine environmental science, social work, communication studies, graphic design, aviation science, and pharmaceutical science. In Fall 2005, under his leadership, the University implemented a joint pharmacy program in partnership with the University of North Carolina-Chapel Hill. Dr. Burnim has also led the development of a campus computer network, and he established strong fiscal integrity.

To improve operational efficiency, Dr. Burnim is credited for having reorganized the University into four schools: Arts and Humanities; Business and Economics; Education and Psychology; and Mathematics, Science, and Technology. Additionally, he directed the development of a comprehensive enrollment management and marketing plan, which, in Fall 2005, yielded for the third consecutive year the highest enrollment in ECSU's history. In 2001, he began the oversight of the largest construction and renovation project (\$46.3 million) ever undertaken at

ECSU, including the construction of a physical education/fieldhouse facility, a student center, and a new residence hall. In 2004, the University opened its first privatized student housing facility, Viking Village.

Under the leadership of Chancellor Burnim, national validation of ECSU's exemplary status was received from U.S. News and World Report, which ranked ECSU among its peers as #No.1 in the category of Top Public Comprehensive Colleges in the south in 2004 and ranked the University #No.3 in 1991, 2001, 2002, and 2005. In addition, the University was nationally recognized for its high student graduation rate by the Education Trust in 2004 and 2005, and by the NCAA Foundation and USA Today in 2001 and 2002.

In 1997, 2003, and 2005, accreditation of the teacher education program was reaffirmed by the National Council for Accreditation of Teacher Education (NCATE). In 2001-2002, ECSU's university-wide accreditation was reaffirmed by the Southern Association of Colleges and Schools (SACS). Additionally, the Department of Technology received accreditation from the National Association of Industrial Technology (NAIT) in 2001, 2003, and 2005, and the ECSU Laboratory School received accreditation from the National Association for the Education of Young Children in 2003.

On September 1, 2006, **WILLIE JAMES GILCHRIST** was appointed to serve as Interim Chancellor. Immediately upon his appointment, Dr. Gilchrist focused on priority initiatives such as enhancement of master's degree programs and online distance learning; increasing grant and research options for faculty; and expanding opportunities within the University's aviation science, music industries, teacher education, and pharmacy (UNC-Chapel Hill/ECSU Pharmacy Partnership) programs. On March 15, 2007, Dr. Gilchrist, '73, became the second alumnus to be named the chief executive officer of Elizabeth City State University. In the Fall of 2010, ECSU began its third year with Chancellor Willie J. Gilchrist as the ninth chief executive officer. While committed to offering students an outstanding education through 36 degree programs, Dr. Gilchrist identified two signature programs at ECSU. Those programs were selected based on the state's shortage of professionals available for current jobs or the expansion of new jobs in those areas. The signature

programs include Aviation Science and the UNC-Chapel Hill/ECSU Pharmacy Partnership program.

Students can earn a Bachelor of Science in Aviation Science at ECSU, the state's only four-year degree program. Students can choose from four minors that will prepare them for an assortment of new jobs in aviation and avionics.

In July 2004, the NC General Assembly allotted \$428 million to construct facilities for the Pharmacy Complex which opened in the Fall of 2010. The UNC-Chapel Hill/ECSU Pharmacy Partnership prepares students for careers as practicing pharmacists or pharmaceutical scientists. Increasing the number of pharmacists working in northeastern North Carolina is an important objective of this program. The new Pharmacy Complex, a three-story, 52,895 gross square foot building, opened for classes in September 2010. In the Fall of 2011, a new director for the Drug Information Center was hired. The Drug Information Center provides accurate and unbiased health information to health care professionals and the public in northeastern North Carolina and surrounding areas.

Due to a shortage of teachers across the state, Dr. Gilchrist also placed strong emphasis on ECSU's teacher education program. As current teachers retire and the state's population of school-age youths grows, additional teachers will be needed. The University offers a Bachelor of Science degree in education and two master's degrees that will prepare skilled teachers and administrators to dutifully serve in state schools. Under the leadership of Dr. Gilchrist, the University exhibited several signs of growth.

Since Dr. Gilchrist's interim appointment as chancellor in 2006, student enrollment increased from 2,681 to 3,307 students in the Fall of 2010. The University's performance as a public institution granting undergraduate degrees drew praise from a publication highly recognized among those ranking academic institutions. The U.S. News and World Report's 2012 Edition of Best Colleges rankings listed ECSU second in the Top Public Schools Regional Colleges (South) category. The Best Colleges report listed ECSU as #14 among the nation's Historically Black Colleges and Universities -- three notches higher than 2011's rank. The Top Public Schools Regional Colleges (South) is one of four regions considered for this category. Other

public colleges and universities are categorized by their location in the North, the Midwest and the West. The Historically Black Colleges and Universities (HBCU) were compared only with one another for these rankings. In order to be on the list, a school must be designated currently by the U.S. Department of Education as an HBCU.

The University's accreditation was reaffirmed at the annual meeting of SACS (Southern Association of Colleges and Schools Commission on Colleges) in Orlando, Florida on December 6, 2011. SACS requires that all schools are reaffirmed every 10 years. This reaffirmation of accreditation declares that the degrees ECSU awards are coming from an institution that is financially stable and has academically-qualified faculty and administrators and approved academic programs. Thus, the academic programs are sound and thorough and provide a solid education for ECSU graduates. In essence, the University is carrying out its mission.

To better serve the growing student body, faculty and staff, as well as guests from the community, more than 700 parking spaces were added to the campus. Under Dr. Gilchrist's administration, the University purchased two 56-passenger buses that comfortably transport students, coaches, staff and faculty to destinations across the northeast and southeast. In addition, ECSU owns one 12-passenger van; a handicap accessible shuttle; one 25-passenger bus, and two Cessna Skyhawks (single engine airplanes) purchased for the purpose of training pilots enrolled in the Aviation Science program. Recent facility upgrades include the renovations of E.V. Wilkins Academic Computer Center, H.L. Trigg and Lane Halls, the G.R. Little Library, the Mickey L. Burnim Fine Arts Center, the auditorium of Moore Hall, and the lobby of the K. E. White Graduate and Continuing Education Center.

Construction of the Willie and Jacqueline Gilchrist Education and Psychology Complex began in July 2010 and was completed in December 2011. The \$18.7 million facility contains 53 faculty offices, 14 classrooms, 2 computer labs, 2 virtual classrooms, and a Global Education Center on the first floor. Construction of a new three-story residence hall began in May 2011. Viking Tower, a 210-bed residence hall was completed in August of 2012.

After Chancellor Gilchrist's retirement, **CHARLES L. BECTON**, a former NC Court of Appeals judge, was named interim chancellor on July 1, 2013 and served through October 17, 2014. He was the first African American male to serve as president of the North Carolina Bar Association. He has prior experience as an interim chancellor at North Carolina Central University.

During the 2013-14 school year, ECSU faced and weathered a series of perfect storms, one falling incredibly on the heels of the preceding one. Under the leadership of Interim Chancellor Becton, ECSU responded to its challenges and focused on several key areas of importance: safety, enrollment, rightsizing the institution, student success, affordability, campus growth, and outstanding educational programs. 2013-14 notable achievements included: National rankings: #1 Top Public Schools (Regional Colleges/South) and #6 HBCUs for its 79.8% freshmen retention rates- *US News and World Report*; #1 among 350 baccalaureate colleges and universities nationwide- *Washington Monthly's College Rankings*; and #3 among public HBCU green initiatives.

Under his leadership, ECSU: opened a Veterans Center on campus and an Office of Transfer Advising and Resources (OTAS, designed to assist and support transfer students as they transition to ECSU; received a clean financial audit for the 3rd year in a row; received grants totaling \$11,512,544 from various agencies, received a \$500,000 private gift to endow an Aviation Science professorship and scholarship in Education; received \$150,000 from The Thurgood Marshall College Fund to provide scholarships for eligible students; established E-Mentoring Program to aid students in transition into college life and to give students access to professional networks for future career development; opened a new finance lab, partnered with Follett Higher Education Group, which now operates the newly remodeled Campus Stone that boasts nearly 2,000 square feet of retail space, and became a Weather Ready Nation Ambassador and can partner with the National Oceanic Atmospheric Administration to help improve the nation's readiness, responsiveness, and overall resilience against extreme weather, water, and climate events. In addition, a previously unnamed Antarctic Bay was named the Elizabeth City State University Bay as a result of the work of five of our students,

working at our Center of Excellence in Remote Sensing Education and Research (CERSER).

On October 1, 2014, **STACEY FRANKLIN JONES** was appointed tenth chief executive officer and fifth Chancellor of Elizabeth City State University becoming the institution's first woman ever to serve as chief chancellor. Her vision for ECSU initiated a new Path to Prominence, Phase One: The most affordable academic success university in NC, Phase Two: A Community of Scholars in NC, Phase Three: Interdisciplinary Science University in NC.

Under Dr. Jones leadership, ECSU accomplished numerous notable achievements: ECSU's newly formed chapter of Women in Aviation International (WAI) reached a milestone when they attained official, provisional chapter status; The Golden LEAF Foundation awarded ECSU a \$1.1 million grant to strengthen aviation education and workforce development in northeastern North Carolina; The National Institute of Justice (NIJ) awarded ECSU a \$956,250 grant to assist in its mission to provide aviation technology and research to support counter-poaching efforts in Kenya; and ECSU's bachelor's degree program in engineering technology was accredited by the Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology (ABET) Inc. ECSU continued to be highly recognized among those ranking academic institution: The Best Value Schools website for "The 100 Most Affordable Small Colleges in America" ranked ECSU #1, U.S. News and World Report ranked ECSU #2 among Top Public Schools (Regional Colleges in the South), and #6 among Historically Black Colleges where freshmen are most likely to return, and Washington Monthly ranked ECSU among the Best Bang for the Buck institutions. In addition, ECSU was a proud member of the 2015 Military Friendly School Association.

After serving eighteen months, Stacey Franklin Jones resigned on December 31, 2015 as chancellor of Elizabeth City State University.

On January 26, 2016, **THOMAS E.H. CONWAY, Jr.** became Elizabeth City State University's eleventh chief executive officer and sixth chancellor. Dr. Conway made strides toward expanding the value of the university by requesting and receiving approval for five new academic programs, establishing

bilateral agreements with North Carolina community colleges, and having the first enrollment increase in seven years in conjunction with the largest freshman class in five years up to that point.

Dr. Conway also oversaw investments in ECSU totaling more than \$24 million which, along with an eventual loan from the USDA, served as major investments in not only the university, but also the regional economy. Along with System President Margaret Spellings, Dr. Conway led ECSU's first working group designed to build the university's strengths for future generations, He co-chaired a second working group with Chancellor Karrie Dixon prior to his retirement.

Dr. Conway had a great passion for building a stronger relationship between the surrounding community and the university. He was also a strong believer in the University's role as a leader in the economic sustainability of the region, leading him to launch a series of university-led town hall meetings to that end, and launching InnovatEC, a university project designed to spur economic growth and entrepreneurship in the region.

During the 2017-2018 school year, under Dr. Conway's leadership, ECSU launched a new university brand, introducing a new logo and tagline. The new tagline "Come to discover, Leave to conquer", spoke to the institution's legacy of introducing well prepared and accomplished young men and women into the world.

During Dr. Conway's times as chancellor, he oversaw the implementation of the North Carolina General Assembly authorized N.C. Promise Tuition Program at ECSU. Along with UNC Pembroke and Western Carolina University, ECSU would launch the tuition-reducing program in the fall of 2018.

Chancellor Thomas Conway retired from Elizabeth City State University January 16, 2018, as the university's top officer after a 45-year career with the University of North Carolina System.

On December 14, 2018, **KARRIE G. DIXON** was named twelfth Chief Executive Officer and seventh Chancellor of Elizabeth City State University. Dr. Dixon was appointed Chancellor after serving in The University of North Carolina System Office for 10 years.

Upon her arrival, Dr. Dixon quickly demonstrated her ability and interest in forging the University forward, giving special attention to increasing ECSU's enrollment. In 2018, first-year enrollment increased by 20%, total undergraduate enrollment increased by 19% and transfer enrollment increased by 57%. Since 2018 enrollment has climbed nearly 40%, in part because the North Carolina General Assembly authorized a special tuition-reducing program called NC Promise. She has worked vigorously to improve the institution academically, financially, and physically. Under her leadership, The UNC Board of Governors appropriated \$2.3M for repair & renovations for campus improvements, ECSU received a USDA loan, the university increased its fleet from 2 to 12 aircrafts for ECSU's signature aviation program. Also contributing has been establishment of new degree programs: Digital Media, Unmanned Aircraft System and online programs-Interdisciplinary Studies, Homeland Security, and a Master of Education in Elementary Education.

Under Dr. Dixon's leadership, 2018 had the highest yield in grant awards since 2012. Over \$4 million in competitive grants were awarded. ECSU was awarded \$350,000 by the National Endowment for the Humanities Grant for Research and Cultural Center and \$500,000 NASA/BWF grant for funding outreach of STEM education. In 2019, Dr. Dixon launched her vision, "ECSU is Rising" and a new faculty and staff campaign, A.C.E.- Accountability, Commitment, and Excellence to encourage faculty and staff to work together for the future sustainability of the university. In 2020, Dr. Dixon launched a five-year strategic plan, "Forging Our Future." Dr. Dixon continues to receive numerous accolades that demonstrate her leadership. She has been named the Ten Most Dominant HBCU Leaders of 2020 and awarded The Old North State Award by North Carolina Governor Roy Cooper.

For more information on the development of the University, see: www.ecsu.edu.

BUSINESS & FINANCE

FALL AND SPRING CHARGES

FALL & SPRING CHARGES

Tuition and fees are due and payable prior to the beginning of each semester. Failure to pay current semester charges may cause your schedule to be canceled. Account balances that remain unpaid will incur a 5 percent interest charge monthly. Students with account balances after the start of a session will incur a onetime late payment fee after the start of a semester of 10 percent of the balance of the account. **Unpaid charges on your account will prevent you from registering for an upcoming term.**

Continuing students who do not preregister are charged a \$100.00 late pre-registration fee. Visit www.ecsu.edu for current tuition and fees rates and other charges.

We encourage students to utilize the online bill payment system Self Service Banner (SSB) to make payment on their student account. SSB is available 24 hours a day, seven days a week. Certified checks or money orders should be made payable to "Elizabeth City State University". Please indicate students's name and banner identification number on the face of the payment to ensure proper credit. Charge cards (Visa and Master Card) are also accepted by the University Cashier.

In the event that a student is unable to pay the full amount due for any semester, assistance should be sought early enough to avoid registration delays. Inability to meet financial obligations does not prevent the charges of interest and late payment fees. Payment plans are available and must be set up prior to registration day. The earlier the payment plan is established, the more favorable the payment terms.

Fall payment plans set up prior to the bill due date allow payments to be spread over five months, plans set up prior to official registration allow payments to be spread over four months, plans set up after official registration will allow payments to be spread over three months. Spring payment plans set up prior to the due date will allow payments to be spread over given months, plans set up prior to after the due date allow payments to be spread over four months, plans set up after official registration allow payments to be spread over three months. Payment of any outstanding balance remaining from a previous semester is a prerequisite for attending ECSU. All deferred fees must be paid by the end of the applicable semester. Interest and penalty charges may be included on all past due accounts.

Semester grades or transcripts will not be accessible on Self Service Banner (SSB) or sent to students with outstanding balances.

Special Charges and Fees

APPLICATION FEE

An admissions application may be required to be accompanied by a non-refundable fee, if applicable. This fee may be paid online or in form of a certified check or money order made payable to "Elizabeth City State University."

DIPLOMA FEE

A processing fee is charged for any diploma reordered after graduation. Shipping and handling charges will be added to this fee. Please call (252) 335-3300 for current costs.

ID CARD FEE

A \$20 duplicating fee will be charged for the replacement of a lost or misplaced ID Card. There is a \$10 fee for a replacement of a damaged card. ID cards may be obtained at the ID Office located in the Campus Post Office, Ridley University Center. No refunds will be made for cards which are lost and then found after they have been replaced. Each

student is required to carry an ID card at all times on campus and to present that ID card to an authorized official upon request.

GRADUATION FEE

A graduation fee of \$50 covers the cost of the commencement activities. It must be paid at least 45 days before graduation by any senior planning to graduate. Please see the Campus Store for graduation regalia, customized diplomas, and announcement prices.

SENIOR FEE

The senior fee is determined by the senior class and covers the cost of senior activities during Senior Week. It must be paid at least 45 days before graduation by any seniors planning to attend the activities.

ENROLLMENT AND ORIENTATION FEE

A \$170 non-refundable charge covers your intent to enroll and the cost of the orientation program. The non-refundable fee in the form of a certified check or money order must be paid within three weeks after receiving a Certificate of Acceptance from the University. This fee is not applied towards payment on your tuition and fees for those students who attend the University.

PRE-REGISTRATION CHARGES

A \$100 non-refundable fee will be assessed for any continuing student who fails to pre-register prior to deadline.

LATE REGISTRATION CHARGES

Any student who completes registration after the last official registration date must pay a \$100 late registration charge.

HOUSING APPLICATION FEE ROOM DEPOSIT

Once a year, each boarding student must pay a \$150 non-refundable housing application fee in order to secure housing. The \$150 will not be applied toward the student's outstanding balance.

MEAL PLAN CANCELLATION FEE

In all cases, students who wish to cancel their meal plan must complete a Meal Plan Change Form. Students who cancel or buy out of their Housing Contract for any reason or are evicted from Residence Life will require a \$100 cancellation fee for canceling their Meal Plan. This fee is applicable to any semester in which your meal plan is cancelled.

The University may grant cancellation of this contract in certain cases, such as academic dismissal, academic withdrawal from the University, or for some other unforeseen circumstance.

Meal plans are refundable on a prorated basis less any Vikings Bucks funds used less any fees or charges.

Students should contact the VikingOne Card Office at (252) 335-3664 to receive information regarding meal plans changes.

POST OFFICE

The Dr. Clifford L. Jones, Sr., Post Office is located in the Viking Services Center (formerly known as Ridley University Center). All residential students receive a rental mailbox per calendar year with the cost included with Housing Fees. Nonresidential students may rent a campus mailbox for \$31.50 per calendar year. Postal services include postage stamps, money orders, express mail, priority, registered and certified mail; and delivery and pick-up of departmental mail. Contact: Campus Post Office, (252) 335-3382.

INTEREST AND PENALTIES

Pursuant to G.S. 105-241.1 (1), an interest charge at the established rate will be added to any past due account receivable from the date due until paid. A late payment penalty of no more than 10 percent of the account receivable may also be added to all past-due accounts. ECSU may waive a late payment penalty for good cause or reason.

Other Charges

Although fixed charges for tuition and fees are kept to a minimum, the University, with the approval of the Board of Governors, reserves the right to alter these charges at any time with or without prior notice, if costs of materials and services make it necessary.

All charges and fees for each semester, including tuition, meals, room, and other fees, are due on or before the day of official registration. If a student is unable to pay the full cost on or before registration day, parents or prospective independent students should contact the Office of Student Accounts at (252) 335-3471 to receive information regarding tuition payment plans.

CHARGES FOR SPECIAL STUDENTS

Tuition and fee schedules for Special Students are furnished upon request by the Office of Student Accounts.

CHARGES FOR AUDITING COURSES

Charges for Audit courses are the same as those for taking a course for credit.

CHARGES FOR SUMMER SESSION(S)

Charges for Summer Session(s) are listed in Summer School brochures and furnished by the Office of Summer School.

CHARGES FOR WEEKEND/EVENING PROGRAM

Charges for Weekend/Evening Program students are the same as those for regular students. Brochures and other information are available from the Director of the Weekend/Evening Program.

FINANCIAL REGULATIONS

Book Rental

The Book Rental Office is located in the Viking Services Center (formerly known as Ridley University Center). Through the Follett Included program, students may rent all required textbooks and receive required course material (i.e., lab manuals and access codes) each semester. Book Rental charges are added automatically for all Full Time Undergraduate students during the Fall and Spring semesters; Part Time students can request this service through Self Service Banner.

RENTAL TEXTBOOKS RETURN POLICY

All rental textbooks shall be returned no later than the next business day following the final examination period for that term. If textbooks are not returned by the due date, the full replacement cost of the

unreturned textbooks and other materials will be charged to the student's account. Credits to student accounts for books returned after the deadline are not available. Charges will also be assessed for damaged textbooks. In addition, charges will be assessed for missing supplemental materials like compact discs that accompany some textbooks. A student may not rent textbooks for a new semester until all unreturned book and damaged book charges from a prior semester are paid. Textbooks returned by mail must be received by the due date; include the student's full name, Banner identification number and mailed to the following address:

Elizabeth City State University
Book Rental
1704 Weeksville Road
Elizabeth City, NC 27909

Boarding Students

All students residing in University Housing and Residence Life are required to participate in a Campus Dining meal plan program. The boarding package includes 19, 15, or 10 meals per week. Boarding students may also sign-up for one of our residential block plans (listed below). All freshmen residing in University housing are required to participate in the 19-meal plan during their first year. Sophomores, juniors, and seniors residing in University housing may choose any residential meal plan. Unused meals do not carry over to the next week or semester. The meal plan rates (tax included) are as follows:

19 meals per week	\$1,713.00/semester
15 meals per week	\$1,498.00/semester
10 meals per week	\$1,284.00/semester
120 meals per semester (120 meals per semester)	\$1,300.00/semester
160 meals per semester (160 meals per semester)	\$1,600.00/semester

The Director of Food Services will accommodate students with dietary restrictions and will provide meals as prescribed. (Note: Appropriate documentation must be provided before special accommodations can be made.) Dining services refunds or reduced rates cannot be made because of special dietary requirements.

Meal plan changes must be requested within the first week of the academic semester. After the first week of classes, changes to meal plans are no longer accepted. A Meal Plan Change form must be submitted to the ID Card Office located in the Viking Services building formerly known as Ridley University Center. Students may, at any time during the Semester, change to higher-tier meal plan. Students changing from a less expensive plan to a more expensive plan option will be required to pay a prorated charge based on the date of the change.

Students who cancel or buy out of their Housing Contract for any reason or are evicted from Residence Life will require a \$100 cancellation fee for canceling their Meal Plan. This fee is applicable to any semester in which your meal plan is cancelled. The University may grant cancellation of this contract in certain cases, such as academic dismissal, academic withdrawal from the University, or for some other unforeseen circumstance. Meal plans are refundable on a prorated basis less any Vikings Bucks funds used less any fees or charges.

Damages

A student is financially responsible for damage done to any building, equipment, or other property of the University if he or she is at fault. If it cannot be determined which student is responsible for the damage, the cost of the damage will be distributed equally among the group of students using the facilities at the time of damage.

Accounts for Veterans and War Orphans

For assistance in processing Veterans Administration Applications, a veteran and/or war orphan should confer with the Registrar's Office as early as possible after his/her official class load has been determined for the semester. A veteran must register for and complete at least 12 semester hours to receive maximum benefits each semester.

Refund Policy

If a student officially withdraws from the University on or before the end of the first week of classes, the amount paid may be refunded. After the first week of classes, the charges for tuition, fees, and room and board will be assessed based on 20 percent per week

for the next four weeks of the semester. After the first five weeks of classes, no refunds will be issued. The weekly charge begins with the first day of scheduled classes regardless of the actual day of enrollment.

Financial Aid will be adjusted in accordance with Federal and State regulations.

If a student departs from the University without following the "official withdrawal procedures," he or she may be subject to 100 percent of the semester charges.

Refunds Due to Dropping and Adding of Courses

A student who drops courses so that he or she is no longer a full-time student will have his or her charges reduced accordingly and will receive any refund due, provided the courses are dropped prior to the end of the official drop/add period. No adjustments or refunds will be made for courses dropped after the end of the official drop/add period.

Payment Policy

The University will not release any refund of tuition, fees, or room and board until at least four weeks have elapsed from the date of official withdrawal. Upon request, all refunds will be made by check payable to the agency or person responsible for the student's bill.

Financial Obligations

All students are expected to meet their financial obligations to the University promptly and without notice from the Office of Business and Finance. It is each student's responsibility to keep parents or guardians informed of all statements of accounts.

Students whose accounts are more than 14 days overdue may have their attendance in classes discontinued or be requested to withdraw from the University.

Students are urged to make their tuition and fee payments online using our secure Touchnet system through Self Service Banner. To make a payment online, log into SSB, click on Student, Student Account, View Bill/Make a Payment. If paying by mail, payment should reach our office at least fifteen (15) days before reporting to the University.

Remittances should be sent directly to the Office of Student Accounts, Elizabeth City State University, 1704 Weeksville Road, Elizabeth City, NC 27909. Each remittance should state clearly and specifically the purpose and for whom the money is intended. Certified checks or money orders will be accepted.

The established State Fiscal Policies and Regulations under which Elizabeth City State University operates state that all student accounts are due and payable on registration day, and, if not paid on that day, accounts must be paid in full prior to the close of the semester for which the student is registered. Students returning to the University with an outstanding balance will not be allowed to preregister or obtain a housing assignment. After the close of the semester, an account which remains unpaid is delinquent. No grades, transcripts of credits, or diploma shall be issued by the Office of the Registrar for any student whose account remains unpaid after the close of the semester.

The intent of this policy is primarily to place the responsibility for keeping accounts current on the student rather than on the University. The policy is not considered unduly burdensome considering the many scholarships, grants, loans, and other funds which are available to qualified students.

UNIVERSITY POLICE

For the protection of campus and visiting personnel as well as institutional facilities, Elizabeth City State University has a Police Department charged with enforcing state and local laws, university policies, rules, procedures and regulations, including campus traffic and parking regulations. The university community is expected to comply with all state and local laws, university policies, rules and procedures and regulations. Officers' authority extends on and off campus, including the power of arrest.* The University Police Office is located in the Thomas-Jenkins Building.

****The University Police Department jurisdictional power only extends to property owned or leased by the university that may not be on the main campus. University Police also have jurisdictional power on streets that are adjacent to the university.***

Office of Emergency Management/Environmental Health & Safety

The mission of the Office of Emergency Management is to provide an integrated, comprehensive emergency management program for Elizabeth City State University. The office is responsible for the preparedness training and coordination of emergency response and recovery efforts for natural, man-made, or technological hazards that could adversely affect campus operations.

The primary mission of the Elizabeth City State University Environmental Health and Safety Office (EHS) is to place administrative emphasis on workplace safety and health requirements for all persons comprising the University community. As a part of this mission, the ECSU EHS staff provides assistance to departments and individuals in order to establish and maintain a safe and healthy campus environment. Safety and health will be promoted as a matter of forethought rather than afterthought.

MOTOR VEHICLES AND PARKING

Any motor vehicle operated on campus by faculty, staff, or students must be registered and display a registration decal.

PARKING PERMIT FEES

Administrator Reserved	\$250.00
Reserved Faculty & Staff	\$200.00
Non-Reserved Faculty and Staff	\$ 90.00
Students	\$ 75.00
Temporary Employment	\$7.50 monthly or \$90.00
Visitor/Vendor	\$5.00 daily

**Fees are subject to change and are nonrefundable unless you graduate mid-fiscal year. Retiring employees can also request a refund.*

DIVISION OF UNIVERSITY ADVANCEMENT

DIVISION OF UNIVERSITY ADVANCEMENT

The Division of University Advancement exists to build, sustain, and enhance financial support to the University through a wide variety of strategic outreach efforts. Monetary gifts and resources are distributed and leveraged to benefit the academic and cultural growth of students, to better serve Elizabeth City State University's primary constituents, and to enhance the quality of life in northeastern North Carolina. Priorities in the area of university development include increasing endowments and annual scholarship support. The division manages all activities that provide the framework for building strong financial support and lasting relationships with alumni, the community, the ECSU Foundation Board of Directors, ECSU employees, corporations, foundations, faith and civic organizations, and parents.

As the University's main external relations arm, the Division of University Advancement is headed by a Vice Chancellor and includes the areas of Development, Community Development, and Alumni Relations.

OFFICE OF DEVELOPMENT

The Office of Development has three components: Annual Fund, Corporate and Foundation Development, and Major and Planned Gifts:

Annual Fund

The Annual Fund component builds a donor base that can be cultivated and developed to support all fundraising efforts; develops and motivates donors who will, on an annual basis, provide gifts to support ECSU; creates awareness and acceptance among a defined constituency; develops an understanding volunteer organization; identifies and cultivates major gift prospects for capital campaigns and planned gifts; and validates the mission of ECSU on an ongoing basis.

Corporate and Foundation Development

Development is also responsible for identifying, cultivating, and soliciting commitments to ECSU from corporation and foundations at the local, state, and national level. In particular, this unit is concerned with the writing, submission, and management of proposals that request \$250,000 or more to fund academic and scholarship programs and community outreach projects as well as the endowment-building capacity of the University. Corporate & Foundation Development, in cooperation with the Office of Sponsored Programs, assists faculty and staff with the proper networking, the creation of fiscally sound budgets, and the production of strategically written proposals in order to secure external funding from charitable organizations in the private sector. In addition, this office helps to ensure that each proposal adheres to the guidelines, deadline dates, and paperwork requirements provided by each individual corporation or foundation.

Major and Planned Gifts

The Major and Planned Gifts component is responsible for managing the process of identifying, cultivating, and soliciting commitments to ECSU of \$10,000 or more and for instituting and managing a comprehensive planned giving program. Unit functions include increasing the number and dollar amount of major gifts received each year; linking major donor prospects to specific programs and departments; assisting in the development and solicitation of major gift prospects for major multi-year, multi-million dollar campaigns; and enhancing the number of planned giving commitments that ECSU has with individuals and alumni each year. A planned giving advisory committee supports the development of planned giving solicitations and strategies as well as planned giving workshops, seminars, and publications.

OFFICE OF ALUMNI RELATIONS

The Office of Alumni Relations works to involve alumni and distinctive alumni groups in the life of the University and its programs with a view toward increasing their financial support, increasing the

growth and development of alumni chapters, updating and maintaining a list of ECSU graduates, producing alumni publications, and serving as the liaison between the University and the National Alumni Association.

OFFICE OF COMMUNITY & ECONOMIC ENGAGEMENT

Consistent with the ECSU's mission, the Office of Community & Economic Engagement's goal is to promote economic, social, and environmental progress for the people of northeastern North Carolina, the state, and the nation. It is focused on empowering the people of northeast North Carolina – intellectually, professionally, socially, and geographically by breaking down barriers that endanger respect, dignity, equality, opportunities and overall community well-being. The OCEE strives to meet the university's goal to serve the people of North Carolina, especially those living in our 21-county service area, by promoting a culture of community service, engagement, outreach, and support with the following objectives:

- Grow existing relationships with constituents in the surrounding community through active participation in community boards, forums and volunteer opportunities.
- Identify exemplary projects, programs, and initiatives that make a positive and profound impact on the quality of life in North Carolina, and that continue to build partnerships for expanding outreach and engagement.
- Provide Continuing Education and Certificate programs and increase the availability of credit and non-credit courses and educational programs.
- Develop systematic evaluations of all community engagement activities.
- Connect community engagement to on-campus educational and research activities.
- Develop relationships with leading employers in the public and private sectors to help graduates achieve gainful and timely employment.
- Enhance the accessibility of diverse student populations to the university.
- Collaborate with educational institutions, government agencies, and businesses to enhance recruitment efforts.
- Increase the exposure of all stakeholders to university educational programs.

- Expand economic opportunity through research, job training, and support for small/minority business development
- Provide practical learning experiences for students through internships and community service projects.

ECSU FOUNDATION

The Elizabeth City State University Foundation, Incorporated

The Elizabeth City State University Foundation is a nonprofit organization incorporated on February 3, 1971 under the laws of the state of North Carolina. Its mission is to serve as the steward of private contributions to ECSU in order to provide educational assistance for students, support scholarly development of faculty, facilitate fundraising efforts on behalf of the university, and serve as an advocate for the ECSU community-at-large. The foundation is also the single member of the ECSU Housing Foundation, LLC, a limited liability company formed in North Carolina on December 20, 2002, to further the charitable purposes of the foundation and to construct housing facilities for use by ECSU students.

Although legally separate, The Elizabeth City State University Foundation, Inc. and Subsidiary, is a blended component of the university. It is governed by a 25-member board consisting of six (6) ex-officio directors, eight (8) appointed directors, and eleven (11) elected directors.

ECSU Endowment

The ECSU Foundation is committed to ensuring the future of the University by building ECSU's endowment to provide for its needs in perpetuity. The investment and annual reinvestment of the ECSU Foundation endowment, which is allowed at a higher rate of return than other reserve funds, lets the University increase its impact on the region as well as its capacity to meet the needs of the students it serves. The Foundation secures and manages funds, on behalf of ECSU, to establish scholarships, support distinguished professorships, and deliver both academic and community outreach programming. In all of its efforts, the ECSU Foundation is dedicated to the advancement and promotion of Elizabeth City State University.

ACADEMIC SUPPORT CENTERS

DISTANCE EDUCATION AND VIDEOCONFERENCE CENTER

Mission

The Office of Distance Education and Videoconferencing supports and encourages collaborative efforts involving faculty, staff, and administrators, working to serve as a model for change and growth at ECSU via distance education online delivery methods. Distance education at Elizabeth City State University extends availability and access to convenient course offerings to students who are isolated from campus due to time and/or geographic location, utilizing existing, new, and emerging technological strategies.

Goals

1. To provide academic technology support services to administrators, faculty, staff, and students to support teaching and learning on campus, online and through videoconferencing.
2. To provide administrators, faculty, and staff with professional development opportunities and resources essential for teaching and learning on campus, online and through videoconferencing.
3. To maintain existing academic technologies and implement new technologies necessary for teaching and learning on campus, online and through videoconferencing.

Distance Education and Videoconferencing Center

The Office of Distance Education and Videoconferencing's role is to encourage the integration and support of instructional technologies both on campus, online and through videoconferencing. At ECSU, our students are our first priority. We strive to support our faculty with their design of their online courses. The Office of Distance Education works very closely with faculty and academic units to help develop and promote online courses and degree programs. We provide professional development opportunities related to

teaching, learning, technology, and pedagogy through workshops and webinars.

The Videoconferencing Center provides two-way interactive video services for the ECSU community and to individuals and organizations in the Albermarle region. It provides access to the North Carolina Research and Education Network (NCREN) and the North Carolina Information Highway (NCIH). Through these networks, ECSU can receive and send videoconference courses and participate in seminars, workshops, and conferences throughout the state.

Getting Started with Online Learning

Students interested in taking online course should determine if they have the qualities to be a successful online student. Before searching for an online course, test your knowledge and skills for learning online. Take the Readiness Skills Survey and review the Qualities of an Online Learner on the Distance Education website at <https://www.ecsu.edu/academics/offices/distance-education/index.html>. Select Students, Online Learning, Is Online Learning For Me? Once you determine if you are ready for online learning, select Getting Started.

Blackboard Learn: Learning Management System

Blackboard Learn is Elizabeth City State University's learning management system that allows students and faculty to access course materials, participate in course activities, submit assignments, and collaborate and communicate with your instructor and classmates. Students using Blackboard Learn can access their course anytime, anywhere through the Internet and on their mobile devices with the Blackboard Learn Student App. Blackboard Learn accounts are automatically created each semester for all students who are admitted to ECSU and enrolled in courses. Blackboard Learn is intuitive, has fluid interactions with a modern design and it is simple and fun to use.

Visit the [Distance Education website](https://www.ecsu.edu/academics/offices/distance-education/index.html) at [https://www.ecsu.edu/academics/offices/distance-](https://www.ecsu.edu/academics/offices/distance-education/index.html)

[education/index.html](#) for links to Blackboard Learn help resources and technology recommendations.

Visit the Blackboard Learn website at <http://ecs.u.blackboard.com> to log into Blackboard with your ECSU Viking One Credentials. Once logged in you will have access to the resources listed below. If you have issues logging in, contact the IT helpdesk at helpdesk@ecs.u.edu or 252-335-3532.

1. **24/7 Blackboard Learn Online Support Center** - You may chat live with a support team member, submit a ticket with your issue or concern, or directly call toll-free: 866-321-7157. If you have not been able to resolve your issue or concern by visiting the 24/7 Blackboard Online Support Center, email the ECSU Office of Distance Education at de@ecs.u.edu or call toll-free: 877-432-7662. This service is available Monday - Friday, 8:00am - 5:00pm.
2. **Blackboard Student Orientation Course** - If you are new to the Blackboard learning management system and need information on how to use specific features, review the Blackboard Student Orientation Course. The orientation is located on the My ECSU tab in Blackboard under My Courses (where all your classes are listed).
3. **Blackboard Help for Students - Searchable Online Manual** - Provides Blackboard help and instructions on how to collaborate with your peers, stay informed of upcoming due dates, submit assignments, view your grades, and more.
4. **Blackboard Learn: Videos for Students** - The videos provide just in time learning on specific Blackboard features. This resource library contains video tutorials on how students learn online with Blackboard Learn.
5. **Blackboard Student App** - Using the Blackboard Student App provides you access to your courses, instructors, and classmates, wherever and whenever you want from the palm of your hand.
6. **Blackboard Browser Support** - Opening this page will check whether your browser supports the most recent release of Blackboard Learn.
7. **Blackboard Collaborative Ultra - Web Conferencing Tool** - Your instructor may request that you participate in a web

conferencing meeting. If so you will use Blackboard Collaborate Ultra. This tool is already inside your Blackboard Learn courses.

- Blackboard Collaborate Ultra is a simple, convenient and reliable web conferencing solution built for education and training. Engage with the material and your instructor during virtual classes and meetings. Thanks to the collaboration and conference tools, everyone feels like they're in the same room together, regardless of their location or device. The Blackboard Student app includes Blackboard Collaborate Ultra.

CONTACT INFORMATION

Distance Education, and Videoconferencing Center,
1704 Weeksville Road, Elizabeth City, NC 27909,
210 and 211 Information Technology Center,
Campus Box 924, Phone: Toll-Free (877-432-7662),
Fax: (252) 335-3426, de@ecs.u.edu

Kimberly N. Stevenson, Ed.D, Director, Phone:
(252) 335-3699, knstevenson@ecs.u.edu

Trina Gregory, MS, Instructional Technology
Specialist, Phone: (252) 335-3112,
tlgregory3@ecs.u.edu

CONTINUING EDUCATION

MISSION

The Continuing Education Program (CEP) at Elizabeth City State University is committed to contributing to the mission of the University by providing a variety of continuing education opportunities geared toward the professional and personal development of the citizens of northeastern North Carolina. The CEP is the primary unit of the University responsible for non-credit offerings. The CEP provides lifelong learners with opportunities for learning new skills, advancing their careers, and enriching their personal lives. Continuing Education utilizes ECSU's educational resources to offer lifelong learning experiences that provide continuing education units to non-traditional audiences.

VISION

The vision of the CEP is to become a leader in offering non-credit opportunities to the citizens of northeastern North Carolina and beyond. Through a focus on excellence in instructors, excellence in courses, and excellence in support services, the CEP

will be instrumental in affording lifelong learners opportunities to acquire the skills and knowledge necessary to achieve their personal and professional goals.

GOALS

To provide lifelong learners with convenient opportunities for learning new skills, advancing their careers, and enriching their personal lives;

To form partnerships with businesses, industries, public agencies, organizations, schools, etc. in an effort to offer professional development to employees;

To serve as a recruitment tool for prospective students.

UNIVERSITY PLANETARIUM

The Elizabeth City State University Khan Planetarium's DigiStar Theater is unique in North Carolina and the Tidewater region. The 60-seat DigiStar Theater provides a complete 180° x 360° real-time digital video delivery using the DIGISTAR 6 4K system consisting of two projectors and four graphic processors. Sound is delivered via a Astro FX sound system ("Bowen Technovation") sound system provides a 5.1 speaker dynamic sound system capable of full dimensional stereo. The Khan planetarium provides interactive STEM education, global cloud capability, access to countless 3-D models structures and environments, and supports detailed elevation for unprecedented realism. The DigiStar 6 system's cloud capability allows for the system to connect to other DigiStar system's science data repositories around the planet. This capability will ensure that there is always something new and interesting to experience at Elizabeth City State University's Khan Planetarium!

Students in classes at ECSU benefit from the DigiStar Theater through visualization & fostering an understanding of STEM related concepts and associated educational subjects as well to support diverse academic interests.

For the region's public and private educators, the Khan Planetarium can serve as an invaluable educational resource to facilitate and augment existing STEM projects to the surrounding twenty

one county's primary & secondary school systems, from Pre-K through undergraduate, and the general public. Civic groups, churches, families, and clubs are all welcomed to attend ECSU Planetarium programs, and special attention is given to programming for area school students of all ages.

DIVISION OF ACADEMIC AFFAIRS

ORGANIZATION

The academic units of the University consist of 3 Schools which house 10 Departments under the administrative leadership and supervision of the Provost and Vice Chancellor for Academic Affairs, deans, department chairs, and program coordinators. The departments offer various curricula leading to the degree of Bachelor of Science in Education, Bachelor of Science, Bachelor of Arts, and Bachelor of Science in Social Work. The Department of University Studies is also an academic unit of the Division of Academic Affairs. The schools including academic departments are as follows:

The School of Education and Business

- Department of Business, Accounting and Sports Management
- Department of Education

The School of Humanities and Social Sciences

- Department of English and Digital Media
- Department of Social Sciences
- Department of Music and Visual Arts
- Department of Military Science

The School of Science, Aviation, Health and Technology

- Department of Aviation and Emergency Management
- Department of Health and Human Studies
- Department of Mathematics, Computer Science and Applied Engineering
- Department of Natural Sciences

Academic Affairs also oversees the management and operations of Admissions and Recruitment, Student Financial Aid and Scholarships, and the Office of the Registrar. With the demands of the 21st century, it is imperative that enrollments increase and are managed effectively. When this

occurs, students who reach their potential as a result of their ECSU experience are invaluable in multiple markets. In addition, it is clear that recruiting targeted markets and deploying specific strategies tend to support increased graduation rates. Therefore, using a multi-faceted approach, the University addresses and manages enrollment concerns by coordinating the efforts of the offices outlined below.

ADMISSIONS

The Office of Admissions works to enroll students whose academic achievements are reflective of a rigorous and engaging curriculum. That means we value intellectual ability, academic achievement, and personal abilities that contribute to the Elizabeth City State University community.

The policy that guides admission to Elizabeth City State University is set by the University Of North Carolina Board Of Governors as available in Chapter 700 of the UNC Policy Manual.

STUDENT FINANCIAL AID AND SCHOLARSHIPS

The Office of Student Financial Aid and Scholarships is committed to assisting students and families in planning for and meeting expenses associated with attendance at the University. We focus on establishing aid eligibility, awarding scholarships, grants, loans, and employment to eligible students, and providing financial aid counseling to students and families for the resolution of problems associated with financing an education.

UNIVERSITY REGISTRAR

The Office of the Registrar is the steward of student records from the point of matriculation to the conferral of the degree. We offer a wide range of services to faculty, students, and members of the administration in the areas of academic records,

student status, transcript requests, course enrollment, and graduation.

OFFICE OF ADMISSIONS

Admission to Elizabeth City State University is granted to all applicants who meet the minimum admission requirements. Equal consideration is given to all applicants, regardless of race, creed, national origin, or disabling conditions. The University reserves the right to bring closure to the admissions process when no further space is available. Official notification of admission eligibility will be sent to each applicant immediately after all credentials have been thoroughly evaluated.

It is recommended that high school students apply for admission to ECSU at the start of their senior year of high school. Closing dates for the submission of a completed application are listed below:

Early Fall Admission Deadline	May 1
Priority Fall Semester Admission Deadline	August 1
Early Spring Admission Deadline	November 1
Priority Spring Semester Admission Deadline	December 1
Summer Session Admission Deadline	The First Day of Instruction

Admission and application deadlines for Special Programs, Summer Sessions, and other Continuing Education courses and/or programs are announced through appropriate publications.

Application Process

1. Application forms may be submitted online at: www.ecsu.edu
2. Applications must be accompanied by a nontransferable, nonrefundable \$30 application fee (or fee waiver), a current official transcript, and Scholastic Aptitude Test (SAT) or American College Test (ACT) test scores.

3. Transfer applicants must have forwarded to Elizabeth City State University an official transcript of all previous college work and an official high school transcript(s), if applicable. Applications must list all colleges attended, including date(s) of attendance. After being accepted, each student is required to submit official final documentation of high school transcripts, college transcripts, and test scores. Students who do not submit all required documents and/or forms as requested by the first day of instruction, will have an administrative hold placed on their students account and/or be subject to dis-enrollment from the University.
4. All identified Military affiliated students will be referred to the office of the Director of Military Affairs for further assistance. This office is required to have on file an official high school transcript for all undergraduate students, including transfer students, who are eligible to receive VA benefits. Certification will not occur if official transcripts from previously attended institutions are not submitted for application processing.

Elizabeth City State University admits students at the beginning of the Fall, Spring, and Summer terms. Failure to submit applications with complete and accurate information will result in the cancellation of registration and dismissal from the University.

Early Admission Program

The Early Admission Program provides the opportunity for promising high school students to take college-level courses while enrolled in high school. To be eligible, students must have completed their junior year, have a combined SAT score of 1000 or higher, or ACT score of 21 or higher, and a cumulative grade point average of 3.0 or higher. The applicant must submit a formal application for admission and recommendations from counselors or the principal. Students who enroll in the Early Admissions Program are guaranteed a standard offer of admission to ECSU provided they fulfill all Minimum Course Requirements (MCR) and Minimum Admission Requirements (MAR) of the UNC System at the conclusion of their senior year.

Minimum Course Requirements

In addition to the requirement that students should hold a high school diploma or its equivalent, the University Of North Carolina Board of Governors has, since 1988, established minimum course requirements for undergraduate admission, including a fourth unit of mathematics. These requirements are summarized below:

Six course units in **language**, including

- four units in English, and
- two consecutive units of a language **other than English**.

Four course units of **mathematics** in any of the following combinations:

- Common Core I, II, III, and one unit beyond common Core III
- Algebra I and II, Geometry, and one unit beyond Algebra II,
- Algebra I and II, and two units beyond Algebra II, or
- Integrated Math I, II, and III, and one unit beyond Integrated Math III.
- (The fourth unit of math affects applicants to all UNC institutions except the North Carolina School Of the Arts). It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in **science**, including

- at least one unit in a life or **biological science** (for example, biology),
- at least one unit in **physical science** (for example, physical science, chemistry, physics), and
- at least one **laboratory course**.

Two course units in **social studies**, including one unit in U.S. History, but an applicant who does not have the unit in **U.S. History** may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year at Elizabeth City State University.

Applicants who graduated from high school from **June 1990 to June 2006** must meet the following:

- Graduation from an accredited secondary school (If the applicant did not graduate, a high school equivalency or GED is required.)

- Presentation of a satisfactory combination of high school grade point average (GPA), and SAT or ACT scores. A high school GPA of 2.0 or above.
- Students must also pass the North Carolina Competency Examination or its equivalent in their state or country of origin.

*UNC Policy Manual 700.1

Minimum High School GPA and SAT/ACT Scores

Applicants for first-time admission as freshmen must meet minimum high school GPA and SAT scores as indicated in the chart below.

Student	Minimum	Minimum	Minimum
Entering in the Fall	GPA	SAT	Minimum ACT
R	2.5	1010	19
		R	

*University of North Carolina Policy Manual 700.1

RISING VIKING SCHOLARS (RVS)(MAR PILOT)

The “Rising Viking Scholars” Program allows for ECSU to admit students who have high grade point averages and meet RVS Program specified SAT/ACT university requirement thresholds. The RVS Program aims to provide an opportunity to prospective in-state degree seeking applicants.

Graduate of Cooperative Innovative High Schools - Early College

Beginning with the 2016-2017 admissions application cycle for enrollment in the 2017-2018 academic year, each UNC constituent institution must offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student.

Frequently Asked Questions

Q. Is the GPA score based on the weighted or un-weighted GPA?

A. The weighted GPA will be used to determine if the student satisfies the minimum GPA requirement.

Q. Is the GPA calculated based on all my courses or just the courses for the college preparatory curriculum?

A. The GPA is the cumulative GPA based on all courses taken during high school.

Q. If I take the SAT or ACT more than once, will my highest combined score be used even if it is derived from two different test dates?

A. Yes. The highest score received on any administration of the SAT for evidence based reading and writing will be combined with the highest score received on mathematics. The highest score on each ACT subscore will be used for computation of the composite.

Q. What if my GPA is under 2.50, but my SAT is more than 880? Do I meet the requirements?

A. No, you must meet both the minimum GPA and the minimum SAT score to be eligible for admission. Exceptions to the minimum requirements are handled on a case-by-case basis and in rare instances.

Q. What if I graduate in 2010, but do not apply to Elizabeth City State University until 2017? What requirements must I fulfill?

A. The minimum scores that were in effect the year you graduated from high school will be applied to determine eligibility.

Q. What if I decide to go to the community college first and transfer later? Does my high school GPA and SAT/ACT scores count toward admissions?

A. If you complete the A.A. or A.S. degree or a minimum of twenty-four (24) transferable semester hours with a minimum cumulative GPA of 2.00 from the community college, then the minimum GPA and test scores do not apply, but you will be evaluated on your performance at the community college. If you do not complete the A.A. or the A.S. degree or twenty-four (24) transferable hours with a minimum cumulative GPA of 2.00 from the community college, then your high school GPA and SAT scores will be used to determine eligibility.

Admission: Transfer Students or Advanced Standing

1. The Admissions Office will consider applications from students seeking to transfer from junior and/or community colleges or four-year colleges and universities accredited by their respective regional associations if the applicants have an overall cumulative GPA of 2.0 (C) or above in the institution from which they are transferring and if they are eligible to return to that institution.
2. Each transfer applicant must provide official transcripts covering all college work attempted. College courses that have not been completed within the last seven years may need to be reviewed by your academic program of study to determine transferability for transfer credit.
3. Transcripts will be evaluated in relation to the requirements of the specific academic program for which the student is accepted.
4. Grades less than "C" will not be accepted for transfer credit.
5. Students who have been placed on academic probation at their institutions but who are eligible to return to that institution will be considered for admission with the same status at Elizabeth City State University. Students who have been dismissed or suspended for disciplinary reasons from their institutions will not be permitted to enroll at ECSU.
6. Prospective students who have attended an accredited college but who have earned less than 24 semester hours of transferable credit must meet the freshman admission requirements. Also, the students must be eligible to return to the previous institution. Therefore, a transfer clearance form must be submitted by all applicants.

Special, Transient, and Military Students

(Not Applicable to Freshmen or Transfer Students)

1. Applicants who are regularly enrolled students at another institution may be admitted as a transient student provided the appropriate official at their institution: (a) authorizes their attendance at Elizabeth City State University, (b) approves in advance the course work, (c) indicates the individual is in good standing at that institution, and (d) approves the transfer credits taken at ECSU.

2. Special students are admitted for one term only (space permitting) and must be readmitted at the beginning of each subsequent term. Such applicants may be required to present evidence of having earned a college degree or evidence of the need for a specific course.
3. All special students who desire to become candidates for a degree at Elizabeth City State University must meet appropriate admission requirements.
4. Special students are designated as those who are: (a) seeking certifications, (b) seeking licensure, (c) members of a college/university consortium, (d) auditing courses, or non-degree seeking.
5. A maximum of 24 semester hours may be completed as a special student. Also, special students are not eligible for financial aid. For specific questions on any of these categories, please contact the Office of Admissions and Recruitment at (252) 335-3305.
6. The University of North Carolina and its constituent institutions are committed to equality of opportunity. The University administers nondiscriminatory admissions policies by fairly evaluating the records of applicants. For purposes of undergraduate admission to any constituent institution of The University of North Carolina, any individual having completed a minimum of two years of cumulative active duty service in the United States Armed Forces who otherwise meets the criteria for a transfer student will be considered a transfer student in the admissions process pursuant to 700.1.1.1[R], Special Consideration 3, with the branch of service functioning as the institution of transfer. If discharged from active duty, the veteran must have received an Administrative Discharge. This policy shall not apply to veterans receiving a "Bad Conduct or Dishonorable Discharge." Under conditions set forth by the President in regulations associated with this policy, applicants in this profile may be offered special consideration with regard to the minimum admissions and minimum course requirements for transfer students. Nothing in this policy guarantees admission for students who do not meet institutional academic standards for admission. Constituent institutions retain sole authority for admissions determinations.

NC Residency Determination

NC Residency Determination Service (RDS)

Effective February 20, 2017, UNC General Administration will manage and process all residency determinations, reclassification requests, and appeals for new and continuing undergraduate and non-degree seeking students. After this date, any new or readmitting undergraduate or NDS student who would like to apply for in-state residency consideration for tuition purposes, will need to apply for reclassification through the North Carolina Residency Determination Service questions and concerns can be directed to: rdsinfo@ncresidency.org, 919-835-2290, or 844-319-3640.

Please read below for more details about the new NC RDS process.

Purpose and Background of North Carolina Residency

The state of North Carolina substantially subsidizes the cost of tuition for all students whose domicile, or permanent legal residence, is in North Carolina. Since it first became a state, North Carolina has abided by the philosophy that an educated public is necessary to a democratic government and that the State, therefore, has an obligation to provide for the education of its people. Article IX, Section 9, of the State Constitution states "The General Assembly shall provide that the benefits of the University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense". Therefore, while North Carolina welcomes out-of-state students it considers the privilege of providing a reduced in-state tuition rate to be a taxpayer benefit. Among other benefits provided only to students who meet the domiciliary requirements is eligibility for consideration for State-sponsored programs of student financial aid to help pay for college expenses. The same rules that govern residency determination for in-state tuition are also applicable to the residency status for State aid programs at both public institutions and independent colleges and universities. For decades the determination of residency has resided on the campus where the tuition benefit and/or the State aid were administered.

In 2013, the NC General Assembly became concerned about inconsistency in residency determinations across institutions of higher education in North Carolina. The General Assembly legislatively directed UNC General Administration (GA), the NC Community College System (NCCCS), the NC State Education Assistance Authority (SEAA) and the NC Independent Colleges and Universities (NCICU) to create a centralized, uniform process for determining residency for tuition purposes and for administration of state financial aid. This centralized process is known as the Residency Determination Service (RDS). In order for a student to receive the benefits of in-state tuition and/or State student aid a residency determination from RDS is required. A student generally only has to complete the RDS one time instead of seeking separate residency determinations at multiple colleges and universities. To learn more about residency and complete a determination go to www.NCresidency.org.

Residency Determination Service (RDS)

The purpose and mission of RDS is to provide leadership and administration of residency determinations in accordance with North Carolina residency laws and applicable federal statutes. The RDS goal is to provide students access to transparent information and the opportunity to claim NC residency in a simple, accurate and straight forward manner. For more information on residency for tuition purposes contact RDS at: www.NCresidency.org, 844-896-2411 (phone), 919-835-2427 (fax)

Determining Residency Status

The specific requirements for establishing residency for tuition classification and State financial aid purposes are prescribed by state law. A North Carolina resident for tuition purposes (and for State financial aid consideration) is a person, or a dependent person (dependent according to IRS tax code – not the FAFSA definition of dependency), whose parent or legal guardian has established and maintained legal residence in North Carolina for at least 12 months. Residence in North Carolina must be legitimate and be a permanent situation rather than just for the purpose of maintaining a residence prior

to enrollment at an institution of higher education.

Under North Carolina law, to qualify for in-state residency, you must show that:

- You have established your legal residence (domicile) in North Carolina
- You have maintained that domicile for at least twelve (12) consecutive months before the beginning of the term
- You have a residentiary presence in the state
- You intend to make North Carolina your permanent home indefinitely (rather than being in North Carolina solely to attend college)

Persons not meeting the 12-month legal residence requirement may be classified as North Carolina residents for tuition purposes only if they fall within one of the limited categories authorized by the North Carolina Legislature. All other persons are ineligible for classification as a North Carolina “resident for tuition purposes” and will be charged out-of-state tuition and not given consideration for State financial aid. To learn more about residency and complete a determination go to www.NCresidency.org.

Determination of Intent

Because it is difficult to determine a person’s intent to make North Carolina his or her home, RDS must evaluate actions taken by the person that may indicate a “domiciliary intent.” RDS considers the following factors, which may be significant, in determining this intent:

- Do you live in your parent’s home?
- Where were, or are, you permanently employed?
- Where are you registered to vote?
- What are your sources of financial support?
- Where have you registered your vehicle?
- Which state issued your current driver’s license or state I.D. card?
- Where do you own a home or other real estate that serves as your primary residence?
- Where did you file state income tax returns?
- Where did you last attend high school?

No single factor or combination of these factors may be considered conclusive evidence of domicile. Moreover, because domicile is defined as a true, fixed

and permanent home, individuals who are present in North Carolina on a temporary basis, e.g., for the purpose of completing a degree, cannot establish domicile merely by taking these actions. To learn more about residency and complete a determination go to www.NCresidency.org.

Requests for Resident Status

For many students, the residency classification process is simple and occurs around the time of your application for admission to college. If you were born in North Carolina and have lived in the State all your life, you will probably be one of many students who are classified as North Carolina residents. If you lived in another state at the time of application, still have strong ties to another state, or have lived in North Carolina for only a short period of time, the process may be more complicated. RDS may require more in-depth information or documentation to determine whether you are a legal resident of North Carolina. The information that you submit will be validated against federal and North Carolina state agency databases. Please keep a copy of all application materials for your records. Additional information about the RDS process is available at www.NCresidency.org.

What to expect when using RDS

Applicants can complete the RDS process before, during, or after completing the admissions application. You will only have to complete the process once, no matter how many NC college or university admissions applications you complete. You will complete an online interview and may be asked to provide documentation afterward. Required information will include identification numbers for you and/or your parents, such as you might provide for the Free Application for Federal Student Aid (FAFSA). It is a good idea to have this kind of information easily available at the time you complete the RDS interview. If you do not, RDS will save any confirmed information and allow you to re-enter the interview process where you left off.

Transfer Students

Should you transfer between institutions at any level (community college to community college, community college to university, or vice versa), or if you apply to a different academic level (i.e., undergraduate to graduate) within the same institution, you must reapply via RDS to receive in-state tuition or to be considered for State student aid. For students who are continuously enrolled no reconsideration is necessary when applying to or changing programs at the same academic level, unless the classification is rebutted by new information.

Currently Enrolled Students Claiming Resident Status

Students who have been determined as nonresidents, or who have experienced a change in facts or circumstances that may your current determination, may request a reconsideration of their determination for tuition purposes through RDS. Your presence in NC as an enrolled student does not guarantee that you will be able to gain residency for tuition purposes. To request reconsideration go to www.NCresidency.org and login to your account.

Reconsideration and Appeals

Students who have been determined as nonresidents by RDS may request a reconsideration and appeal of their determination for tuition purposes through RDS. To request a reconsideration or appeal, go to www.NCresidency.org and login to your account.

Military Personnel

“Choice Act”

Section 702 of the Veterans Access, Choice, and Accountability Act of 2014, 38 USC 3679 (c) (the Choice Act), requires that the U.S. Department of Veterans Affairs (VA) disapprove and withhold funding under programs of education under the Post-9/11 GI Bill (Chapter 33) and Montgomery GI Bill (Chapter 30) at a public institution of higher learning (IHL) if the institution charges qualifying Veterans and other eligible individuals (“covered individuals”)

tuition and fees in excess of the rate charged to resident students. On June 23, 2015, Senate Bill 478 was enacted to conform North Carolina law with the Choice Act, thereby creating North Carolina General Statute § 116-143.3A, which, on July 9, 2015, the VA certified as being compliant with the Choice Act.

N.C.G.S. § 116-143.3A(a)(3) defines “veteran” as a person “who has served active duty for not less than 90 days in the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration and who was discharged or released from such service under conditions other than dishonorable.” This definition covers the groups defined in Section 702.

Please contact the Veteran Resource and Information Center at veteran@ecsu.edu or call 252.335.3774 for more information.

Advanced Placement Program/College Level Examination Program (CLEP)

Elizabeth City State University participates in the Advanced Placement Program and the College Level Examination Program (CLEP) of the College Entrance Examination Board. Students who have demonstrated their achievement of specific Advanced Placement Tests or College Level Examination Program – subject exams only – may have the results submitted to the University for consideration for placement in advanced courses and for college credit.

All students are encouraged to take these tests, and they may qualify for advanced placement and credit by taking departmental tests in their area of specialization. Based upon these test results, the amount and nature of the credit granted is determined by the pertinent department of instruction.

Course Audits

1. Students enrolled at the University or students admitted with satisfactory records of experience and education may enroll for specific courses as auditors.
2. Students who audit courses must register in the University Registrar’s Office, pay regular fees, and be regular in attendance, but they will not receive grades or credit.

FINANCIAL AID PROGRAMS

The Financial Aid Programs at Elizabeth City State University are designed to assist students and their parents in financing the cost of the student’s education. Students who are enrolled or accepted for enrollment and are citizens or permanent residents of the United States are eligible to apply for financial aid. Assistance available to eligible students consists of grants, loans, scholarships, and part-time employment. Limited assistance is available for international students. Students can locate information regarding financial aid missing information, awards, etc. via Self-Service Banner (SSB). New students obtain their SSB login credentials (referred to as VikingOne credential and student ID) at the time of acceptance to the University.

How To Apply for Financial Aid

All students must complete and have processed a Free Application for Federal Student Aid (FAFSA) form every year before financial aid can be offered. Students must also list the school code 002926, on the FAFSA application (www.FAFSA.gov) in order for the University to obtain their financial aid data. The FAFSA opens on October 1st each year and students are encouraged to complete this as early as possible. Students who complete the application process by March 1 will be considered first for priority funding. Certain grants and scholarships may not be available to students who apply after that date, as funds in these programs are limited.

All interested students who wish to receive any kind of financial aid at ECSU must complete the above described application process. Deadline dates for having a complete application on file are July 1 for the Fall Semester, December 1 for the Spring Semester, and May 1 for Summer semester.

Should you have Financial Aid questions, please call: (252) 335-3283.

Grants

FEDERAL PELL GRANT

Federal Pell Grant eligibility is based on the Expected Family Contribution (EFC), which is calculated by

the Department of Education based on the information submitted on the FAFSA, the number of credit hours per semester, and the cost of attendance. Students who have already earned a bachelor, master, or professional degree are not eligible for the Federal Pell Grant.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

FSEOG is awarded based on your Expected Family Contribution (EFC). Students with the lowest EFC receive priority.

North Carolina Education Lottery Scholarship (ELS)

The North Carolina Education Lottery Scholarship (ELS) was created by the 2005 General Assembly to provide financial assistance to needy North Carolina resident students attending eligible colleges and universities located within the state of North Carolina. *Eligibility is determined based on need. This award is determined by the state of North Carolina.*

University of North Carolina Need-Based Grant (UNCIG)

UNC Need Based Grants are available for eligible students attending one of the 16 campuses of the University of North Carolina. Eligibility is determined based on need. This award is determined by the state of North Carolina.

Scholarships

Scholarship awards are based upon various criteria and do not require repayment. Academic excellence, financial need, and major of study are just a few of the criteria used for selecting recipients. Each scholarship has different academic performance criteria. The University offers various scholarships either through the Office of Student Financial Aid & Scholarships or through various academic departments on campus. For a listing of additional scholarships, please visit the following websites:

www.cfnc.org, <https://www.tmcf.org/our-scholarships>, and www.studentaid.ed.gov/scholarship

UNC CAMPUS SCHOLARSHIPS

UNC Campus Scholarships are awarded to entering North Carolina Residents as Freshmen that graduate from a North Carolina high school or New Transfer students who meet the admissibility criteria and apply for federal aid by completing and submitting the Free Application for Federal Student Aid (FAFSA).

This award has a maximum value equal to the cost of tuition, fees, room, board, and books up to \$2,500 per academic year. Freshman students can receive this scholarship for up to 8 semesters; new transfers for up to 4 semesters.

Continuing eligibility is based on the student completing the FAFSA each year and maintaining Satisfactory Academic Progress (SAP) as identified by the institution and be enrolled full-time.

Loans

Loans are money borrowed that must be repaid, with interest. Eligible students must be enrolled at least six credit hours to receive a federal loan. A promissory note must be signed and completed along with entrance counseling before loans funds can be disbursed.

William D Ford Federal Direct Loan (Direct Loan) Programs

Direct loans are backed by the federal government. The U.S. Department of Education is the lender. Credit checks are not required for Federal Direct loans. There are two types of Direct Student Loans: subsidized and unsubsidized. Students must demonstrate financial need as determined by the FAFSA to receive a subsidized Direct Loan. The U.S. Department of Education will pay the interest on a subsidized Direct Loan during certain periods of enrollment. A promissory note and entrance counseling must be completed at www.studentloans.gov. Additional information regarding interest rates and repayment options can be found online at <https://studentaid.ed.gov/sa/>.

Direct PLUS Loans:

These are loans made to eligible parents of

dependents, graduate or professional students to help cover the cost of education. PLUS loans do require a credit check. Additional information can be found online at <https://studentaid.ed.gov/sa/>. Parents can apply online at www.studentloans.gov.

ANNUAL LOAN LIMITS:

Dependent Students:

- Freshmen: \$5,500 - Maximum \$3,500 subsidized
- Sophomores: \$6,500 - Maximum \$4,500 subsidized
- Juniors/Seniors: \$7,500 - Maximum \$5,500 subsidized

Independent students (and dependent students whose parents are unable to obtain PLUS Loans):

- Freshmen: \$9,500 - Maximum \$3,500 subsidized
- Sophomores: \$10,500 - Maximum \$4,500 subsidized
- Juniors/Seniors: \$12,500 - Maximum \$5,500 subsidized

Maximum Total Debt Upon Completion of Undergraduate Studies:

- Dependent Students: \$31,000 - Maximum \$23,000 subsidized
- Independent Students: \$57,500 - Maximum \$23,000 subsidized

Financial Aid Policies and Conditions of Awards

The following financial aid policies and conditions of award apply to students who are recipients of federal or state financial assistance while attending Elizabeth City State University:

- Students must apply annually for federal aid by

completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov

- Students are encouraged to apply by March 1 of each year for priority funding opportunities
- Students must be regularly admitted to ECSU in a degree-seeking status and must be enrolled in an eligible degree-seeking program prior to the first day of the term to participate in federal and state aid programs. Provisionally-admitted and special-admitted students are not eligible for financial assistance. Transient students should contact their home institution for financial aid.
- Students must (1) meet the school's Satisfactory Academic Progress Standards, (2) not owe a refund on any grant or be in default on any educational loan and (3) not have borrowed in excess of the loan limits under the Title IV programs at any institution.
- Financial aid is limited to coursework required for the declared major as stated in this catalog. Financial aid is not available for audit courses. Students are allowed to receive financial aid while repeating a previously-passed class once.
- Students must be engaged in classes in which they have enrolled to be eligible for aid payment.
- Students must submit all required documents. Failure to submit the requested documents may result in a delay or loss of financial aid funds.
- The Office of Financial Aid and Scholarships cannot award federal, state, and institutional funds over the student's published Cost of Attendance budget.
- Any outside scholarships or alternative loans must be reported to the Office of Financial Aid and Scholarships - these funds may require the reduction of other financial aid the student receives.
- Financial aid awards are based on full-time enrollment for each term awarded. Less than full-time enrollment may require an adjustment to the aid award. Undergraduate enrollment consists of a minimum of 12 hours to be full-time. Graduate students enrolled in 9 semester hours are classified as full-time and 4.5 semester hours as half time.
- Students awarded a federal student loan must complete loan counseling prior to their first loan disbursement. Federal regulations require that first-year, first-time borrowers will have their first loan disbursement delayed 30 days after enrollment. Counseling is available online at www.studentloans.gov.
- Financial Aid is awarded on an annual basis (Fall

and Spring). Institutional charges (tuition, fees, room and board) will be deducted from the financial aid award each term. Students should be prepared to pay any difference owed by the fee payment deadline. For students with aid greater than the institutional charges, any remaining funds are released no later than 14 calendar days after their first day of class or the balance occurs, whichever is later.

- Employment in the Federal Work-Study program is not guaranteed. Awards are based on funding and position availability. Students cannot earn more than their annual award. Students who receive an "unsatisfactory" job performance evaluation will be terminated from the program.
- Students receiving financial aid who withdraw or who stop engaging all classes are subject to regulations regarding the return of funds to the aid programs. Federal aid recipients withdrawing before the 60 percent point of the term may owe a repayment of federal funds received. Refer to the Withdrawal Policy of this catalog.

Satisfactory Academic Progress - Financial Aid

To be eligible to receive Financial Aid, which includes funds from federal, state, and institutional programs, students must maintain Satisfactory Academic Progress (SAP). Elizabeth City State University (ECSU) is required by the U.S. Department of Education to establish minimum standards of SAP, which means the student is progressing in a positive manner toward graduation. SAP is calculated each semester and includes all periods of the student's enrollment, including periods in which the student does not receive financial aid funds.

SATISFACTORY ACADEMIC PROGRESS

Students attending ECSU must be in good academic standing and making satisfactory progress with a minimum grade point average (GPA) and completion rate in accordance with the maximum time frame, as stated below.

All students who wish to qualify for financial aid must meet three standards known as SAP. These standards include:

Grade Point Average (Qualitative)

If a student's GPA falls below the required minimum cumulative GPA (2.0 for Undergraduate students, 3.0 for Graduate students), his or her eligibility to receive financial aid will be in jeopardy.

A student will be placed on financial aid warning for the semester following the semester the student fails to earn the required minimum cumulative GPA. The student has the next semester of attendance to earn the required minimum cumulative GPA. The student may receive financial aid while on financial aid warning.

At the end of the warning semester, if the required minimum cumulative GPA is met, the student is taken off financial aid warning. If the required minimum cumulative GPA is not achieved, then the student will be put on financial aid suspension during the next semester of attendance. The student will not receive financial aid assistance while on financial aid suspension.

Transfer credits are not included in the computation of the cumulative GPA for financial aid unless the credit was earned while attending other schools as a Transient Student, a student taking classes at another institution as an ECSU student.

Completion Rate (Quantitative)

Students must complete a minimum of 67 percent of coursework attempted each semester. The total cumulative earned hours consist of hours earned at ECSU and accepted transfer credits.

Earned Hours are comprised of the following grades: A, B, C, D, P

Unearned Hours are comprised of the following grades: F, I, IF, IP, W, WA, WD

Maximum Time Frame

All students must complete their program of study within a maximum time frame of one and-one-half (150 percent) times the length of the program in which they are enrolled. This means that once a student has attempted one-and-one-half times the minimum number of credit hours necessary for

completing program requirements, the student becomes ineligible to receive financial aid.

Attempted hours include all attempted hours at ECSU and all accepted transfer credit. Double majors are expected to complete their program of study within 180 credit hours. If the student qualifies for graduation in a particular major but makes a personal decision to double major, the student is no longer entitled to receive Federal Title IV Aid.

Second degree students are required to complete their second degree within the maximum 150% of the hours required for the second degree (maximum of 270 including hours for the first degree). For graduate students, the maximum time frame is 54 attempted hours. If the time limit has been exceeded, aid eligibility ends. The student will be placed on financial aid suspension status.

Grades

Grades of IP (in-progress), W (withdrew), WA (withdrew administratively), WP (withdrew passing), WF (withdrew failing), and WD (withdrew from the university) are not included in calculating a student's GPA, but are counted as course work attempted. I (incomplete) and FA (failure due to absenteeism) are counted as an F. All grade changes must be submitted and processed during the first 10 days of classes of the following semester.

Financial Aid Warning

A student will be placed on financial aid warning for one semester when the student does not meet all three SAP standards at the end of a semester, including summer sessions. Students with a status of financial aid warning may receive financial aid and enroll in courses.

A student on financial aid warning must meet all three SAP standards at the end of the next semester of attendance to be in good financial aid standing. Failure to do so will result in financial aid suspension.

Financial Aid Suspension

A student is placed on financial aid suspension when the student does not meet all three SAP standards for two consecutive semesters of attendance, including summer sessions. The first semester not meeting SAP is the Financial Aid Warning period. A student on financial aid suspension may NOT receive financial aid.

A student on financial aid suspension must meet all three SAP standards at the end of the suspension period (one term) to return to good financial aid standing.

Once a student is on financial aid suspension, the student must pay for the next attending semester at his or her own expense (alternative loans may be used). All federal, state, and institutional funds are removed for the semester(s) the student has to pay.

Appeal of Financial Aid Suspension

If a student has experienced special circumstances (limited to personal illness or injury, family member illness, injury, or death, job related issues, victim of a crime, and other) during the most recent evaluation period that s/he did not meet standards of academic progress, an appeal to request reinstatement of financial aid eligibility can be submitted. A completed appeal form and supporting documentation is required before the appeal will be reviewed. Acceptable supporting documentation is outlined on the Financial Aid Appeal Form.

In some situations, an academic plan may be required. If the appeal request is granted, the student will be placed on financial aid probation for a minimum of one semester.

- One Semester Probation – The student is eligible for financial aid, and is expected to improve and meet minimum standards by the next evaluation period to maintain eligibility.
- Multiple Semester Probation (Max 3 semesters) – A student who cannot meet the minimum standards by the next evaluation period is placed on probation for up to 3 semesters with an assigned SAP academic plan. The academic plan is designed to allow the student to meet minimum standards within a fixed number of evaluation periods. Progress is checked each semester and evaluated

based on minimum SAP requirements and the prescribed academic plan. If a student meets the minimum SAP standards after a probation semester, their financial aid status is updated to eligible for their next semester of enrollment.

If the appeal request is not granted, the student will remain ineligible for financial aid until they meet all minimum standards. The appeal decision is final.

Withdrawal Policy (Treatment of Title IV funds when a student withdraws)

Financial aid is awarded to a student under the assumption the student will complete the entire period for which the aid was awarded. If a student withdraws on or before the 60% (as measured in calendar days) of the semester, the student may no longer be eligible for the full disbursement of Title IV aid and other financial aid awarded.

The University has a federally mandated return of funds policy that governs the return of funds when a student withdraws from the University either officially or unofficially. Title IV aid includes the following aid programs: Federal Student Subsidized and Unsubsidized Loans, Federal PLUS Loans, Federal Perkins Loans, Federal Pell Grants, and Federal Supplemental Educational Opportunity Grants (SEOG).

The Return Calculation will be completed within the appropriate guidelines and timeframes provide by the U.S. Department of Education. Once the calculation is complete, the University will notify the student in writing of any adjustments to their aid for the semester. The University will follow all applicable federally mandated deadlines for determining withdrawal dates, returning fund(s), and post-withdrawal disbursement(s). All funds will be returned within 45-days after the school has determined that the student withdrew.

Students who are seeking to withdraw and who have borrowed loans at the University are required to complete a Direct Student Loan Exit interview at www.studentloans.gov.

DEGREES OFFERED

The successful completion of academic units and general institutional requirements qualifies a student to receive one of the baccalaureate degrees offered by Elizabeth City State University. All baccalaureate degree and discipline area programs are defined in terms of major, related area courses, concentrations/specializations, academic concentration, and/or minors. Listed below are the operational definitions for these:

MAJOR — A major consists of a group of prescribed and elective courses providing breadth and depth in an academic discipline, in two or more closely-related disciplines, or in an interdisciplinary field of study. All majors at ECSU are defined in terms of a specific number of semester hours which may range from 30 to 60 semester hours.

RELATED AREAS — The requirement of a major in one discipline may include supporting courses selected from other disciplines (related areas).

CONCENTRATION/SPECIALIZATION — A concentration is a student's option within a major that consists of a group of prescribed courses designed to provide preparation in a specialty within the major discipline or tangential to it. Concentrations are required in some majors. Each concentration must be defined in terms of a specific number of semester hours, and this number is a part of the total number of hours required for the major. Concentrations must have a minimum of 12 semester hours. The number of credits in a concentration may not exceed the number of credits in the major.

MINOR — A minor consists of a group of prescribed and elective courses in an academic discipline, two or more related disciplines, and interdisciplinary fields of study, or a specially designed individual program. It differs from a major principally in requiring fewer courses and providing less depth. A student may not major and minor in the same field. All minors at ECSU are defined in terms of a specific number of semester hours which may range from 18 to 24 semester hours. The exception is Secondary Education, ranging from 24 to 31 semester hours.

FREE ELECTIVE - A free elective is a noncompulsory course that is not part of a student's major, related area, or concentration

requirements. All academic programs must have a minimum of 9 semester hours of free electives.

Bachelor of Science Degree

Accounting	Graphic Design
Aviation Science	Homeland Security
Biology	Kinesiology
Business Administration	Mathematics
Chemistry	Pharmaceutical Science
Computer Science	Psychology
Criminal Justice	Sports Management
Emergency Management	Sustainability Studies
Engineering Technology	Unmanned Aircraft Systems

Bachelor of Arts Degree

English	Music
Digital Media Art	Interdisciplinary Studies
History	

Bachelor of Social Work

Social Work

Bachelor of Science in Education Degree

Birth–Kindergarten (BK)
 Elementary Education (Grades K-6)
 Special Education

Bachelor of Science Degree with Teacher Licensure

Biology	Mathematics
Physical Education	

Bachelor of Arts Degree with Teacher Licensure

(Minor in Education K–12)
 English History
 Music

MINORS/CONCENTRATIONS

CONCENTRATIONS

- Avionics
 - Child, Family, Community Community Services
- Composition
- Comprehensive Science
 - Computer Networking Engineering Technology
 - Data Science
 - Digital and Public History
 - Economics and Finance
 - Electrical and Computer Engineering Technology
 - Exercise Science
 - Fitness and Wellness
 - Flight Education
 - General Biology
 - General Science
- Global Studies
- Information Systems
 - Management and Administration
 - Management and Entrepreneurship
 - Marketing and Management Information Systems
 - Marketing and Promotion
 - Math
 - Mechanical Engineering Technology
 - Molecular Biotechnology
 - Music Business
 - Music Licensure
 - Performance
 - Physical Education and Health
 - Politics and Government
 - Pre-Med/Pre-Dental
 - Psychology
 - Race, Gender, and Ethnicity Studies
- Security Studies
 - Social and Behavioral Sciences
 - Social Science
 - Sound Recording
 - Sport Communication
 - STEM
 - Teacher Education
 - Unmanned Aircraft Systems

MINORS

Accounting
Africana Studies
Business Administration
Communication Studies
Computer Science
Criminal Justice
English
Entrepreneurship
History
Juvenile Justice
Mathematics
Military Science
Pre-Law
Sociology
Spanish

OFFICE OF THE UNIVERSITY REGISTRAR

STUDENT RECORDS PRIVACY POLICY

The University's policy for the administration of student educational records is in accordance with the provisions of The Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) as amended. Personally identifiable information contained in students' educational records will not be disclosed to persons outside the University without the prior written consent of the student. Under this policy the student also has a right of access to his or her education records maintained by the University or any department within the University. Each member of the faculty should be thoroughly familiar with this policy and comply with its provisions.

RELEASE OF DIRECTORY INFORMATION

For the convenience of students, parents, other members of the university community, and the general public, the University will make available, upon request, directory information about its students. In compliance with the Family Educational Rights and Privacy Act (P.L. 93-380), ECSU will continue to release the following types of information: the student's name, address, telephone listing, campus email address, date of birth, major field of study, dates of attendance, degree earned, and awards received. Students who do not wish to have directory information released without prior consent must make their request to the Office of the Registrar in writing within seven days after the first registration day of the current term of enrollment.

CHANGE OF NAME AND ADDRESS

It is the obligation of every student to notify the Office of the University Registrar of any name change by providing a copy of their most recent Driver's License, Marriage License or Social Security

Card. Address changes can be made on line via Self Service Banner.

TRANSCRIPTS OF RECORDS

Elizabeth City State University uses National Student Clearinghouse to accept transcript orders via Online Transcript Ordering. All work attempted (undergraduate and graduate) is included on your transcript.

ONLINE TRANSCRIPT ORDERING

The Office of Registrar is pleased to provide current students and alumni with a more efficient, accurate and speedy service for ordering and receiving transcripts.

Among the benefits that you will receive from Online Transcript Ordering are:

- Transcripts can be ordered via the web 24/7 through the National Student Clearinghouse.
- Secure transactions.
- Convenient Payment Options. (Discover, MasterCard, or Visa).
- Receive order status via E-mail and/or text message.
- Online order tracking.
- Ability to order multiple transcripts for multiple recipients in one order.

The standard processing time for a transcript request is three business days. Transcripts older than Fall 1994, data mismatches and/or request received during peak periods such as the end of a semester may require additional time for processing. An email notification will be sent when the transcript has been processed for delivery. Transcript orders will not be processed when the University Registrar's Office is closed.

There is a change in the cost of the transcript; the fee structure is listed below. It is important to note that

the only way to receive your transcript is through the online option.

Cost of Transcript	Online Processing Fee	Delivery Method Fees	Total Cost
\$5.00	\$2.25	Electronic PDF - \$1.75	\$9.00
\$5.00	\$2.25	Regular United States Mail - \$1.80	\$9.05
\$5.00	\$2.25	Express/United States - \$27.00	\$34.25
\$5.00	\$2.25	Express/Canada & Mexico - \$47.00	\$54.25
\$5.00	\$2.25	Express/International - \$60.00	\$67.25

the university are paid in full. All orders placed on hold due to indebtedness will be cancelled after 30 days. Current students can view their holds in their Self Service Banner Accounts. Former students may contact the University Bursar at 252-335-3471 or by email at bursar@ecu.edu.

**Effective May 31, 2018 transcripts are no longer available for pick-up from the Office of the Registrar.

PRE-REGISTRATION

Pre-registration is a period during which the student and advisor review and plan courses for the upcoming semester. Pre-registration is required of all enrolled students.

Students who register early and fail to confirm courses and pay fees by the dates designated for official registration will have their schedule of courses automatically withdrawn by the University Registrar's Office.

A student is not officially registered until he or she has met all financial obligations to the University.

A student cannot attend classes if he or she is not properly registered for that course and section. Failure to follow proper registration procedures will result in loss of credit. Students whose names are not on the instructor's class roll for each class must contact the University Registrar's Office.

INDEBTEDNESS

All indebtedness to the University must be satisfactorily settled before a diploma or transcript will be issued.

PROGRESS TOWARD GRADUATION IN FOUR YEARS

To graduate in four years, the student must successfully complete all graduation requirements and an average annual course load of 31 semester hours. This course load requires the student to take

Elizabeth City State University will prevent transcripts from being released until all obligations to

approximately 15-16 hours per semester or earn hours through summer enrollment.

REGISTRATION

All students must officially register at the beginning of each semester and/or summer term; registration by proxy is not permitted. Each student is assigned a faculty advisor to assist in planning a program of study. Complete registration instructions are contained on the Registrar's Office Web page. Students are registered for and entitled to attend classes only when they have completed prescribed procedures, including payment of fees. Students not registered by the designated date must pay a \$25 late registration fee.

Students planning to return to the University after a break in enrollment, earning a degree or attending another university are required to re-apply on line via the Admissions Webpage to obtain readmission status.

Official registration days for each semester and each term of Summer School are indicated on the University Calendar.

READMISSION: REINSTATEMENT OF FORMER STUDENTS

Students wishing to return to the University after voluntary or involuntary absence must have a grade point average of 2.0 when last enrolled at the University and apply for readmission by completing the following process:

1. Visit <http://www.ecsu.edu/admissions/index.html> to complete an online application;
2. Activate your Viking Portal; have official transcript(s) sent to the Office of Admissions for every college attended after ECSU;
3. See an Academic Advisor to review course curriculum requirements;
4. Once admitted see an academic advisor for course registration.

Students with a break in their enrollment studies of less than six (6) years are governed by the catalog of initial enrollment to the University. Students with a break in their enrollment of more than six (6) years

are governed by the catalog year of readmittance to the University.

Students seeking readmission should apply for financial aid at least 30 days prior to the start of the semester of enrollment. Students who do not apply for aid as stipulated will be required to pay the full cost of attendance at enrollment. Students with an outstanding account will not be allowed to register for classes until their balance is paid in full.

CANCELLATION OF COURSE REGISTRATION POLICY

The University Registrar (upon the recommendation of the instructor) may cancel a student's registration in any course within a department if the registered student fails to attend the class during the first two weeks of a semester and fails to notify the instructor of his or her desire to remain enrolled in the course.

The Provost and Vice Chancellor for Academic Affairs will notify the relevant department chair of late-arriving students who cannot attend the first class meeting because of illness or other reasons.

CHANGE OF COURSE SCHEDULES

Students are responsible for the schedule of courses for which they have officially registered; therefore, the program of study should be carefully planned with the guidance of the academic advisor so that changes in registration will not become necessary at a later date. A student may drop and/or add courses online or change course sections with the approval of the advisor until the close of the official add/drop period.

ADDING AND DROPPING COURSES

ECSU emphasizes the importance of students making realistic course load decisions, staying focused, and completing courses. But there may be situations when a student must withdraw from a course. Students may withdraw from any course or courses without penalty by accessing Self Service Banner on or before the last day to withdraw from an individual course, as

published in the Academic Calendar. This policy specifies limitations on course withdrawals.

MAXIMUM COURSE WITHDRAWAL (SEMESTER HOURS)

Students can drop classes without penalty during the schedule change (drop/add) period at the start of the semester. Schedule change deadlines are published in the academic calendar. After the drop/add deadline, **students can withdraw from no more than 16 semester hours during their undergraduate career in which a grade of "W" will be posted to a student's transcript.** After a student has exceeded this limit, the student must receive a final grade of A, B, C, D, or F. A grade of Incomplete ("I") will not be allowed as a substitute for a course withdrawal beyond the course withdrawal limit. Any course that a student withdraws from is counted toward the 16 semester hour limit.

TRANSFER STUDENTS

Regardless of the number of colleges a student may have attended, the number of classes they may have taken, or the number of years they enroll as undergraduates, the policy limits them to 16 semester hours of course withdrawals. This includes any course a transfer student has dropped at another institution of higher education. The following chart shall be used:

Transfer Hours	Max Hours
0-23	15
24-51	12
52-89	9
90 or more	6
Candidate for second Bachelor	6

AUDITING COURSES

A regular full-time student may audit two courses in a given semester with written agreement from each instructor, the faculty advisor, and approval of the department Chair. Students must register officially for the classes they desire to audit. Preparation and participation in the classroom discussion and laboratory exercises will be at the discretion of the instructor. Students auditing courses are not required

to take examinations or tests; however, they may do so if they desire. Auditing students receive no credit; a change may be made from audit to credit or vice versa before the 10th day of classes for that semester. The auditing form is available by accessing the University Registrar's Office Webpage under Forms and Documents.

ACADEMIC ELIGIBILITY STANDARDS

ACADEMIC STANDING (EFFECTIVE FALL 2014)

A student's academic standing during any term is determined by the cumulative Grade Point Average (GPA) earned on the total quality hours. To be in good standing all incoming freshmen must maintain a cumulative 2.0 GPA. Individuals with less than a cumulative 2.0 GPA are placed on either probation or suspension.

The cumulative GPA compared to the semester hours attempted and earned is used to determine the academic standing of a student. Evaluations are made to determine the academic standing of students at the end of the Fall and Spring semester. To determine the academic eligibility of transfer students, total credit hours accepted from other institutions are added to the credit hours attempted and credit hours earned at ECSU. Students are expected to maintain awareness of their academic standing by obtaining periodic assistance from their assigned academic advisors and/or the University Registrar's Office. The minimum academic standing requirements are as follows:

Cumulative Earned Hours	Minimum Cumulative GPA
1 -29	2.0
30 – 59	2.0
60 – 89	2.0
90 – 190	2.0
2nd Degree & Certificate	2.0

ACADEMIC SANCTIONS

Undergraduate students' academic standing is based on the cumulative grade point average (CGPA) and Successful Completion Rate (earned hours divided by

attempted hours). In order to be in Good Academic Standing students must

1. Have a cumulative GPA of at least 2.0; and
2. Earn a minimum of 67% of the cumulative credit hours they have attempted.

All prior coursework, attempted and earned, is reviewed in the determination of Academic Standing. The Office of the Registrar will measure a student's academic performance at the end of each academic term.

Students who fail to meet the cumulative GPA requirement of 2.0 and/or 67% cumulative completion rate will be placed on academic sanction. Academic sanctions include academic warning, academic probation and academic suspension.

Academic Warning

A student will be placed on academic warning for one semester when the student's cumulative GPA falls below 2.0 or their cumulative completion rate (earned hours divided by attempted hours) is less than 67% at the end of a semester, including summer sessions. Students with a status of academic warning may enroll in courses and must complete an Academic Intervention Plan.

A student on academic warning must achieve a cumulative GPA of at least 2.0 and a cumulative completion rate of at least 67% at the end of the next semester of attendance to be in good academic standing. Failure to achieve a cumulative GPA of at least 2.0 and a cumulative completion rate of at least 67% will result in academic probation. Students on Academic Warning are required to comply with the terms of their Academic Intervention Plan.

Academic Probation

A student is placed on academic probation when the student's cumulative GPA falls below 2.0 and/or their cumulative completion rate (earned hours divided by attempted hours) is less than 67% for two consecutive semesters of attendance, including summer sessions. A student on academic probation may not enroll in more than 15 credits per semester and no more than one course in any single summer session except under extenuating circumstances and with the

permission of Academic Affairs.

Students on Academic Probation are required to enroll and successfully complete the requirements of Academic Success - STAR 100 and comply with the terms of their Academic Intervention Plan.

A student on academic probation must achieve a cumulative GPA of at least 2.0 and a cumulative completion rate of at least 67% at the end of the next semester of attendance to be in good academic standing. Failure to achieve a cumulative GPA of at least 2.0 and a cumulative completion rate of at least 67% while on probation will result in academic suspension.

Academic Suspension

A student who does not achieve a cumulative GPA falls below 2.0 and a cumulative completion rate of at least 67% at the end of their probation term shall be placed on academic suspension. Students on academic suspension may not enroll in courses. Students who are placed on academic suspension may appeal. Students who do not appeal their suspension must sit out of ECSU for two consecutive semesters, not including the summer session. After the required two semester absence, suspended students may apply to the university to be readmitted on academic probation.

Academic Suspension Appeals

Students have the right to appeal academic suspensions and request readmission because of extenuating circumstances. The mitigating circumstances must be appropriately documented for the semester(s) in which the deficiency occurred. Appeals must include:

1. A detailed explanation of the extenuating circumstances that occurred during the specific semester in which the student was placed on Academic Suspension.
2. All necessary documentation to support the existence of the circumstances described (examples would include letter from doctor, clergy, professional, etc....) and evidence that the circumstances have been resolved.
3. Incomplete appeals will not be reviewed. If additional information is required, an email will be sent to the student's ECSU email account. After 30-

days of being incomplete, the appeal will be denied.
4. Once all required documentation is submitted, students will be notified via email of the outcome of their appeal.

All appeals must be submitted by published university deadlines.

Students placed on academic suspension, but readmitted through the appeal process will be placed on Academic Probation and be limited to a course load of not more than 15 semester hours during the first semester of readmission and follow all other requirements outlined in Academic Probation. Students returning from suspension must maintain a 2.3 semester GPA and must successfully complete at least 70% of their attempted hours each semester until they have a cumulative GPA of 2.0 or better and earned a minimum of 67% of the cumulative credit hours they have attempted.

Students returning from academic suspension who fail to maintain a 2.3 semester GPA and successfully complete at least 70% of their attempted semester hours will be subject to suspension. Students who have been suspended a second time for academic reasons may not apply for readmission within a minimum of two consecutive semesters from the date of suspension. Students who have been suspended a third time for academic reasons shall be permanently suspended unless special permission is granted for readmission by the Provost and Vice Chancellor for Academic Affairs or they are admitted under the Special Readmit Policy.

CHANGE OF MAJOR/DECLARATION OF MAJOR

A student who decides to change or declare a major must complete the Declaration or Change of Major Form via Self Service Banner and follow the procedures on the form. The new major field should appear on the next electronic transcript viewed by the student and advisor after the completed form has been electronically submitted to the University Registrar's Office.

EXTENUATING CIRCUMSTANCES OR MILITARY SERVICE

The University recognizes that there may be extenuating circumstances beyond a student's control which impact his or her ability to meet the GPA requirements of Satisfactory Academic Progress (SAP). Therefore, the University will permit a student to withdraw from a course or courses with written approval from the Provost and Vice Chancellor for Academic Affairs only for extenuating circumstances that occurred during the semester or summer session immediately preceding the student's request. Upon approval, the student shall be administratively withdrawn from the course or courses and receive a grade or grades of "WA" in accordance with this policy.

1. Definition of Extenuating Circumstances: An "extenuating circumstance" is defined by the University as a situation which is beyond the student's control and which could not have been prevented by the student. Such circumstances include the following:
 - a. A car accident or other incident which causes injury to the student resulting in hospitalization and/or health challenges which prohibit the student from being able to meet academic requirements;
 - b. A serious, life-threatening, or life-altering illness to the student or an immediate family member for whom the student must assume legal responsibility due to the condition;
 - c. An official, documented military deployment;
 - d. A natural disaster which negatively impacts the student's well-being due to total destruction of home or other essential familiar provisions.

The University reserves the right to consider other situations in addition to those enumerated herein in determining whether or not the alleged extenuating circumstance(s) directly impacted the student's ability to maintain the required GPA.

2. Official Supporting Documentation

A student must have official written documentation which explicitly substantiates and corroborates the assertion of the extenuating circumstances. An extenuating circumstance shall be an exceptional, one-time occurrence and not one that is characterized by a repeated pattern of

behavior which has compromised the student's academic standing over time.

WITHDRAWAL FROM THE UNIVERSITY FOR UNDERGRADUATE STUDENTS

All students who are officially registered for classes and who wish to withdraw from the University must complete the withdrawal procedure at least two weeks prior to final exam week. Students must visit the Office of the Registrar to begin the process. The Registrar will explain the process, the consequences and the possible options relative to withdrawing from the University. Students will be directed to the OSFAS in order to address financial obligations. Students who have a pending judicial charge are not allowed to withdraw from the University before the outcome of charges is completed on campus. In accordance with this policy, the University Registrar will record grades of "WD" based upon the Withdrawal Report. Students who do not officially withdraw from the University will receive a grade of "F." Students who are administratively withdrawn from a course or the University for disciplinary reasons and/or under special circumstances with written approval from the Vice Chancellor for Student Affairs will receive a grade of "WA."

ACADEMIC ADVISING

Each student is assigned either a staff or faculty advisor. This advisor meets with the student during Orientation, Pre-Registration, and when the student needs advice to help him or her select courses and to assist in planning his or her individual program of study. Once the student selects a major, he or she works with an advisor from the appropriate department. However, the student is ultimately responsible for meeting the curricular requirements.

ACADEMIC HONORS

An Honor Roll is prepared at the end of each semester showing the names of those students who by diligence, industry, and scholarship earned a semester grade point average of 3.0 or above. The Honor Roll, which is also made up of students who are on the

Chancellor's List and the Vice Chancellor's List, is a special recognition of academic achievement.

THE CHANCELLOR'S LIST: This list is composed of the names of students who carried 12 semester hours or more and earned a semester average of 3.75 or above, with no grade lower than "B."

THE VICE CHANCELLOR'S LIST: This list consists of the names of students who carried 12 semester hours or more and earned a semester average of 3.5 to 3.74 with no grade lower than "C."

THE HONOR ROLL: This list consists of the names of students who carried 12 semester hours or more and earned a semester grade point average of 3.0 to 3.49. In determining other academic honors and awards, a student's cumulative grade point average is used. The GPA is computed by dividing the total number of quality points earned by the total number of GPA hours attempted, exclusive of authorized withdrawals and repeated courses.

CHANGE OF GRADE

Each instructor is expected to give permanent final passing or failing grades. Once a final grade has been reported to the Registrar's Office, it may be changed only upon the authorization of the Provost and Vice Chancellor for Academic Affairs. A grade change is made by submitting a Change of Grade Form to the department chair. Along with filing the Change of Grade Form, the instructor also files a statement of explanation for changing the grade, signs it, and submits it to the department chair, who then reviews it. The Change of Grade Form is then forwarded to either the Provost and Vice Chancellor for Academic Affairs for approval or to the Academic Standards and Credits Committee for further review and evaluation. In some instances, the Academic Standards and Credits Committee may request the instructor to submit an additional explanation or to appear in person to justify the change of grade. This committee will then make a recommendation to the Provost and Vice Chancellor for Academic Affairs for approval or disapproval of the request for the Change of Grade.

Any request for grade changes must be done within one calendar year from the date on which the initial grade was submitted to the Registrar's Office. A

change of grade, other than an "I" or "IP" grade will not be approved during the last two semesters of the student's enrollment before graduation. Exceptions to this policy will be made ONLY with the approval of the Academic Standards and Credits Committee. This policy also applies to "Repetition of Course Work."

CLASS ATTENDANCE POLICY

Class Attendance

Regular class attendance is a key determinant of student success. It also is an important factor in a student's commitment to the transfer of knowledge. For that reason, each student should recognize the benefits of regular class attendance, and embrace such as a personal charge. It is a student's responsibility to complete all coursework, including tests, and written assignments of all class meetings. University faculty members are encouraged to monitor the progress and activity of their students.

Student's Responsibility

- To understand and adhere to an instructor's expectations for course participation and satisfactory course completion. Students must also monitor their progress throughout the term.

The Instructor's Responsibility

- To establish and communicate how students' progress and activity will be monitored
- Publish course expectations in course syllabi at the beginning of each term

CLASSIFICATION OF STUDENTS

Students are classified as Freshmen, Sophomores, Juniors, or Seniors. Accumulated semester hours determine these classifications:

Freshman:	From 0 Semester Hours to 29 Semester Hours
Sophomore:	From 30 Semester Hours to 59 Semester Hours
Junior:	From 60 Semester Hours to 89 Semester Hours
Senior:	From 90 and above

COMMENCEMENT EXERCISES

Elizabeth City State University has two Commencements: one ending the Spring Semester and the other ending the Fall Semester. Students completing their requirements during or by the end of the last term of Summer or Fall Semester will participate in the Fall Commencement ceremony. Those finishing at the end of the Spring Semester will participate in the Spring Commencement ceremony. Finally, the student "Bearer of the Mace" will function during the Fall and Spring ceremonies. (To meet the requirements for "Bearer of the Mace," the candidate must complete all degree requirements at Elizabeth City State University and have earned the highest cumulative grade point average in the graduating class for the prospective Commencement Exercise.)

COMMENCEMENT HONOR MARSHALS

Students representing each classification exclusive of seniors, who are enrolled as full-time at the end of the Spring and Fall Semesters and matriculating for a degree at Elizabeth City State University, are selected as Commencement Honor Marshals. These students must have the highest grade point average in their respective classifications. For the purpose of determining the classification for transfer students, the total number of credit hours earned at ECSU is added to the total credit hours earned at other institutions.

COURSE LOAD

Elizabeth City State University students normally take four or five courses per semester. Because the majority of courses carry three semester hours of credit, this works out to 15 or 16 hours per semester. Students may not take more than 18 hours per semester except with the approval of the Provost and Vice Chancellor for Academic Affairs.

In special cases, students with a cumulative grade point average of 3.25 or above may be authorized, with the approval of the Provost and Vice Chancellor for Academic Affairs, to carry up to a maximum of 21 semester hours. Students returning after suspension will have a limited class load of not more

than 15 credits per semester and no more than one course in any single summer session except under extenuating circumstances and with the approval of the Provost and Vice Chancellor for Academic Affairs during the first semester of readmission and must maintain a 2.3 semester grade point average until they have satisfied the minimum scholastic average requirement.

A student must be enrolled for 12 hours to qualify for full-time certification to any campus organization.

CREDIT AND PLACEMENT REGULATIONS

Transfer Credit, Transient Credit, College Level Examination Program, General and/or Subject Examination Credit, Correspondence Credit, and Extension Credit are coordinated through the Office of Admissions and the Office of the Registrar.

Elizabeth City State University will accept up to 48 semester hours from the aforementioned programs excluding transfer credit from other accredited institutions.

The number of credits which can be accepted in transfer from a two-year institution is limited to 65 semester hours. All transferable work completed in residence at an accredited four-year institution of higher education is not limited to 65 semester hours provided the student has earned a grade of "C" or better in each course.

A minimum of 30 semester hours at the upper level applied toward a bachelor's degree must be earned through regular enrollment in courses at ECSU. These 30 semester hours must include a minimum of 15 semester hours of credit in junior/senior-level courses in the major field.

DOUBLE MAJOR

A student may complete a major in two separate disciplines by fulfilling course requirements for each major. Students desiring to carry a double major will be advised in both majors by the advisors in the respective departments.

EXTENSION CREDIT

Credit earned through extension classes is considered off-campus credit and may be used to satisfy degree requirements when approved in advance by the chair of the student's major department and by the Provost and Vice Chancellor for Academic Affairs. A student must file a request and obtain the approval of the department chair and the Provost and Vice Chancellor for Academic Affairs, prior to taking the off-campus course, and must earn not less than a "C" grade in the course to be granted credit for it. No more than 24 semester hours of extension credit may be used toward fulfilling degree requirements.

FINAL EXAMINATIONS

Final examinations are required in all courses and are held at the close of each semester. There will be no departure from the printed schedule of examinations. Changes for individual emergencies will be made only with the approval of the instructor and the department chair. A student who is absent from an examination without an excuse will be given the grade of "F" for the examination. An Incomplete will be given in the case of a student being absent from the final examination who presented a satisfactory excuse to the instructor, approved by the department chair.

GRADE REPORTS

Students are requested to view mid-semester grades electronically and have continuous dialogue with faculty members so that they are continuously cognizant of their performance in class.

Grade reports are available electronically at the end of each semester and each summer school session. Semester final grades are recorded electronically by each instructor, not later than 48 hours after each examination in a course is given. Each instructor is expected to be available on a full-time basis in his or her office for consultation with students and to assist the department chair during final examination week.

In the event of an emergency in which an instructor is unable to administer final examinations or to compute and record final grades, the chair of the department concerned is authorized to make arrangements for the

final examination(s) and the computation and posting of final grades.

Students and advisors may view grades electronically for all semesters.

GRADING SYSTEM

- A Designates work of exceptionally high quality. The "A" grade represents the highest level of academic attainment; it is given only for work of the highest quality.
- B Designates work which is above average and of good quality. The "B" grade represents a high level of academic attainment; it is given for work which is above average but lacks the high quality of "A" work.
- C Designates work which is satisfactory and of average quality. The "C" grade represents an adequate level of academic attainment; it is given for work which is acceptable but lacks the superior quality of "B" work.
- D Designates work of less than satisfactory quality. The "D" grade represents a minimal level of academic attainment; it is given for work which is less than average in quality but is at least of sufficient quality to meet minimum standards in most courses and thus carries credit. However, in ENGL 102 Composition I, and ENGL 103 Composition II or ENGL 104H/ENGL 105H and courses within the Professional Education sequences, grades of "D" work do not meet the minimum standards and must be repeated.
- F Designates work of such unsatisfactory quality that no credit is awarded.
- FC
- I Indicates that the student may have maintained a passing average, but for reasons beyond his or her control, some specific performance such as an examination, a report, a notebook, or experiment has not been completed. An instructor awards a student an "I" grade

ONLY for a justifiable reason. An "I" grade carries no quality points.

- IF Indicates an incomplete grade that was changed to a failing grade by the Registrar's Office after the designated time had expired for the change. An "IF" grade carries no quality points.
- IP Indicates that the student has not completed the Senior Honors Thesis/Project or certain Flight courses or not passed the PRAXIS to exit EDUC 400. Students may take two semesters to complete the Senior Colloquium Thesis/Project with an "IP" (In Progress) grade for the first semester. This same rule applies to the Flight courses that require additional participation beyond the end date for regular semesters. Students may take three semesters to complete EDUC 400.
- P Passing (No credit courses.)
- WA A "WA" grade will be assigned to a student who has been administratively withdrawn from a course or the university for disciplinary reasons and/or under special circumstances wherein administrative approval is required.
- W Withdrawal. The grade of "W" is given to indicate withdrawal from a course by the designated deadline.
- WD Withdrawal from the university.

Plus or minus signs are not recognized in computing and recording official passing grades at Elizabeth City State University.

GRADUATION HONORS

Graduation Honors Policy

Degrees with distinction are awarded to graduating seniors in the following categories:

Cum Laude for GPA 3.25 through 3.59

Magna Cum Laude for GPA 3.60 through 3.79 (No grade below "C")

Summa Cum Laude for GPA 3.80 through 4.0 (No grade below "C")

To be eligible for degrees with distinction, a student must have earned at least 60 semester hours in residence at Elizabeth City State University. The student must also have the required overall average in all course work attempted and at least a 3.0 average in all transfer courses.

Any decision about Graduation Honors not stated above is to be addressed by the Academic Standards and Credits Committee.

GRADUATION REQUIREMENTS

Elizabeth City State University awards the bachelor's degree to students who have satisfactorily fulfilled the following graduation requirements:

- completion of all General Education courses as prescribed by the University for all students;
- have an overall grade point average of 2.0, and a major grade point average of 2.0 or higher, depending on the academic department;
- completion of all courses and other requirements prescribed by the major department (For specific department or program requirements, see individual sections as described in this catalog.);
- a record of having taken and completed the required examinations or approved equivalents for exiting the program of study;
- demonstration of personal and professional qualities which are expected of an educated person, as verified or affirmed by the appropriate university officials;
- approval and recommendation by the department and general faculty as a worthy candidate for graduation;
- **filing of an Application for Graduation for the Fall by September 15, Spring by November 15, in the Office of the Registrar;**
- meeting all financial obligations to the University through the Office of Business and Finance; and
- meeting the residence requirements of the University.

It is the sole responsibility of each candidate for graduation to meet with the academic advisor of the major department and have his or her academic record evaluated to determine whether all institutional and departmental requirements for graduation have been met.

All Teacher Education majors must take the required parts of the PRAXIS SERIES and have the scores on file in the Registrar's Office at least 10 days prior to Commencement Day.

INDEPENDENT/INDIVIDUAL STUDY

Independent study must have final approval from the Provost and Vice Chancellor for Academic Affairs before course work begins.

The student who wishes to pursue a course by individualized study must secure permission from the department chair, the Provost and Vice Chancellor for Academic Affairs, and the instructor of the department in which the course is offered.

MILITARY SCHOOL CREDIT

Credit for courses taken in military schools or military experience is based on recommended credit for military courses in the Guide to the Evaluation of Educational Experience in the Armed Services compiled by the American Council on Education. The individual seeking credit for military service and experience must submit official evidence of having completed the training, experience, or education while in service for each course in which he or she is requesting a course substitution in a curriculum at Elizabeth City State University. No more than 24 semester hours may be used toward fulfilling degree requirements. A grade of "C" or higher must have been earned in each course to be accepted at ECSU.

PROCEDURES FOR EVALUATION OF TRANSFER CREDITS

A preliminary evaluation of transfer credits is completed at the time a transfer student is accepted. After all official records are received directly from each institution previously attended; the final evaluation of the record(s) is made to determine how many credits are transferable. Final acceptance of transferred credits toward graduation requirements at Elizabeth City State University will be determined by the academic department in which the student majors. No course will be accepted for transfer credit in which a grade of less than "C" was earned.

All courses accepted for transfer credit which are required by the major must have been earned within

six years prior to transfer and/or knowledge must be measured through examination.

QUALITY POINT SYSTEM

A grade (quality) point system based on all hours attempted at Elizabeth City State University is used to calculate students' Academic Achievement. Grade symbols currently in use for all undergraduate courses are: A-Excellent, B-Good (above average), C-Average, D-Poor (passing but not satisfactory in some departments), F-Failing (course must be repeated to earn credit), I-Incomplete, IP-In Progress, IF-Incomplete Failing.

Quality points are computed by multiplying the number of semester hour credits by four for courses in which a grade of A is earned; by three for a grade of B; by two for a grade of C; and by one for a grade of D. Earned quality hours and quality points are computed for grades of IA, IB, IC, and ID. No quality points are given for grades of "I," "F," "IF," "IP," "W," "WA," and "WD," and they are not counted in the hours attempted and not computed in the cumulative GPA except for the grade of "I," "F," and "IF." Elizabeth City State University does not recognize plus or minus.

The grade point average is obtained by dividing the total number of quality points earned by the total number of G.P.A hours.

EXAMPLE:

Course	Grade	GPA Hours	Quality Points
EDUC 202	A	2	8
ENGL 301	B	3	9
ECON 202	C	3	6
TECH 101	D	1	1
MATH 157	F	3	0
CHEM 101	W	0	0
		12	24

(24 divided by 12 = 2.0)

REEXAMINATIONS

Reexamination (final) for the purpose of removing a failure is permitted only in the case of graduating seniors who were passing the course at the time the examination was given. The reexamination must be submitted and grade recorded in the Registrar's Office in time for the student to be placed on the graduation list for that term.

REMOVAL OF 'I' GRADES

A grade of "I" is to be assigned only when a small portion of a course requirement has not been completed, i.e., the final exam, one major exam, completion of a term paper or class project, or part of the requirement of a laboratory. A grade of "I" may not be assigned to improve a grade.

When a grade of "I" is assigned, a detailed description of the work to be completed must be determined by the instructor and provided to the student and the department chair. An "I" grade may not be removed by repeating the course.

An Incomplete earned in any given term (Fall, Spring, Summer) must be removed by the end of eight weeks of classes during the next regular semester (see Academic Calendar). If not removed, the grade of "I" will be automatically changed to a grade of "IF."

REPEATING OF COURSES POLICY

Students who receive a grade of "C" or better in a course may not repeat that course for credit towards completion of the requirements for the degree they are pursuing unless special permission is granted by the department chair and Provost & Vice Chancellor for Academic Affairs.

Students who receive a grade of "D" or "F" in a course taken at Elizabeth City State University may repeat the course if either of the following applies:

1. The course is specifically required by the student's academic major and/or the Honors Program and a grade of "C" is also required or is a prerequisite for another course in the major.
2. Repeated registration in a course may be allowed if the course description carries the statement, "may be repeated" or "repeated to a maximum of credits."

Should six or more years have elapsed since a student's initial enrollment in any course, and current knowledge of the course content is needed, the department may require the student to repeat the course.

A student may repeat a given course only twice. The student may repeat a maximum of 16 semester hours during his or her matriculation toward a degree.

All grades received will be recorded on the student's permanent record, but only the higher grade will be used in computing the grade point average.

A course repeated may be taken at ECSU or, with prior approval, at another four-year institution.

Appeals or request for waiver of any of the terms associated with this policy may be made to the university's Academic Standards and Credits Committee.

RESIDENCE REQUIREMENTS

A minimum of 30 semester hours of credit at the upper level applied toward a bachelor's degree must be earned through regular enrollment in Elizabeth City State University courses, including a minimum of 15 semester hours of credit in junior/senior-level courses in the major field.

A student who does not graduate with the class with which he or she enters may meet ECSU requirements for graduation as stated in the university catalog in effect for the year entered, if graduation occurs within six years. Otherwise, the student will be expected to meet the requirements as stated in the ECSU catalog in effect at the time of reentry if he or she returns as a full-time degree student. If he or she returns as a part-time student, the student will be expected to meet the requirements as stated in the ECSU catalog in the year in which work is begun on the final 15 hours. Matriculating students who begin their enrollment during the summer session will be governed by the ECSU catalog for the forthcoming Fall semester.

SECOND BACHELOR'S DEGREE

Students already possessing a bachelor's degree from ECSU or from another institution who are accepted to work toward another undergraduate degree at ECSU must meet the University's regular graduation requirements in the discipline area, beyond the

General Studies requirements for that major. A minimum of 30 semester hours must be earned in accordance with the residence requirement by regular enrollment at ECSU. A grade point average of 2.0 must be obtained, and the student must meet the requirements in the major as specified by the department chair.

SEMESTER CREDIT HOURS

All course offerings are evaluated in terms of the unit of semester credit hour. A semester credit hour normally represents the completion of a course involving 150 minutes of lecture, recitation, reports, or a combination of directed learning activities each week for a semester. Thus, courses meeting for three class hours per week, or two times per week at one hour and 20 minutes, normally yield three semester hours of credit. Normally, two hours per week of laboratory work in freshman and sophomore courses allow a student to earn one semester hour of credit. Junior- and senior-level courses allow a student to earn one semester hour of credit for three to four hours of laboratory work.

STUDENT CONDUCT

Students enrolled at Elizabeth City State University are expected to maintain high standards of honor, scholastically and morally. Self-discipline should be the primary goal of each student. Registration at the University implies the student's acceptance of the published rules and regulations as stated in the Student Handbook and other university publications.

The integrity and behavior of students will reflect upon themselves, their families, and ECSU. Students are also expected to respect the rights and privileges of others, and to abide by the laws of the city, state, and nation, and by all of the rules and regulations of Elizabeth City State University.

Students should avoid all forms of SCHOLASTIC DISHONESTY, such as the following:

1. **PLAGIARISM.** Copied work, word for word or in substance, from the writings of others and presented as one's written work for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author.

2. **COLLUSION.** Working with another person in the preparation of notes, themes, reports, or other written work offered for credit unless collaboration is specially approved in advance by the instructor.
3. **CHEATING ON AN EXAMINATION OR QUIZ.** Giving or receiving, offering or soliciting information, or using prepared material in an examination or a quiz. When taking an examination or quiz, students are expected to refrain from talking and bringing notes and books, and must remain in the room until the examination is finished unless the instructor approves of the student's leaving after finishing the examination or quiz.
4. **IMPERSONATION.** Allowing another person to attend classes, take examinations, or do graded assignments for an enrolled student under his or her name is strictly forbidden.

Incidents of academic dishonesty, which are reported to and affirmed by the Academic Standards and Credits Committee, will result in punitive measures ranging from issuing a grade of failure to expulsion from the University. The action taken will be in accordance with the severity of the act as adjudicated by the parties which are responsible for administering this policy, namely the Academic Standards and Credits Committee and the Provost and Vice Chancellor for Academic Affairs.

STATUTE OF LIMITATION ON COURSES

Courses taken in excess of 10 years where a Bachelor's degree was not earned or awarded, may not be used toward graduation and must be repeated unless approval is granted by the Provost and Vice Chancellor for Academic Affairs.

STUDENT APPEAL OF COURSE GRADE

A student, after conferring with the instructor involved and the department chair, may present in writing to the Chair of the Academic Standards and Credits Committee an appeal regarding the course grade given within one year from the date the original grade was received. The Chair of the Academic Standards and Credits Committee refers all appeals of course grades to that Committee and the chair of the

department in which the course was offered. No change of grade is made except as a result of the recommendation rendered by the Academic Standards and Credits Committee to the Provost and Vice Chancellor for Academic Affairs who then authorizes the change.

TEXTBOOKS

Textbooks or their equivalents are required in all courses. An instructor may reserve the right to require every student enrolled in his or her course to possess textbooks, equipment, supplies, and uniforms necessary for the work of the course.

TRANSIENT CREDIT

Course work undertaken by Elizabeth City State University students at other accredited institutions may be transferred to the University subject to the following regulations:

- ECSU is not obligated to accept any credit from another institution unless the student has obtained initial approval from the department chair. A Permit for Transient Study form should be completed and submitted to the Provost and Vice Chancellor for Academic Affairs for approval.
- No student with a cumulative grade point average below 2.0 on a 4.0 scale will be allowed to take courses at another institution; such credits are unacceptable at ECSU.
- No grade below "C" will be accepted; quality points will be honored on the 4.0 point grading system.
- The student must request that an official transcript to be mailed to the Registrar's Office upon completion of the course.

Students who have attained senior status may not attend a junior college, community college, or a technical college or institute and receive credit toward graduation at ECSU. Exceptions to this rule must be authorized by the Provost and Vice Chancellor for Academic Affairs.

WAIVERS AND SUBSTITUTIONS

Waivers and substitution of courses, program requirements, and academic regulations are permissible with the proper approval. Only under

unavoidable and exceptional circumstances will the advisor permit substitution or exemption from a prescribed course of study established by an academic department. If it becomes necessary to substitute courses or alternate from the prescribed course of study, the student must consult the academic advisor or the Chairperson of the student's major. The Department Chairperson will petition by letter to the Provost & Vice Chancellor for Academic Affairs for such substitutions and state the reasons for the request.

Substitution should not be confused with waiver. Substitution is an option to meeting a requirement, while waiver implies exemption. The student is still required to complete the total number of hours required for the major even though a requirement is waived.

STUDENT AFFAIRS

DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs provides many opportunities for students to develop personally and socially through active engagement in experiences such as community service, career exploration, health and fitness, and campus life. The Division strives to create and promote an environment in which students can develop into mature, well-rounded citizens who are self-disciplined and aware of the lifelong process of learning. The Division includes the Office of the Dean of Students, Career Development Center, Community Standards/Student Conduct, Counseling and Testing, Special Needs Services, Housing and Residence Life, Student Engagement and Student Health Services.

Student Affairs assists with student's adjustment to both the academic and the non-academic environments of the campus.

Student Affairs programs are designed to promote student initiative, responsibility, integrity, and opportunities for leadership.

For more information contact the Division of Student Affairs, C.W. Griffin Hall, Suite 500, Elizabeth City, NC 27909 at 252-335-3276, Fax: 252-335-3502.

OFFICE OF THE DEAN OF STUDENTS

The Office of the Dean of Students is directly responsible for Student Conduct and Community Standards, Student Rights and Responsibilities, Campus Assessment, Response, and Evaluation (C.A.R.E.) Team, Sexual Assault Response Team (SART)/Coordinated Community Response Team (CCRT), Alcohol and Other Drugs Education and Prevention Team, and leading student advocacy efforts. The Office of the Dean of Students is comprised of Counseling Services as well as Community Standards and oversees all matters related to student conduct and prohibited behavior - both on and off campus.

The Office of the Dean of Students can be reached in Griffin Hall, Suite 200, Monday through Friday from 8:00 a.m. to 5:00 p.m., via phone number at 252-335-3276, or via email deanofstudents@ecs.edu

COMMUNITY STANDARDS

The Office of the Dean of Students strives to cultivate an atmosphere of civility and respect among our students. Our goal is to educate students about the policies and regulations that will impact their time at Elizabeth City State University (ECSU) and to promote students' awareness and understanding of their rights and responsibilities as members of the ECSU campus community. Information regarding students' rights and responsibilities can be found in the ECSU Student Code of Conduct available [here](#).

STUDENT ENGAGEMENT & LEADERSHIP (SEAL)

Student Engagement & Leadership facilitates student participation in various organizations, events and development opportunities such as service groups, clubs, health and wellness programs and cultural activities. The office provides experiences that supplement academic instruction and support students to develop personally, socially and intellectually through a broad spectrum of services, programs, and events.

For more information, contact: Student Engagement, Walter N. & Henrietta B. Ridley Student Center, Suite 211, Elizabeth City, NC 27909, Telephone: 252-335-3143.

New Student Orientation

The Office of the Dean of Students coordinates the New Student Orientation program (NSO) for new freshmen and transfer students. NSO introduces students to university programs and services, provides an opportunity for new students to interact

with staff, faculty, and administrators, and students receive academic advisement and guidance with registering for classes. NSO is offered during the months of June, July, August, and January and is required for all new students prior to enrollment.

Orientation Leaders

Viking Voyage Leaders (VVL) are a group of student leaders who work with new first-year and transfer students during the New Student Orientation program. Members serve as peer educators, tour guides, and discussion leaders. Students interested in VVL must have a 2.5 GPA and complete an application process by the deadline.

For more information, contact: Office of Student Engagement & Leadership, Walter N. & Henrietta B. Ridley Student Center, Suite 211, Elizabeth City, NC 27909, Telephone: 252-335-3143.

Student Clubs and Organizations

A variety of social, academic, and service organizations exist on campus to aid in the holistic development of ECSU students. Membership is open to all students who maintain a minimum cumulative GPA of 2.0 and who are officially enrolled in the University. Participation in clubs and organizations provides a wonderful opportunity for leadership training and social education. There are approximately 80 registered organizations.

Graduate Student Council (GSC)

The Graduate Student Council (GSC) is dedicated to:

- Serve as the official representative body for students enrolled in graduate programs at Elizabeth City State University.
- Provide a forum for discussion of issues, both internal and external, of concern to graduate students.
- Represent graduate student interests before the ECSU faculty and administration.
- Organize, promote, and conduct activities beneficial to graduate student life.
- Disseminate information of interest to students pursuing graduate education at ECSU.

- Provide support and assistance to graduate student organizations.
- Own and manage property and accounts which will assist in securing the above objectives.
- Select graduate students for appointment to university committees.
- Provide a common association among graduate students in all departments of the University represented with graduate programs.

Honor and Recognition Societies

Elizabeth City State University has eight honor and recognition societies. To qualify for membership, a student must have a high academic average as well as good character. The eight societies are: Alpha Chi (N.C. Iota Chapter), Alpha Kappa Mu (Alpha Kappa Chapter), Alpha Phi Gamma (Delta Rho Chapter), Beta Beta Beta (Eta Chi Chapter), Kappa Delta Pi (Kappa Delta Chapter), the Sigma Tau Delta (English), Lambda Pi Eta (Communications Studies) and Psi Chi (Psychology).

Fraternity & Sorority Life

Joint Fraternity & Sorority Life Council serve as the umbrella organizations for all Fraternities, Sororities and Social Fellowship Groups on campus. Each has its own membership policies and goals. A member of the organization should be contacted for specific details pertaining to his or her the organization.

Viking Leadership Academy

The Viking Leadership Academy (VLA) is designed for students who are interested in holding a leadership position on campus. Through a year-long series of seminars and workshops, participants will assess their leadership style, practice leadership skills, meet and interact with campus and community leaders, plan strategies for campus and community involvement, and set goals for their personal leadership development.

THE OFFICE OF TITLE IX

ECSU is committed to ensuring that every member of our community enjoys an environment free of sex discrimination and sexual harassment. Title IX is a federal educational amendment created in 1972 that prohibits discrimination based on sex/gender. Title IX

states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Consistent with Title IX, ECSU does not discriminate against students, employees or members of the community on the basis of sex in any of its programs or activities.

Title IX requires that all educational institutions that receive federal financial assistance prohibit sex discrimination in their education programs and activities. These provisions apply to all programs and activities, including recruitment, student admissions, financial assistance, housing, access to academic offerings and athletics.

Title IX prohibits all forms of discrimination and harassment based on sex, to include sexual harassment, sexual assault, sexual exploitation, dating violence, domestic violence and stalking. In addition, it prohibits any and all forms of retaliation. Title IX applies to all students, faculty, staff, contractors, visitors and third parties. Students, faculty, or staff who violate our policies may face discipline, up to and including, expulsion or termination.

The Office of Title IX is located in CW Griffin Hall Room 130 and may be reached via the following methods: Telephone: 252-335-3907 or 252-368-6406; Email: titleixcoordinator@ecsuh.edu and via the SAFE ECSU Website located on the main ECSU website www.ecsuh.edu.

Under Title IX, ECSU offers the following on-campus and off-campus resources:

On-Campus Resources

Professional counseling services are available through Student Counseling Services. Any student that is subject to any type of sexual or physical violence should visit the Office of Student Health Services for medical attention

Off Campus Resources

The Albemarle Hopeline is available to assist individuals that have been the victim of any type of sexual violence, dating violence and domestic violence. They may be reached at primary phone:

(252) 338-5338 or 24-Hour Crisis Line: (252) 338-3011

Employee Counseling Services are available to faculty and staff at ComPsych (ECSU's Employee Assistance Program Provider) Phone: (866) 511-3365

Students may also visit Sentara Albemarle Medical Center for off-campus medical attention. Sentara Albemarle Medical Center is located at 1144 North Road Street, Elizabeth City, NC 27909; Phone: (252) 335-0531.

THE PACE CENTER

PACE stands for Prevention, Awareness Cultural Education. It is supported by a collaborative team of on- and off-campus partners. The Center is committed to decreasing violence on campus through outreach and advocacy and is open to individuals of all genders in the ECSU community. The PACE Center works to promote awareness of cultural factors that support violence and to combat these factors in efforts to change cultural norms on campus related to sexual assault, relationship violence, domestic violence, and stalking.

Goals of the PACE Center include:

- Development of preventive and survivor-focused programming to aid victims of sexual assault and sexual violence
- Promote an inclusive learning environment
- Continued education of campus community members on the importance of consent
- Implementation of prevention and education materials for all incoming and current students
- Provision of bystander intervention training to campus and student leaders
- Fostering of dialog among campus departments and between students, faculty, and staff
- Communication of the unacceptable consequences of sexual violence on the individual and the community to students, staff, and faculty
- Development of university policy and protocol related to sexual misconduct and sexual assault

Note on confidentiality: The PACE Center is subject to Clery Act and Title IX regulations.

CAREER DEVELOPMENT CENTER

The Career Development Center aids students at various stages of their career with decision-making, exploration, and the job search process. A variety of programs and services assist students in defining their career objectives and finding out about the current job market while learning how to conduct a job search for employment.

In addition to the career decision and exploration services, the Career Development Center provides extensive assistance with workshops on interviewing, résumé writing, and business etiquette, and online internship and employment search resources.

The Career Development Center disseminates information concerning available internships and jobs, and it handles all arrangements when employers visit the campus to interview students. On-campus recruiting is scheduled through the center during the Fall and Spring semesters. Students can also make valuable employment contacts at the Annual Career and Graduate School Fair, and the Annual Teacher Education Fair. Alumni may also receive career assistance on employment vacancy listings through Career Development.

Services Provided Include:

- Career Counseling
- On Campus Recruiting
- Career, Education and Graduate School Fair
- Graduate and Professional School Information
- Workshops: (Resume Writing, Interview Techniques, etc.), Dress for Success
- Job Search Preparation
- Networking Opportunities

Career Resources

A wealth of career information is available in the Career Development Center. Printed information on employment trends, future outlooks, company literature, and school system applications are available for all students and alumni to review. Students also have access to hard copy career-related

publications. Online Portals are also offered through the Center.

Internship Programs

Internships can offer innovative ways to achieve career success for students working with the latest technology in their field of study. Students gain valuable work experience in a wide variety of fields. The Career Development Center helps students prepare and find paid and unpaid internship opportunities.

For more information contact: Career Development Center, C.W. Griffin Hall, Suite 500, Elizabeth City, NC 27909, Telephone: 252-335-3318.

STUDENT ACCESSIBILITY AND TESTING SERVICES

Student Accessibility Services

Elizabeth City State University 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.

Through intentional partnerships with students, faculty and staff, the Office of Student Accessibility and Testing Services strives to create an atmosphere that encourages students' independence, responsibility for self, effective communication skills and a respect for the diverse learning experience.

In accordance with Section 504 of the Rehabilitation Act of 1973, and American with Disabilities Act of 1990 (ADA), Elizabeth City State University offers services to students with disabilities. Any student seeking accommodations must notify the Office of Student Accessibility & Testing Services ada504-coordinator@ecsu.edu Students must submit required forms and provide current documentation of their disability.

Testing Services

Additionally, the Office of Student Accessibility and Testing Services offers testing (CLEP, LSAT, MAT, SAT, ACT, GRE, UNC Proctored Exams and other

exams as requested).

Contact Student Accessibility & Testing Services at (252) 335-3642; ada504-coordinator@ecs.u.edu

STUDENT COUNSELING SERVICES

Student Counseling Services provides professional counseling services to student enrolled at Elizabeth City State University. Beyond individual counseling, Student Counseling Services facilitates psycho-educational groups for personal and social development. Also, a series of self-development workshops are offered during the Fall and Spring semesters. Topics include, but are not limited to, the following:

Healthy Relationships
Depression and Anxiety
Anger Management
Stress and Time Management
Grief and Loss

Student Counseling Services is free and confidential. The center is located in Griffin Hall and open to meet with students Monday-Friday, 8:30AM-4:30PM. Referrals are made for psychiatric and medication management off campus with mental health providers in Elizabeth City or with a telemedicine provider in North Carolina.

SCS Collegiate Recovery Community

Student Counseling Services has a Collegiate Recovery Community (Viking CARES) and the primary focus is substance prevention and treatment services. Viking CARES (Campus Advocates for Recovery and Educational Services) is a new program to identify students in need and encourage services. Also, Viking CARES provides outreach and training to students, faculty, and staff. Please contact Student Counseling Services for more information.

SCS Counseling Practicum & Internship Program

Student Counseling Services provides training to students who are completing requirements for a Master's degree in Mental Health Counseling. Students are required to complete an interview and submit a reference letter from your department confirming readiness to begin the practicum or internship experience. Practicum and

internships are nonpaid positions and only available to Master's degree seeking students.

Contact information

Student Counseling Services, Griffin Hall, Suite 300, Elizabeth City, NC 27909. Telephone: 252-335-3267 for appointments, 252-335-3275 – Director's line

HOUSING & RESIDENCE LIFE

Housing & Residence Life

Elizabeth City State University offers residential living to students who are admitted and enrolled at the University. The residential living areas are comprised of four suite-style residence halls.

Each residence hall is staffed by a team of Residential Life Community Directors, Resident Assistants, Desk Assistants, and Residence Security Officers. Students are encouraged to be active members of the residence hall community by planning and attending hall programs, creating and adhering to community standards and being open to new experiences. Currently, the following residence halls online:

- University Suites: Co-ed residence hall (juniors and seniors). Capacity: 200
- University Towers: Co-ed residence hall (freshman). Capacity: 200
- Viking Tower: Co-ed residence hall (sophomores and freshman). Capacity: 232
- Viking Village: Co-ed/apartment style residence hall (upperclassmen). Capacity: 321

The amenities offered in each residence hall are: Air conditioning computer labs, cable TV, handicapped accessible, WI-FI and laundry facilities.

Residence halls are officially closed during the Thanksgiving, Winter and Spring Breaks, or other times as needed to comply with emergency situations.

A comprehensive list of the Housing and Residence Life policies and practices can be found in the Housing Agreement and Resident Student Handbook.

Student Health Services

Student Health Services provides accessible, quality health care services and educational programs to promote the health and well-being of the student

population. The services include diagnosis, treatment and follow-up on general medical and urgent health care needs, allergy injections, immunizations, depo injections, HIV testing and counseling, laboratory services, and limited pharmaceuticals. Students may incur charges for certain services rendered at Student Health Services.

All new and transfer students taking more than four credit hours on campus and admitted to the University are required to submit a completed Medical History Form. In addition, all new and transfer students must provide an immunization record to the University as required by the North Carolina Immunization Law (General Statutes 130A-152). Readmitted students who re-enroll after an absence of six months or more must also provide Student Health Services with updated immunization records.

Immunizations along with the Medical History form must be returned to Student Health Services **NO LATER THAN:**

JULY 15	FALL ENROLLMENT
4 DECEMBER	SPRING ENROLLMENT
MAY 1	SUMMER ENROLLMENT

Hours of Operation

Student Health Services is open Monday through Friday from 8:00 a.m. to 5:00 p.m. Physician hours are 9:00 a.m. to 4:00 p.m., Monday through Thursday and 9:00 a.m. to 12 pm on Friday. Physician hours for the summer will be announced. Should a student suffer an injury or become seriously ill on campus when Student Health Services is closed, he or she should notify the Residence Life Community Director or Campus Police. Students are also encouraged to utilize the Nurse Hotline service provided by the student health insurance plan. Please call 911 to activate the local emergency management system for emergencies.

Student Health Insurance

All registered students are required to have health insurance. Therefore, health insurance can be obtained through a private policy or through the plan

offered by the University. The primary purpose of this coverage is to offset the costs of health.

- All registered students taking six (6) or more credit hours are required to purchase the student health insurance plan, with the following exceptions: distance education students and students who submit evidence of equivalent coverage satisfactory to the policyholder. If you do not submit a waiver online, you will automatically purchase the Student Health Insurance and the charge will remain on your student account. If you have any questions, please contact Student Health Services at (252) 335-3267.
- Students enrolled in online **ONLY** classes are **not eligible** for the state health insurance plan
- Students participating in sports are eligible to waive or enroll.
- **Please note the following:** Students **MUST** enroll in or waive out of the coverage by visiting www.studentbluenc.com/ecsuc.com to start the enrollment or waiver process. Students that do not submit an approved waiver, and have not enrolled themselves in the program, will be enrolled automatically.

For more information on the Plan benefits and to enroll or waive, Please visit www.studentbluenc.com/ecsuc.com

Brochures outlining the coverage and limitations may be viewed online at www.bcbsnc.com/ecsuc.edu. There will be a two-week appeal period immediately following the waiver student health insurance verification process prior to the campus deadline for submitting a waiver request as well as students who filed a waiver request and had it declined. The campus-based appeal process is the same for all students across all UNC campuses.

Fees and charges for medical services, diagnostic procedures, and laboratory services not covered by the student health insurance are the responsibility of the student. Student Health Services will file claims if the student has health insurance provided by the University. All other insurance claims are not filed by Student Health Services for students.

Peer Health Educators

Peer Health Educators is a group of students trained to deliver prevention messages and encourage healthy lifestyles to their peers. Members assist Student Health Services with conducting educational programming and performing outreach activities. Interested students must have a 2.0 GPA or higher and submit an application. Applications can be picked up from Student Health Services, Suite 300 Griffin Hall.

Walter N. and Henrietta B. Ridley Student Complex

The Complex consists of "The Grill", The Bowling Center, and the Walter N. & Henrietta B. Ridley Student Center. The center is approximately 50,000 square feet. This facility was opened to students in May, 2005, and serves as the nucleus for many university activities. The center houses the following offices and services:

- Office of Student Engagement
- Student Government Association (SGA)
- Greek Life
- PACE Center
- Student Activities Council (SAC)
- Theater Room
- Multi-purpose Activity Space
- ECSU Campus Bookstore
- Study Nook
- Bowling Center
- Bedell Cafeteria
- Campus Post Office
- The Blue Room – Formal Dining Room

Bowling Center

The Bowling Center offers the following activities and services for students: bowling, billiards, ping pong, sport equipment rentals, bicycle rentals, video games, board games and cards.

The Bowling Center is available for private events for students, employees and community members by reserving the space through the Office of Student Engagement.

Campus Recreation & Wellness

Campus Recreation & Wellness provides an opportunity for students to participate in a variety of recreational activities. The program includes intramural sports, aquatics, off campus adventures, weight lifting, fitness and nutrition classes. The Campus Recreation & Wellness program is open to all individuals who are officially enrolled in the University or employed by the University.

The intramural program includes non-competitive as well as competitive activities such as bowling, basketball, volleyball, softball, men's and women's flag football, racquet ball, co-ed softball, powder puff football, and other sports. The aquatic program includes open free swim. The Wellness program includes MixxedFit, Yoga and cooking classes.

The Recreation & Wellness Department collaborates with the University Counseling, Student Health and Food Services Department to provide holistic information and programming that focuses on our students/faculty and staff overall well being.

For more information on the Recreation & Wellness Department activities please visit the University Website or give us a call at (252) 335-3428.

Publications

The ECSU Student Handbook is the primary source of information regarding campus life and other university regulations. Student Rights and Responsibilities, Policies and Procedures is a document that addresses the fundamental rights and responsibilities of students, which is included in the student handbook.

Intercollegiate Athletics

The Intercollegiate Athletic Program is an integral part of Elizabeth City State University. Committed to academic excellence, the program takes pride in having one of the highest graduation rates of athletes attending the NCAA Division II colleges and universities in North Carolina.

Varsity sports provide an opportunity for athletically gifted students to compete on an intercollegiate basis. Mastery of skills, good health, a love of sports, and a

spirit of friendship and camaraderie form the basis for our competitive sports program.

The University features a main gymnasium (R.L. Vaughan Center) with seating for 4,500 spectators plus many other features. Men's varsity teams include football, cross-country, basketball, golf, and cheer-leading. Volleyball, bowling, cross country, basketball, softball, tennis, golf, and cheer-leading have teams for women at the varsity level. Teams are nicknamed the "Vikings" and the "Lady Vikings."

The University has athletic affiliations with the Central Intercollegiate Athletic Association (CIAA) and the National Collegiate Athletic Association (NCAA).

INFORMATION TECHNOLOGY

The Division of Information Technology (DIT) provides integrated technology services and support for the Elizabeth City State University campus in four functional areas: Administrative Computing, Client Services, Information Security, and Network Services. DIT is committed to providing a reliable, cost effective, and quality service to the university community in support of ECSU's mission.

Administrative Computing provides application server administration support, data reporting and analysis, and database administration.

Client Services is responsible for providing hardware/software support for university-owned applications and hardware, computer lab support, and IT rooms/equipment reservation requests.

Network Services (Infrastructure) is responsible for the operation and maintenance of the existing voice, data, and video communications, wired and wireless network support, email/domain account support, server administration and maintenance, and managing the university's data center resources.

The Office of Information Security (OIS) is responsible for establishing, implementing, and maintaining a campus-wide information security program. OIS is committed to protecting the confidentiality, integrity, and availability of ECSU's information assets from unauthorized use, access, disclosure, modification, damage, or loss.

END-USER SUPPORT SERVICES

DIT provides access to technology resources for students to support their general academic efforts. Current students are provided a student ID number and an email/domain account also known as

VikingOne to access Self-Service Banner (SSB), email, network domain, Viking WiFi, and other university online resources such as LinkedIn Learning, BlackBoard, and E4U. Accounts are automatically created upon admission to the university. Students have wireless connectivity available across campus. Students, faculty, and staff can benefit from the self-service password reset portal located at <https://password.ecsu.edu>.

EMAIL/DOMAIN ACCOUNT SERVICES

Each student has access to a free email account to conduct their ECSU business. Accounts are created upon admission to the university and can be accessed on or off campus through the ECSU website at <http://www.ecsu.edu>. To access your email account from the web:

1. Go to the ECSU website.
2. Select "Email" from the top menu.

SELF-SERVICE BANNER

Self-Service Banner (SSB) is an online system that allows students to view and modify course schedules, register for classes, review grade history, billing, and financial aid information.

To access SSB:

1. Go to the ECSU website.
2. Select "Banner" from the top menu.
3. Select "Self-Service Banner (SSB) Login"
4. Use your VikingOne credentials to log in. Your username is the first part of your ECSU email before the @ symbol, and the password is the one you created.

SELF-SERVICE PASSWORD PORTAL

The Password Portal is located at:
<https://password.ecsu.edu>

Use the Self-Service Password Portal to change your VikingOne secret password. Your VikingOne password can be used to access the following resources:

- Lab Computers
- Office 365 products including your student Email
- "Viking" Wi-Fi network
- Blackboard
- Self-Service Banner
- E4U
- LinkedIn Learning

WI-FI

At ECSU, indoors and out, nearly every square inch close to buildings provides access to the wireless network. To gain access to the network for the first time, use your VikingOne credentials.

LINKEDIN LEARNING - A FREE STUDENT RESOURCE

To achieve your student and personal goals, take advantage of LinkedIn Learning. LinkedIn Learning is a leading online learning platform, provided free for ECSU students, featuring thousands of skill topics in:

- Advanced study skills
- Business skills
- Safe Internet skills
- Technology skills
- Creative skills

Use your ECSU username and password to login at:
<https://www.linkedin.com/learning/>

INTERNET SAFETY FOR STUDENTS AT LINKEDIN LEARNING

Cyber Criminals Love Students! Protect Yourself.

The Information Security Officer (ISO) also curates and provides free security awareness training for students from a variety of reliable sources.

MICROSOFT OFFICE 365

ECSU offers students and employees access to the Microsoft Office suite in the cloud to conduct your university business. Access MS Office applications like Word, Excel, PowerPoint, Outlook, Teams, OneNote, and OneDrive (1TB of storage) or download the latest versions from portal.office.com

Students and Employees

- The latest version of the MS Office suite
- 50GB of email storage
- Edit files on any device
- Install the suite on up to 5 different phones, 5 tablets, and 5 desktops (15 devices total)
- Collaborate through Teams file-sharing and editing in real-time

IT SUPPORT / HELP DESK REQUESTS

Students can use the Helpdesk ticketing system to request IT assistance. Using this system improves the efficiency of communication with each of you. Go to: <https://helpdesk.ecsu.edu/>. Once you submit your ticket, you will receive an email that confirms we have received your request. You may also call the Helpdesk office at (252) 335-3532 (Monday -Friday 8:00 a.m. - 5:00 p.m.). For more information about Division of Information Technology, please visit <https://www.ecsu.edu/dit>.

THE SUMMER SCHOOL PROGRAM

MISSION

The Summer School Program, in support of the mission of Elizabeth State University (ECU), is committed to educating and preparing individuals for Baccalaureate Degree programs in the arts and sciences, selected professional and pre-professional areas, and Master's Degree Programs in Elementary Education, Biology, School Administration, and Mathematics. ECU offers a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever-changing, technologically-advanced global society. The University promotes excellence in teaching as its primary responsibility for meeting the needs of the students and citizens of the state. Through its teaching, research, and community outreach, the University seeks to identify and address the needs of northeastern North Carolina with particular attention to supporting its environmentally sensitive economic development.

GOAL

The goal of the Summer School Program is to offer a wide range of undergraduate and graduate courses needed by the greatest number of ECU students in fulfilling their general education and degree requirements. In addition to regular day-time courses, offerings include a variety of distance learning and evening courses.

The 8-week main and two 5-week summer sessions at ECU have a three-fold purpose. First, they offer an opportunity for college students to take special courses not normally available during the academic year to broaden their academic approach. Second, they serve previously enrolled ECU students who desire to hasten their acquisition of college degrees or to gain additional credits toward completion of their class standings. Third, they provide incoming freshmen an opportunity to adapt themselves to the academic demands of college in an environment that is relatively free of the usual pressures of extra-curricular activities. The eight-week wrap-around

session gives students the option of a more lengthy session for the mastery of more difficult courses.

A complete listing of course names, numbers, and call numbers, used for Web registration, is included in the Summer School marketing materials and on the ECU Website. Course descriptions are in the University Catalog.

SUMMER COURSE LOAD

The maximum course load for students is six (6) semester hours per summer session. The maximum number of hours that can be taken during the summer is twelve (12).

PROGRAM EXPECTATIONS

All new students who are admitted to Summer School must meet the same general entrance requirements as the students admitted to the regular academic year program.

Transfer and unclassified students who plan to attend ECU for the first time (who are not continuing academic year students) must apply for admission to the University in time to fulfill the requirements for acceptance at least one week prior to the date of registration. Visiting or transient students must present a letter of permission from the institution where they intend to receive their degree, approving their enrollment in Summer School at ECU.

Summer instruction is both face-to face and online. Online and face-to face course offerings and instructions on how to register can be found on the ECU Website.

The schedule of classes, instructional formats, program designs, and faculty and staff office hours have been conveniently established with our students' best interests in mind. Academic support services are also offered during the summer through our advisors and counselors along with career development and academic counseling. The Web-based course management system Blackboard is an essential tool used to facilitate the instructional process. A small student-faculty ratio makes possible an intimate classroom environment. The short length of the

summer session provides an opportunity for students to take courses at approximately one-half the cost per semester hour as during the academic year. Thus, considerable savings are possible to the student who completes his or her degree requirements in three years by going to two or three summer sessions. ECSU professors and adjunct faculty provide the same quality of instruction as expected during the regular academic year. Regular ECSU professors and impressive adjunct faculty provide the instruction. The course content and academic standards in all courses are the same as in regular semesters. However, there are some basic differences that give the Summer School a distinct character of its own.

ECSU's campus is full of activities during the summer months with Fall incoming freshmen participating in student orientation, advising, financial aid, and the registration process. A number of workshops, seminars, symposia, and institutes supported by local, state, and federal agencies are held on campus during the summer. These activities facilitate the successful integration of students into the academic and social components of the campus environment. During the summer, the facilities of the University are also utilized by a variety of programs, including NC-MSEN, Upward Bound, VA- NC LSAMP Program, V.I.K.I.N.G.S. Academy Scholars Program, and others, bringing students of all ages with diverse interests to ECSU.

PROGRAM ADMINISTRATION

The Summer Program Director is administratively responsible to the Provost and Vice Chancellor for Academic Affairs through the Assistant Vice Chancellor for Academic Affairs. The Director works in close cooperation with the various constituent parts of the University to implement the Summer Program in conjunction with the various support services of the University. The Summer School Advisory Committee provides input to the Director for the purpose of program governance. The Summer School Program is affiliated with the regional and national groups of the North American Association of Summer Sessions (NAASS).

For more information regarding the Summer School Program at Elizabeth City State University, **email us at summer@ecu.edu**.

GRADUATE EDUCATION

MISSION

Graduate Education is committed to the mission of Elizabeth City State University. Quality graduate degree programs are designed to meet the needs of the citizens of northeastern North Carolina, the State, the Nation, and the Global Community. Dedicated faculty and staff prepare students in a challenging, supportive, and highly technical environment to compete and excel in a technologically advanced society for the 21st century global economy.

The graduate degree program offerings include: The Master of Education in Elementary Education, The Master of School Administration, The Master of Science in Biology, which includes two (2) concentrations: Biology Education and Applied Biology, and The Master of Science in Mathematics, which includes four (4) concentrations: Mathematics Education, Applied Mathematics, Community College Teaching and Remote Sensing. For your convenience, you may access our graduate catalog, applications and enrollment forms for all graduate programs online. For more information go to our website at <http://www.ecsu.edu/academics/graduate/index.html> or visit our Graduate Education Office located in the Willie J. and Jacqueline Gilchrist Education and Psychology Complex, Room 354.

VISION

The vision of Graduate Education at Elizabeth City State University is to provide students with advanced knowledge and skills, utilizing innovative technologies that will secure future intellectual leadership in a knowledge based economy. Our students will serve as leaders in northeastern North Carolina, the State, the Nation and the Global Community.

PROGRAM OUTCOMES

The goals of the Graduate Education Program at Elizabeth City State University are:

1. To recruit, retain, and graduate students who are globally competitive leaders in the 21st Century.
2. To strengthen academic quality with intellectual excellence through high quality graduate educational programs.
3. To serve the people of Northeastern North Carolina in the 21-County service area through promoting a culture of community service, engagement, outreach, and support.
4. To expand educational opportunities through commitment to a student-centered campus culture and co-curricular activities.

GRADUATE PROGRAM GUIDELINES

Academic Structure

Elizabeth City State University operates on the semester system. The fall and spring semesters are approximately 15 weeks each. The summer program consists of (2) sessions of five weeks. Graduate classes usually meet for three hours in one evening, or on Saturdays, or online.

Residence Status for Tuition Purposes

EFFECTIVE FEBRUARY 20, 2017, THE STATE EDUCATION ASSISTANCE AUTHORITY (SEAA) WILL MANAGE AND PROCESS ALL RESIDENCY DETERMINATIONS, RECLASSIFICATION REQUESTS, AND APPEALS FOR NEW AND CONTINUING UNDERGRADUATE AND NON-DEGREE SEEKING STUDENTS. AFTER THIS DATE, ANY NEW OR READMITTING UNDERGRADUATE OR NON-DEGREE SEEKING STUDENT WHO WOULD LIKE TO APPLY FOR IN-STATE RESIDENCY CONSIDERATION FOR TUITION PURPOSES WILL NEED TO APPLY FOR

RECLASSIFICATION THROUGH THE NORTH CAROLINA RESIDENCY DETERMINATION SERVICE CONTROLLED BY SEAA.

RESIDENCY DETERMINATION SERVICE (RDS)

THE PURPOSE AND MISSION OF RDS IS TO PROVIDE LEADERSHIP AND ADMINISTRATION OF RESIDENCY DETERMINATIONS IN ACCORDANCE WITH NORTH CAROLINA RESIDENCY LAWS AND APPLICABLE FEDERAL STATUTES. THE RDS GOAL IS TO PROVIDE STUDENTS ACCESS TO TRANSPARENT INFORMATION AND THE OPPORTUNITY TO CLAIM NC RESIDENCY IN A SIMPLE, ACCURATE AND STRAIGHT FORWARD MANNER. FOR MORE INFORMATION ON RESIDENCY FOR TUITION PURPOSES CONTACT RDS AT:

NCRESIDENCY.ORG
844-319-3640 (TOLL FREE PHONE)
919-835-2290 (LOCAL PHONE)
919-835-2427 (FAX)
RDSINFO@NCRESIDENCY.ORG

Residence Requirements

Based on individual departmental requirements, you must complete between 24 to 30 semester hours required for the master's degree must be earned in residence study at the university. No more than six (6) credit hours may be transferred from other institutions provided that these credits were completed within 6 years at the time of the transfer request. Courses numbered 500 or higher can be counted toward completion of the graduate degree. Graduate students who seek and obtain permission to take courses at other institutions for subsequent transfer to the degree program at Elizabeth City State University may obtain credit only with permission from the student's advisor, Graduate Program Coordinator of the major school/department.

Admission Procedures

Qualified graduates of accredited colleges and universities are eligible to seek admission to Graduate Education programs at Elizabeth City State

University. Applications are evaluated on the basis of qualifications, without regard to, race, color, national origin, religion, gender, age or disability. Transcripts and other credentials become the property of the University and must remain on file in the appropriate offices.

Admission to pursue graduate study at Elizabeth City State University is accomplished in two steps: one, by admission to the University and two, by admission to a particular program.

Step One: In order to be admitted to ECSU, application forms, transcripts, and other credentials must be forwarded to the Office of Graduate Education, online at <https://gradapply.ecsu.edu/> or to Campus Box 943, Elizabeth City State University, Elizabeth City, NC 27909, where they will be reviewed and acted upon. The Office of Graduate Education builds a file for the student and forwards a copy of all materials received to the designated Graduate Program Coordinator.

Admission to ECSU means only that the student will be permitted to enroll in courses at the graduate level. It does not necessarily imply that he or she will be admitted to a program leading to an advanced degree. Admission to courses must be approved by the Graduate Program Coordinator. The non-degree graduate student is further urged to seek advisement regarding any course enrollment in light of its relevance to intended degree matriculation, and also from the standpoint of the advisability of enrollment in prerequisite courses.

Step Two: Admission to a selected graduate degree program will proceed in the following manner. When the student's file is complete, it will be reviewed by the Departmental Committee, initiated by the Graduate Program Coordinator, and a decision will be made relative to the admission/non-admission of the student to the program. The Graduate Program Coordinator will inform the Director of Graduate Education, in writing, about the admissions decision. The Director of Graduate Education will inform the applicant, in writing, about the admissions decision.

An application fee may be required for the application for admission and is not refundable.

Admission Requirements

Requirements for Admission:

- Bachelor's degree from an accredited college or university;
- A minimum overall undergraduate GPA of 2.5 (on a 4.0 scale) or a 3.0 average for the last four semesters (60 credit hours) of study for the bachelor's degree. Applicants may be admitted without reference to their baccalaureate record if they earned at least a 3.0 cumulative GPA in a master's degree program completed at an accredited college or university or if they earned at least a 3.3 cumulative GPA for at least 12 credit hours of a master's or doctoral degree program.
- Graduate Programs in Education: (MSA & MEd) have accreditation cohort GPA requirements of 3.0. If the GPA from your most recent degree is under a 3.0 student may be admitted under provisional status or as a special student until the 3.0 GPA requirement is met."
- Interview Requirements: As part of the application process, MSA applicants are required to participate in a virtual interview with program coordinator. MEd applicants may be asked to interview if GPA is below 3.0 or candidate is new to the field of educator preparation.
- Completed application;
- non-refundable application fee if applicable;
- Two sets of official transcripts in sealed envelopes or submitted digitally to graduateeducation@ecsu.edu from each college and university previously attended;
- Three completed Graduate Recommendation Forms submitted online or in sealed envelopes;
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) recommended, but not required.
- A student must satisfy the following additional criteria if applicable:
 - Provide Test of English as a Foreign Language (TOEFL).
 - International English Language Testing System (IELTS).
 - Completed Financial Guarantee Form, if applicable.
 - Completed NC Residency Form.

Exit Requirements

In order to be awarded a master's degree, each student must:

- Complete the minimum semester hours of graduate credit applicable to the program;
- Maintain a minimum GPA of 3.0;
- Successfully complete 24 to 30 semester hours of credit in residence and/or via distance learning on the campus of Elizabeth City State University;
- Submit an Application for Candidacy;
- Complete an Application for Graduation and obtain the advisor's recommendation;
- Meet all other requirements for a master's degree in the major department and the Office of Graduate Education;
- Complete an exit interview with the graduate coordinator to evaluate the strengths and weaknesses of the master's program; and
- Submit the required number of copies of the Thesis/Product of Learning to the major department and Office of Graduate Education.

Admission Regulations

Regulations governing graduate work at Elizabeth City State University are classified as General and Special. General regulations apply to all students in a degree program; special regulations apply to specific programs. The student assumes full responsibility for knowing about regulations governing graduate work.

Types of Admission

There are three types of admission:

1. Unconditional Admission

A student must satisfy the following criteria for unconditional admission:

- Bachelor's degree from an accredited college or university;
- A minimum overall undergraduate GPA of 2.5 (on a 4.0 scale) or a 3.0 average for the last four semesters (60 credit hours) of study for the bachelor's degree. Applicants may be admitted without reference to their baccalaureate record if they earned at least a 3.0 cumulative GPA in a master's degree program completed at an accredited college or university or if they earned at least a 3.3

cumulative GPA for at least 12 credit hours of a master's or doctoral degree program.

- Graduate Programs in Education: (MSA & MEd) have accreditation cohort GPA requirements of 3.0. If the GPA from your most recent degree is under a 3.0 student may be admitted under provisional status or as a special student until the 3.0 GPA requirement is met.”
- Interview Requirements: As part of the application process, MSA applicants are required to participate in a virtual interview with program coordinator. MEd applicants may be asked to interview if GPA is below 3.0 or candidate is new to the field of educator preparation.
- Completed application;
- non-refundable application fee if applicable;
- Two sets of official transcripts in sealed envelopes or submitted online to graduateeducation@ecsu.edu from each college and university previously attended;
- Three completed Graduate Recommendation Forms in sealed envelopes or submitted electronically;
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) recommended, but not required.
- Completed ECSU Health Form (For all students taking more than four credit hours on the university campus); and
- A student must satisfy the following additional criteria if applicable:
 - Provide Test of English as a Foreign Language (TOEFL).
 - International English Language Testing System (IELTS).
 - Completed Financial Guarantee Form, if applicable.
 - Completed NC Residency Form.

2. Admission with Conditions

With the approval of the Office of Graduate Education, the Graduate Program Coordinator of his/her proposed program and the chairperson; a student may be admitted with conditions. The student must satisfy the same criteria for the

Unconditional Admission, but upon review of the student's application, his/her acceptance may have specific conditions rendered by the respective department. These conditions may require the student to maintain a certain GPA or take additional courses that may better prepare them for their program of study. If these conditions are not met within the designated timeframe established by the Graduate Program Coordinator, the student may be dismissed from the program.

3. Special Student Admission

Elizabeth City State University recognizes the admission classification of special students. This designation is a temporary classification for persons who wish to take courses for licensure renewal, transfer of credits to another institution, personal satisfaction, or completion of Graduate Application Packets. This classification terminates on the date of the student's completion of successful application (not later than the end of the second semester of enrollment) or admission to a Graduate Program. Persons admitted as special students are not candidates for a degree. They may take only nine credits before being admitted to a program leading to a Master's degree. Credits earned while a student is designated as a special graduate student may later be applied toward the fulfillment of the requirements of a graduate degree program provided:

- a. The action is recommended by the graduate coordinator of the student's intended major and approved by the chair;
- b. The credit was earned within the past two years;
- c. The amount of credit does not exceed nine semester hours;
- d. The work is "B" level or better, and
- e. The work has not been taken to remove deficiencies. (Deficiencies are defined as qualifications needed in order to meet Graduate Education admission standards).

Assignment of Student Advisors

Advisors are assigned through the department or area in which the student is enrolled.

Graduate Education Program of Study

Each student's program of study is planned by the department or area advisor in consultation with the student. All students must have a program of study, and it is the student's responsibility to follow the program of study. The advisor should forward a copy of each student's approved program of study and the completed Program of Study Approval Form to the Graduate Coordinator and the Office of Graduate Education.

International Student Admissions

The Office of Graduate Education and the Office of the Registrar coordinate international graduate student admissions. In order to be considered for admission, international applicants should submit the following items:

- **Application:** International applicants may apply online but are also required to submit a paper application;
- **Application Fee,** if applicable;
- **Transcripts:** An official transcript, marked sheets, or documents with official seals should be provided from each college or university that you have previously attended. The documents should be provided in your native language of issue as well as an official, notarized, or certified copy in English; must be submitted before the end of your first term of enrollment.
- **Official 3rd party credential evaluation** by WES (World Education Services), IEE (International Education Evaluations, Inc.), or ECE (Education Credential Evaluators) – must be submitted before the end of your first term of enrollment;
- **Three letters of recommendation** (check for specific program requirements);
- **English Proficiency:** If English is not your native language and you have not completed at least one year of education at a United States school, you are required to take a standardized English language exam. The University accepts either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), and scores must be forwarded to the University by the testing service. An IBT TOEFL score of 20 on each section for a total minimum score of 80, 550 (paper-based), or 213 (computer-

based), or IELTS score of 6.5 is required to meet the language exam requirement.

- **Standardized Admission Tests:** Official reports of standardized admission test results must be sent directly to the Office of Graduate Education by the testing service (GRE or GMAT if required);
- **Financial Information:** Your financial support can come from any combination of the following sources in the United States or abroad. The submitted documents must prove the availability of liquid funds. They must be less than six months old, original (except when stated otherwise), and in English:
 - **PERSONAL FUNDS** (your own savings), a bank statement in your name, or a bank letter on official bank letterhead stating the current balance, when the account was opened and the average balance.
 - **SPONSORS** (Parents, relatives, friends who will provide you with support in the form of cash). An Affidavit of Support (this form may be photocopied for each sponsor) and bank statement in the name of the sponsor or an Affidavit of Support (this form may be photocopied for each sponsor) and bank letter on official bank letterhead stating the current balance, when the account was opened and the average balance.
 - **FINANCIAL SUPPORT FROM GOVERNMENT AGENCY OR ORGANIZATION.** The original award letter stating the exact amount that you will be receiving, what it will cover, and for how long.
- We advise you to obtain an additional set of financial documents since they may be required by the United States Consular Office during your visa application process.

Special Students (Non-Degree Seeking)

Students who are taking courses for reasons such as personal enrichment or transfer may be permitted to

take courses by submitting the following to the Office of Graduate Education:

1. A completed admission application and a non-refundable fee, if applicable;
2. Two official transcripts of baccalaureate degrees from each college or university previously attended, submitted in sealed envelopes or online.

Special students who are not working toward a graduate degree are permitted to take graduate courses only with written permission of the Graduate Program Coordinator, Department Chair, and the Director of Graduate Education. Courses taken as a special student are not normally counted toward a graduate degree. However, if a student is accepted into a degree program, up to nine hours of course work may be included in the student's program of study upon approval of the student's advisor. Students are advised, however, that departments may reserve courses for degree-seeking students only.

Special students who decide to pursue a degree must complete and submit a complete Graduate Application Packet.

Auditors

A student may register as an auditor for a course with the written consent of the instructor, the Graduate Program Coordinator, the Department Chair, and the Director of Graduate Education. Classes audited shall count as a part of the student's load, but he or she will receive no credit and no grade will be assigned. An auditor is expected to be regular in class attendance. An auditor is not required to take tests and examinations. An auditor who finds it necessary to discontinue class attendance should formally drop the course. Auditors must submit a completed Application for Graduate Admission, and register officially for the class he or she desires to audit. Students who are enrolled as full-time students may audit a maximum of six (6) credits per semester. Students who are enrolled as part-time students may audit a maximum of three (3) credits per semester.

Transfer of graduate credits while enrolled in an undergraduate program at Elizabeth City State University

A course that was completed while a student was enrolled as an undergraduate at Elizabeth City State

University may be considered for transfer to a master's program provided that (1) it is at the 500 level or higher; (2) the grade is B or better; and (3) it is recommended by the Coordinator of the Department's Graduate Program and the Department Chair at the time of the student's enrollment in the Graduate School. Students admitted to the Accelerated Bachelor's/Master's (ABM) program may use up to 15 hours of graduate credit to satisfy requirements for both the bachelor's and the master's degrees. No graduate credit will be allowed for a course completed in an undergraduate classification at another institution.

Course Load

Students enrolled for nine (9) or more credit hours during a regular semester and six (6) or more credit hours during each summer session are classified as full-time students. No more than twelve (12) credit hours of work may be taken in one regular semester or six (6) credit hours of work during each summer session unless approval is granted by the student's advisor, department chair, the Graduate Program Coordinator, and the Director of Graduate Education.

Course Substitutions and Waivers

Only under special circumstances will substitution for or exemption from the prescribed curriculum be permitted. To substitute or waive a course, students must submit a request on the appropriate form to their advisor. The form must be approved by the advisor, the Graduate Program Coordinator, the Department Chair in the discipline in which students are seeking a degree, the Director of Graduate Education, and the Vice Chancellor for Academic Affairs.

Transfer Credits

A maximum of six semester hours of transfer credits for graduate courses with a grade of 3.0 or higher may be accepted toward completion of a master's degree at Elizabeth City State University. The remaining hours must be earned in residence. Only courses that count toward a degree at an accredited institution will be considered for transfer credit. Credits gained in correspondence courses at any institution will not be accepted.

Students wishing to transfer credits must submit official transcripts and other appropriate course identification information to their advisor for initial approval. The recommendations of the advisor are forwarded to the Graduate Program Coordinator, Department Chair, and the Director of Graduate Education for final approval. Course work may be transferred upon the student's admission into a graduate education program. Course work transferred must not be more than six years old at the time the degree is awarded.

Requirements for Continuous Enrollment

A student enrolled in any graduate program must maintain satisfactory progress toward the degree. The student is expected to achieve a satisfactory grade ("A" or "B") in all course work attempted for graduate credit. A student who receives in excess of two "C" grades, or one "F" grade in any course will be withdrawn from the University. When special circumstances warrant, students may appeal withdrawal by petitioning the Graduate Council. The petition must be supported by the Graduate Program Coordinator and the Department Chair, then forwarded to the Director of Graduate Education. The petition will be forwarded to the Graduate Council for a decision.

Language Requirements

Students should contact the major department for specific language requirements.

Admission to Candidacy

Admission to Elizabeth City State University in a degree program does not carry with it admission to candidacy for the graduate degree. Approval of degree candidacy by the Office of Graduate Education certifies that the student's academic performance has been reviewed and that permission to pursue the program of study has been granted. Admission to candidacy, granted by the Director of Graduate Education when students have completed a minimum of 12-15 credit hours, requires the following:

1. Admission to a degree-seeking program;
2. Completion of a minimum of 12-15 and no more than 18 credit hours of graduate study at Elizabeth City State University, with a GPA of 2.5 or higher

at the time of application for admission to candidacy;

3. Departmental assignment of an advisor;
4. Departmental approval of the program of study; and
5. Satisfaction of other conditions affecting admission.

The following is the procedure for requesting admission to degree candidacy:

6. The Graduate Program Coordinator submits an Application to Degree Candidacy Form to the Office of Graduate Education after the student completes 12-15 hours of graduate study at Elizabeth City State University; and
7. The Office of Graduate Education processes the form and distributes copies to the student, advisor, Graduate Program Coordinator, and Department Chair.

Thesis/Product of Learning

A written thesis or product of learning and its defense are required for all master's candidates. The purpose of the thesis/product of learning is to provide an experience in scholarship and research, which will be of enduring value to the student in understanding how new knowledge is developed. The thesis/product of learning provides tangible evidence of the student's development as a scholar and especially his or her capacity to discover and effectively communicate research findings. The thesis/product of learning should expand the body of knowledge in the student's chosen field. The thesis/product of learning must represent an original investigation into a subject, which has been approved by the student's Thesis/Product of Learning Graduate Advisement Committee. The Director of Graduate Education will ensure that Graduate Education guidelines and policies are adhered to and will signify completion of requirements for the thesis or product of learning.

The student must choose a thesis or product of learning committee in consultation with the major advisor. The committee will consist of 3-5 graduate faculty members, one of whom must be chair of the Thesis/Product of Learning Graduate Advisement Committee and one from outside the student's major department. The committee must be approved by the Graduate Coordinator, the Department Chair (if applicable), and the Director of Graduate Education.

Each student must submit a proposal to do a thesis/product of learning. The proposal must be approved by the Thesis/Product of Learning Graduate Advisement Committee. The Director of Graduate Education will ensure that Graduate Education guidelines and policies are adhered to and will signify completion of the proposal.

Once the thesis/product of learning is completed, an application for the oral defense must be filed with the Director of Graduate Education by the chair of the Thesis/Product of Learning Graduate Advisement Committee. The application must be filed at least one (1) week prior to when the defense is to be held and must be accompanied by certification that the thesis/product of learning is complete except for revisions which may be necessary as a result of the oral defense.

A written notice of the time and place of the defense of the thesis will be sent by the Director of Graduate Education to the candidate and each member of the committee. The oral defense is an academic evaluation of the thesis/product of learning by the committee, and it is open to the committee members, university faculty, and approved guests. During the defense, the Thesis/Product of Learning Graduate Advisement Committee may ask the candidate questions regarding subject matter in the student's major field.

The defense must be at least four weeks before graduation, and the results must be sent within three days of the defense to the Director of Graduate Education. A student may defend the thesis/product of learning a maximum of two times. The maximum credit allowed for the thesis is six semester hours. Three paper copies and one electronic copy of the Thesis/Product of Learning in final form must be submitted to the Office of Graduate Education prior to graduation. Detailed information on form and organization is presented in the Requirements for the Thesis Preparation Manual www.ecsu.edu/academics/graduate/docs/ThesisDocument.pdf

Policy on Completion of Thesis/Product of Learning

Students who have completed their course work and the number of thesis/product of learning hours for credit required in their graduate degree program but

have not completed their thesis/product of learning, must take one of two actions as follows:

1. Students who will continue to use university resources in completing their degrees must enroll in and pay tuition and fees for the culminating Thesis/Capstone Course 699 as appropriate for all degree programs. The hours will not count toward the degree. (EDU 699, ELPS 699, BIOL 699-700, MATH 699)
2. Students who will not use university resources should apply for a leave of absence. Students choosing this option must file a formal petition with the Office of Graduate Education for a leave of absence that states that they will not use university resources during the leave period. Students granted a leave of absence must re-apply for active status in the graduate program.
3. Students will receive the "IP" grade in the Capstone/Thesis course when they have been approved to receive additional time to complete the requirements of the course (presently in place). To continue toward completion of this work during the next semester, the student must register for the class again and pay tuition with the same number of credit hours that were assigned to the class in which the "IP" grade was awarded. At the completion of all required work, the final grade will be awarded and the "IP" grade will be changed to the "S" grade. The "S" grade will not affect the grade point average nor carry any weight in hours earned or attempted. The student will graduate with no "IP" grades on the record. Students will have no more than four (4) semesters to complete their Capstone/Thesis.

Regardless of the course of action selected, all students must be enrolled in thesis/product of learning preparation courses for credit during the semester in which they complete their graduate work or are scheduled to receive their degree.

Degree Time Limit/Statute of Limitations

All graduate degrees, including the thesis/product of learning, must be completed within six (6) calendar years from the date the first course(s) carrying graduate degree credits applicable to the student's program is/are begun.

Student Conduct

Students enrolled at Elizabeth City State University are expected to maintain high standards of honor, scholastically and morally. Self-discipline should be the primary goal of each student. Registration at the University implies the student's acceptance of the published rules and regulations as stated in the Student Handbook and other university publications.

The integrity and behavior of students will reflect upon themselves, their families, and Elizabeth City State University. Students are also expected to respect the rights and privileges of others and to abide by the laws of the city, state, and nation, and by all of the rules and regulations of ECSU.

Students should avoid all forms of Scholastic Dishonesty, such as the following:

1. **Plagiarism:** Copied work, word for word, or in substance, from the writings of others and presented as one's written work for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author;
2. **Collusion:** Working with another person in the preparation of notes, themes, reports, or other written work offered for credit unless collaboration is specifically approved in advance by the instructor;
3. **Cheating on an Examination or Quiz:** Giving or receiving, offering or soliciting information, or using prepared material in an examination or a quiz. When taking an examination or quiz, students are expected to refrain from talking, bringing notes and books, and they must remain in the room until the examination is finished unless the instructor approves of the student's leaving after finishing the examination or quiz;
4. **Impersonation:** Allowing another person to attend classes, take examinations, or do graded assignments for an enrolled student under his or her name is strictly forbidden.

Incidents of academic dishonesty, which are reported to and affirmed by the Graduate Grievance and Appeals Committee, will result in punitive measures ranging from issuing a grade of failure to expulsion from the University. The action taken will be in accordance with the severity of the act as adjudicated by the parties which are responsible for administering

this policy, namely the Graduate Grievance and Appeals Committee, the Director of Graduate Education, and the Provost and Vice Chancellor for Academic Affairs.

Academic Sanctions

Students with a cumulative grade point average below required standards (3.00) must limit their course load to six (6) semester hours and are subject to an academic warning (first occurrence), and/or suspension (second occurrence). Students have the right to appeal academic suspensions and apply for readmission if they believe that failure to maintain the minimum cumulative grade point average or expected grade achievement for continued enrollment was due to extenuating circumstances. Students may appeal academic suspension and apply for readmission to the University by adhering to the following procedure:

STEP I

Students seeking readmission must write a letter, with appropriate documentation, to the Chair of the Graduate Grievance and Appeals Committee at least four (4) working days before the official late registration period ends. The letter should be addressed to:

Chair of the Graduate Grievance and Appeals
Committee
Campus Box 943
Elizabeth City State University
Elizabeth City, NC 27909

STEP II

Students must secure a letter containing an approved schedule of classes (not to exceed 6 semester hours) from their academic advisor and have it endorsed by the Graduate Program Coordinator and Chair.

STEP III

The Graduate Grievance and Appeals Committee will convene two (2) working days before the official late registration period ends each semester.

STEP IV

The decisions of the Graduate Grievance and Appeals Committee will be forwarded to the Provost and Vice Chancellor of Academic Affairs and the Office of the University Registrar for implementation.

Students returning after suspension will have a limited class load of not more than six (6) semester hours during the first semester of readmission and must maintain a 3.0 grade point average until they have satisfied the minimum GPA requirement.

Students who have been suspended a second time for academic reasons may not apply for readmission until one year has passed from the date of suspension.

Students who have been suspended a third time for academic reasons are permanently dismissed unless special permission is granted for readmission by the Graduate Grievance and Appeals Committee.

Appeals Procedure for Program Admission, Retention, Exit, Grade Change, or Scholarship Dishonesty

The appeals procedure provides each graduate student the opportunity to formally appeal a program admission, retention, exit, grade change, or scholarship dishonesty decision in the graduate program. When such disputes arise, students should immediately contact their advisor. Each appeal submitted according to this procedure must be an individual action by an individual student. Class action appeals by one student on behalf of several students are not permitted.

STEP I

If a student wishes to appeal a decision, she or he must notify his or her advisor. The concern(s) should be put in writing, with a copy to the Graduate Coordinator within five (5) working days after the student has received written notice of the action. The student's written request should include a brief summary of the facts of the case and reasons for making the appeal. With the aid of the Graduate Coordinator in scheduling an appointment, the student will meet within five (5) working days with the advisor, Graduate Coordinator, and department chair to privately discuss the disputed decision.

STEP II

If the dispute is not resolved in Step I to the student's satisfaction and if the student still believes that the appeal has merit based on the facts of the case, she or he has the right to file a formal written appeal with the Chair who will forward it immediately to the Graduate Grievance and Appeals Committee.

Guidelines for filing a formal admission, retention or exit decision appeal are as follows:

1. An appeal must be based on evidence that the program area in question has made an error in making its decision. The written appeal must describe specifically the challenged action of the program area. The students also should present all other evidence or documentation in support of his or her appeal; and
2. An appeal must be kept on file in the Graduate Coordinator's office fifteen working days after the meeting described in Step I has taken place.

Within ten working days after receipt of the written appeal, the Graduate Coordinator must schedule a hearing before the Graduate Grievance and Appeals Committee. The committee shall be composed of at least three faculty members, a graduate student, with the Graduate Coordinator serving as an ex-officio member. The faculty members shall be members of the Graduate Council, with alternates serving when there is a conflict of interest. The student appellant may, however, request in advance in writing that the student be excused and that his or her appeal be heard only by the faculty members. The committee shall conduct a hearing according to the following guidelines:

3. At least 48 hours prior to the hearing, the Graduate Coordinator will distribute to committee members any written information in support of either the student or the program area involved;
4. A detailed record shall be kept of the hearing, preferably by audio tape or video recording. The transcribed record will be signed by members of the Graduate Grievance and Appeals Committee asserting that the transcript is a true record of the hearing proceedings. Records of any Step II appeal shall be kept on file in the Graduate Coordinator's office and copies shall be provided, upon request, to the student who has initiated the appeal or the program area which is involved in the appeal. Usual and customary costs associated with duplicating appeals records shall be borne by the program area requesting copies;
5. The hearing shall be closed;
6. The student, the representatives, and the Graduate Program Coordinator shall be permitted an advisor. Advisors may be members of the university

community, i.e., students or full-time faculty or staff members;

7. The Graduate Grievance and Appeals Committee chair shall begin the hearing by starting the tape recorder, announcing the name of the person who will be taking minutes, and reviewing the guidelines and procedures under which the hearing will be conducted;

The Committee Chair will then announce, "This Appeals hearing is being held on (date). (Name of student) is appealing the (program area) decision on (program admissions, retention, exit, grade change or scholarship dishonesty requirements). The following committee members are in attendance today: (members give their names);"

8. In order, the student and the program area representative will present their cases. Both the student and the program area representative may call witnesses, and the student, program area representatives, advisor, and committee members all have the right to question any witnesses who are called. The student and the program area representative should be asked for brief closing statements;
9. The chair will then close the hearing with, "This Appeals Hearing is now concluded." The committee will meet in executive session and will present its findings, in writing, to the graduate coordinator within five (5) working days. The written decision and recommendations will contain a numerical report of the vote and will be signed by the members of the committee. The Graduate Coordinator will notify the student and the program area representative of the Graduate Committee's decision and recommendations. The Graduate Coordinator should forward a written copy of all proceedings to the Office of Graduate Education for inclusion in the student's file.

Registration Procedures

Students admitted to a degree program will receive a letter from the Director of Graduate Education specifying their admissions status and advisor. Students are expected to contact their advisor to pre-register and complete the registration process (including the payment of required fees), in accordance with the university calendar.

Schedule Changes

Students may add/drop courses according to university guidelines. Students must contact their advisor and pay particular attention to printed procedures. No course is officially dropped or added until the required procedure is completed.

Withdrawal from Classes

Any student who officially registers for a course must attend it or else drop the course using the Change of Schedule Form secured from the University Registrar's Office and executing the proper procedures within the designated time. A student who does not officially withdraw from a course receives an "F" grade for the course at the end of the session and/or semester. Students may administratively withdraw from a course or courses with written approval from the Provost and Vice Chancellor for Academic Affairs.

Withdrawal from the University

All students who are officially registered for classes and who wish to withdraw from the University must complete the withdrawal procedure at least two weeks prior to final exam week. Students must visit the Office of the Registrar to begin the process. The Registrar will explain the process, the consequences and the possible options relative to withdrawing from the University. Students will be directed to the OSFAS in order to address financial obligations. Students who have a pending judicial charge are not allowed to withdraw from the University before the outcome of charges is completed on campus. In accordance with this policy, the University Registrar will record grades of "WD" based upon the Withdrawal Report. Students who do not officially withdraw from the University will receive a grade of "F." Students who are administratively withdrawn from a course or the University for disciplinary reasons and/or under special circumstances with written approval from the Vice Chancellor for Student Affairs will receive a grade of "WA."

Class Attendance Regulations

Students are expected to attend all classes. The maximum number of absences permitted shall not exceed twice the number of times the course meets

per week. No additional absences shall be allowed except in the most severe and unusual circumstances. If class sessions are missed, students are expected to complete required course work.

Should a student exceed the allowable number of absences, the professor has the option of informing the student (in writing) that a grade of "FA" will be turned in at the end of the semester. At this point, the student may wish to officially withdraw from the class.

When the instructor informs a student of an intention to turn in a grade of "FA" because of excess absences, the student may appeal. The appeal process begins with the professor. Next, an appeal may be made to the Graduate Program Coordinator, the professor's department chair and finally, the Graduate Grievance and Appeals Committee. All such appeals must be initiated within five (5) days of the time the student is sent notification of the professor's intention to turn in an "FA" grade. No appeal will be allowed after course grades have been submitted to the registrar. Records of the appeals hearing must be submitted to the Office of Graduate Education.

Grades and Scholarship

Course requirements, including methods of evaluation, shall be given at the first class meeting. Grades consist of "A, B, C, I, IP, F, and W.

1. A "B" (3.0 of 4.0 Grading Scale) average is required for graduation;
2. Graduate courses with a final grade of "C" may be credited toward completion of any part of the degree program;
3. A student who receives a final grade of "C" in excess of six (6) credit hours will be terminated from his or her program; however, no more than two (2) "C" grades may be credited for graduation.

Definition of Grades

- A Excellent
- B Good
- C Low Pass
- I Incomplete - The grade of "I" is given for a deficiency of work done in a course. Requirements for removal of an incomplete must be submitted to the instructor who will

then forward the change of grade to the registrar. No student will be allowed to graduate with an "I" grade.

- IP In Progress - The grade of "IP" indicates that the student has not completed the Thesis/Product of Learning.
- F Failure
- W Withdraw

Change of Grade

A change of grade, other than "I", for any reason, must be made within one year from the date the original grade was received. An "I" grade earned in any given term (Fall, Spring, Summer) must be removed by the end of the eight weeks of classes during the next regular semester (see Academic Calendar). If not removed, the grade of "I" will be automatically changed to a grade of "IF".

Privacy of Student Educational Records Policy

The university policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA. Identifiable personal information contained in student educational records will not be disclosed to persons outside the University without prior written consent of the student. Under this policy, the student also has a right to access his or her student educational records maintained by the University or any department or unit within the University.

Application for Admission Deadlines

The completed application packet must be received by the Office of Graduate Education by the dates below to ensure that an admission decision is made prior to the start of classes for the following semester:

- Spring Semester - November 15
- Fall Semester - July 1
- Summer Session - April 15

It is the policy of the Office of Graduate Education to respond only to written inquiries from applicants regarding the status of the application.

Graduation Requirements

The master's degree may be conferred upon a student who has successfully completed the program of work. Persons who wish to graduate in a certain term must: (1) apply for graduation and (2) have completed all graduation requirements by the specified dates for graduation in that term.

A graduate student's grades may not average lower than 3.00. To calculate the average, all grades will be counted in all courses that are attempted. A limit of six (6) semester hours of credit in courses with a final grade of "C" will be credited toward the master's degree. All grades of "F" and "I" which are in the approved graduate program of study must be removed by the time of graduation.

Application for Graduation

To become a candidate for graduation, a student must submit an application with the Office of the Registrar no later than the date set forth in the academic calendar. The University assumes no responsibility for making adjustments for students who fail to file an application by the designated date. A candidate who fails to file an application for graduation or to meet graduation requirements by the designated dates automatically voids his candidacy for that particular graduation.

The application for graduation for the fall must be filed by July 15, for spring semester by November 15, and for the summer by April 15. The Application for Graduation Form should be filed in the Office of the Registrar, with copies distributed as indicated on the Form.

Presence of candidates for degrees is required at graduating exercises, except when permission for graduating in absentia has been granted by the Director of Graduate Education and the Provost and Vice Chancellor for Academic Affairs. A written request for permission to graduate in absentia must be made at least 10 days prior to Commencement Day. It is the sole responsibility of each candidate for graduation to meet with the major advisor to have his or her academic record evaluated for the purpose of finding out whether all institutional and departmental requirements for graduation have been met at least 10 days prior to Commencement Day. It is the sole responsibility of each candidate for graduation to

meet with the major advisor to have his or her academic record evaluated for the purpose of finding out whether all institutional and departmental requirements for graduation have been met.

Commencement Exercises

Elizabeth City State University has two Commencements: one ending the spring semester and the other ending the fall semester. Students completing their requirements during or by the end of the last term of summer or fall semester will participate in the Fall Commencement Exercises. Those students finishing at the end of the spring semester will participate in the Spring Commencement Exercises.

THE GRADUATE COUNCIL

The Graduate Council is an Advisory Committee whose purpose is to make policy recommendations to the Director of Graduate Education for the guidance of department chairs and program coordinators in the development and implementation of their program curricula. Policies must be consistent with overall institutional policies and accreditation standards of state, regional and national associations with which the institution or school holds membership. Policy recommendations requiring curricular changes must follow the university process.

- The Graduate Council is chaired by the Director of Graduate Education and is composed of the following individuals:
- Department Chairs from each department that offer a graduate degree and/or are planning to establish a graduate degree program;
- One faculty representative from each department that offers a graduate degree (Graduate Program Coordinator);
- One student from each department that offers a graduate degree;
- One representative from one of the university support areas: Registrar's Office, Financial Aid, Business and Finance, and Office of Admissions;
- Director of Library Services;
- One Alumnus (Rotate from each Department);
- Vice Chancellor for Academic Affairs - Ex-officio; and

- Associate Vice Chancellor for Academic Affairs - Ex-officio.

Members are appointed by the Provost and Vice Chancellor for Academic Affairs, based on the recommendations by the Director of Graduate Education and The Graduate Council. The Graduate Council structure and membership will be reviewed every two years to determine whether changes in its composition would improve its functioning. The role of the Graduate Council is to serve in an advisory capacity to the Director of Graduate Education and to ensure that graduate education maintains high standards of excellence. The Council will meet a minimum of twice per semester to:

- Monitor program accreditation standards and program implementation;
- Encourage professional growth and scholarly productivity of the faculty;
- Take an active role in recruiting well-qualified students from diverse economic, racial, and cultural backgrounds;
- Recommend policies governing criteria for admission to graduate programs;
- Review applications for admission to candidacy, giving attention to both the design and the content of the proposed research;
- Make recommendations regarding requests from students to transfer in courses and to receive an extension of time to complete a program;
- Review student progress annually;
- Monitor and upgrade library holdings in the subject areas;
- Promote active student involvement in Graduate Education;
- Review and certify Graduate Faculty for Full, Associate, and Temporary Status and
- Oversee the follow-up of graduates for the expressed purpose of program improvement.

STANDING COMMITTEES

The following standing committees are organized to advise the Council on matters relative to operational efficiency of Graduate Education Programs:

- Executive Committee;
- Graduate Grievance and Appeals Committee;
- Marketing and Publications Committee;
- Enrollment Management Committee; and
- Graduate Faculty Review Committee.

MASTER OF EDUCATION IN ELEMENTARY EDUCATION

PROGRAM DESCRIPTION

Elizabeth City State University provides a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever-changing, technologically advanced society. ECSU continues to promote excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state, nation, and world.

The Department of Education offers the fully online Master of Education degree in Elementary Education with a choice of two tracks, Teacher Leader and Initial Certification in Elementary Education K-6. Both tracks offer traditional and accelerated options. The Teacher Leader track prepares candidates for National Board Certification while infusing knowledge for strong teacher leaders. The initial certification track prepares candidates for the role of lead teacher. Students seeking North Carolina Residency may also apply to the program. The primary goal is to ensure that teachers, through continuous decision making, become effective collaborators and leaders. The program's focus is to fully implement national standards for teachers, including the North Carolina Standards for Graduate Teacher Candidates. Merging these standards results in high quality education for P-12 students.

The Conceptual Framework of the Department of Education represents the knowledge, skills, and dispositions that are essential for the development of professional educational leaders as 21st Century Professional Educators. The knowledge, skills, and dispositions identified in the conceptual framework are attained through a collaborative relationship between the University, the Local Education Agency, the community, and the family. The conceptual framework identifies three types of knowledge: content knowledge, professional knowledge, and pedagogical knowledge, that candidates in the program will attain. In addition, successful candidates

are expected to demonstrate the six dispositions, which are global competitors, advocates for diversity, healthy and responsible citizens, crucial thinkers and innovators, embedded technology users, and effective communicators and collaborators. The conceptual framework also directs the Master of Education in Elementary Education program by informing the decisions that faculty make regarding teaching and evaluation. Students are expected to engage in action research prior to exiting the program.

Mission

The Master of Education in Elementary Education program seeks to fulfill its mission by preparing 21st Century Professional Educators to:

1. Respond effectively to children's differences resulting from development, diversity, and exceptionalities;
2. Demonstrate knowledge of the content and pedagogy of the elementary curriculum as it relates to preparing students with 21st century skills;
3. Improve educational practice through reflection, self-evaluation, and applied research;
4. Direct their own personal and professional growth as educators.

Transfer Credits

A total of 40 credit hours is required to complete the Master's Degree Program for the Initial Certification track with a minimum of 34 credit hours earned at Elizabeth City State University. For the Master's Degree Program in the Teacher Leader track, 37 credit hours are required with a minimum of 31 hours earned at Elizabeth City State University. No more than 6 credit hours may be transferred from other institutions. Courses numbered 500 or higher can be counted toward completion of the graduate degree. Graduate students who seek and obtain permission to take courses at other institutions for subsequent transfer to the degree program at ECSU may obtain credit only with permission from the student's

advisor, the Director of Graduate Education, and the Chairperson of the Department of Education.

Admission Requirements

The admission requirements are:

- Bachelor's degree from an accredited institution;
- North Carolina "A" license in Elementary Education or the equivalent from another state if applying to the Teacher Leader track;
- Two official transcripts from all institutions attended;
- Completed ECSU Health Form;
- Bachelor's degree from an accredited college or university;
- A minimum overall undergraduate GPA of 2.5 (on a 4.0 scale) or a 3.0 average for the last four semesters (60 credit hours) of study for the bachelor's degree. Applicants may be admitted without reference to their baccalaureate record if they earned at least a 3.0 cumulative GPA in a master's degree program completed at an accredited college or university or if they earned at least a 3.3 cumulative GPA for at least 12 credit hours of a master's or doctoral degree program;
 - The M. Ed. must have a cohort average of at least a 3.0 in order to meet accreditation requirements. If a student's GPA from their most recent degree is under a 3.0, the student may be provisionally admitted or admitted as a special student until the 3.0 GPA requirement is met.
 - Interview Requirements: M. Ed. applicants may be asked to interview if they have a GPA below 3.0 or if the candidate is new to the field of Education.
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) recommended, but not required;
- \$30 non-refundable application fee
- Interview with Department of Education, Psychology and Health Graduate Coordinator and Graduate Faculty;
- Typewritten two-page essay on a provided educational topic; and
- Recommendations from three professional educators who can document work performance or relevant experience.

The requirements described above are minimum requirements and do not guarantee acceptance. Students are selected and admission decisions are based on consideration of educational factors (i.e. interview, performance, communication skills). A limited number of students who do not meet the minimum standards may be allowed to enroll with special permission. We encourage you to apply.

Oral Defense

The following actions will be implemented in reference to oral examinations:

In the semester that the Master's level student is scheduled to graduate, the student will be required to defend and submit an electronic version of the Thesis/Product of Learning accompanied by all required forms and documentation of the Thesis/Product of Learning per specific program guidelines.

Course Load

A full load is nine (9) semester hours. The maximum number of hours in any semester is twelve (12).

Residence

Candidates in the Master of Education in Elementary Education program must meet the Elizabeth City State University residency requirements. No more than six credit hours may be transferred from other institutions. Thirty semester hours must be earned at ECSU.

Time Limitations

The Master of Education in Elementary Education degree must be completed within six successive calendar years. Programs remaining incomplete after this time period are subject to cancellations, provisions, or special examinations. A special appeal must be made, in writing, to the Chair of the Department of Education for appropriate action to be taken.

Advisors

Advisors are assigned by the Graduate Program Coordinator. The Graduate Program Coordinator

submits the advisor assignments to the Office of Graduate Education, the Office of Teacher Education and the Department of Education. The student will be notified of his or her advisor by the Program Coordinator and/or Department Chair.

Graduate Advisement Committee

The student selects his or her Graduate Advisement Committee. The Committee shall consist of the advisor and additional members to a total of three: One member should be a university faculty member from outside the student's major department. The Graduate Advisement Committee shall be responsible for approval of the Product of Learning. Each committee member must sign the Graduate Advisement Committee Agreement Form indicating agreement to serve on the Committee. The Graduate Advisement Committee must be approved by the Chair of the Department of Education.

Matriculation

Upon admission to the program, the student is expected to assume the following responsibilities:

1. Follow all policies of the Office of Graduate Education and the program area as specified in the Graduate Catalog;
2. Consult with an assigned advisor before registering for courses in the degree program;
3. Prepare a plan of study approved by the student, the advisor, the Graduate Coordinator, the Chair of the Department of Education, and the Director of Graduate Education; and
4. Obtain permission from the advisor before making substitutions or altering the plan of study.

Retention Requirements

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of 12 but no more than 15 hours of graduate credit with an overall GPA of 3.0 or better (Advance to Candidacy).
2. Receive no more than 2 grades of a C in any graduate coursework.

Exit Requirements

In order to be awarded the Master's Degree, each student must:

1. Complete a minimum of 40 semester hours of graduate credit applicable to the program;
2. Maintain a minimum GPA of 3.0;
3. Complete a minimum of 30 semester hours of credit in courses offered at Elizabeth City State University;
4. Submit an Admissions to Candidacy Application;
5. Complete an Application for Graduation;
6. Select Thesis/Product of Learning Defense Committee
7. Meet with Office of Graduate Education to Schedule Oral Defense Examination
8. Meeting passing score on Oral Defense as determined by committee member consensus.
9. At the end of the Transformational Teaching Project (TTP), candidates will have the following artifacts: (A) an introductory report that identifies the problem, the team, the context process, and the content of the project; (B) a review of the literature; (C) documentary evidence; and (D) final reflection.
10. The four artifacts will be submitted to the University in an electronic format (e.g. PowerPoint). All artifacts will be included in this product through links to word documents, video documentation, state standards, etc. The product will include an introductory description of how it meets all NC Standards for Graduate Teacher Candidates.

Oral Examinations

The following actions will be implemented in reference to oral examinations:

1. In the semester that the Master's level student is scheduled to graduate, the student will be required to submit an electronic version of the Thesis/Product of Learning. The deadline dates for the student to submit the Thesis/Product of Learning are listed below:

Fall Semester – The Monday after the first Sunday in November.

Spring Semester – The Monday after the first Sunday in April.

2. Oral presentations will be scheduled during the week following the submission of the Thesis/Product of Learning during the months of November and April.
3. The candidates will be expected to be prepared to defend their Thesis/Products of Learning before the Graduate Faculty and other parties interested in the students' products.

of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number is 404-679-4501) to award degrees at the Baccalaureate and Master's levels.

The Teacher Education Educator Preparation Program is accredited by the National Council for Accreditation of Teacher Education (NCATE), 210 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036-1023). Programs are approved by the and has North Carolina Department of Public Instruction (NCDPI).

Accreditations

Elizabeth City State University is accredited by the Commission on Colleges of the Southern Association

Master of Education in Elementary Education, Initial Licensure Track

Curriculum

Core Courses (40 Semester Hours)

EDUC 600	Educational Research Methods	3
EDUC 602	Applying Theories of Human Development and Learning	3
EDUC 610	Teaching Elementary School Language Arts K-6	3
EDUC 621	Seminar in Leadership Development	1
EDUC 624	Introduction to Research Based Strategies in Reading	3
EDUC 626	Integrated Elementary Curriculum	3
EDUC 628	Arts and Movement	2
EDUC 631	Teaching Elementary Mathematics K-6	3
EDUC 634	Teaching Elementary School Science K-6	3
EDUC 636	Teaching Elementary School Social Studies K-6	3
EDUC 638	Perspective Literacy Instruction	3
EDUC 699	Capstone Seminar	3
ELPS 605	Curriculum and Instructional Leadership	3
SPED 660	Inclusion of Students with Special Needs	3

Subtotal: 40

Master of Education in Elementary Education - Initial Certification Accelerated Program (4 semesters)

Semester 1

EDUC 600	Educational Research Methods	3
ELPS 605	Curriculum and Instructional Leadership	3
EDUC 626	Integrated Elementary Curriculum	3
EDUC 624	Introduction to Research Based Strategies in Reading	3

Semester 2

ELEM 636	Teaching Elementary School Social Studies K-6	3
EDUC 602	Applying Theories of Human Development and Learning	3
EDUC 628	Arts and Movement	2

Semester 3

SPED 660	Inclusion of Students with Special Needs	3
ELEM 610	Teaching Elementary School Language Arts K-6	3
ELEM 631	Teaching Elementary School Mathematics K-6	3
ELEM 634	Teaching Elementary School Science K-6	3

Semester 4

EDUC 638	Perspective Literacy Instruction	3
EDUC 621	Seminar in Leadership Development	1
EDUC 699	Capstone Seminar	3

Subtotal: 39

Master of Education in Elementary Education - Initial Certification Standard Program (7 semesters)

Semester 2 (Summer)

EDUC 602	Applying Theories of Human Development and Learning	3
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Semester 1

EDUC 600	Educational Research Methods	3
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EDUC 624	Introduction to Research Based Strategies in Reading	3
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Semester 3 (Fall)

SPED 660	Inclusion of Students with Special Needs	3
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EDUC 610	Teaching Elementary School Language Arts K-6	3
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Semester 4 (Spring)

ELPS 605	Curriculum and Instructional Leadership	3
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EDUC 626	Integrated Elementary Curriculum	3
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Semester 5 (Summer)

EDUC 636	Teaching Elementary School Social Studies K-6	3
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EDUC 628	Arts and Movement	2
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Semester 6 (Fall)

EDUC 631	Teaching Elementary Mathematics K-6	3
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EDUC 634	Teaching Elementary School Science K-6	3
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Semester 7 (Spring)

EDUC 638	Perspective Literacy Instruction	3
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EDUC 621	Seminar in Leadership Development	1
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EDUC 699	Capstone Seminar	3
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Subtotal: 39

Master of Education in Elementary Education Teacher Leader Track

Curriculum

Requirements List

EDUC 600	Educational Research Methods	3
EDUC 612	Home, School, Community Relations	3
EDUC 621	Seminar in Leadership Development	1
EDUC 652	Introduction to National Board Certification Process	3
EDUC 654	National Board Certification: Planning Instructional Practices	3
EDUC 565	National Board Certification: Executing Research Based Pedagogy	3
EDUC 658	National Board Certification: Becoming Reflective Practitioners	3
EDUC 642	School of Law and Ethics	3
EDUC 697	Internship I	3
ELPS 602	Principles of Educational Administration	3
ELPS 603	School Improvement, Program Planning, and Evaluation	3
ELPS 605	Curriculum and Instructional Leadership	3
ELPS 606	Leadership, Change & Organizational Development	3

Subtotal: 37

Master of Education in Elementary Education - MEd Teacher Leader Accelerated Track (4 semesters)

Semester 1 (Spring)

EDUC 600	Educational Research Methods	3
ELPS 605	Curriculum and Instructional Leadership	3
EDUC 652	Introduction to National Board Certification Process	3
ELPS 606	Leadership, Change & Organizational Development	3

Semester 2 (Summer)

EDUC 654	National Board Certification: Planning Instructional Practices	3
ELPS 602	Principles of Educational Administration	3

Semester 3 (Fall)

EDUC 565	National Board Certification: Executing Research Based Pedagogy	3
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EDUC 642	School of Law and Ethics	3
EDUC 621	Seminar in Leadership Development	1
ELPS 603	School Improvement, Program Planning, and Evaluation	3

Semester 4 (Spring)

EDUC 612	Home, School, Community Relations	3
EDUC 658	National Board Certification: Becoming Reflective Practitioners	3
ELPS 697	Early Internship I	2

Subtotal: 37

Master of Education in Elementary Education - MEd Teacher Leader Traditional Track (7 semesters)

Semester 1 (Spring)

EDUC 600	Educational Research Methods	3
EDUC 652	Introduction to National Board Certification Process	3

Semester 2 (Summer)

EDUC 654	National Board Certification: Planning Instructional Practices	3
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Semester 3 (Fall)

EDUC 565	National Board Certification: Executing Research Based Pedagogy	3
ELPS 602	Principles of Educational Administration	3

Semester 4 (Spring)

ELPS 605	Curriculum and Instructional Leadership	3
EDUC 658	National Board Certification: Becoming Reflective Practitioners	3

Semester 5 (Summer)

ELPS 603	School Improvement, Program Planning, and Evaluation	3
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Semester 6 (Fall)

EDUC 642	School of Law and Ethics	3
EDUC 621	Seminar in Leadership Development	1

Semester 7 (Spring)

EDUC 612	Home, School, Community Relations	3
ELPS 606	Leadership, Change & Organizational Development	3
ELPS 697	Early Internship I	2

Subtotal: 37

MASTER OF SCHOOL ADMINISTRATION

PROGRAM DESCRIPTION

Elizabeth City State University provides a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever-changing, technologically advanced society. It continues to promote excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state, nation, and the world.

The Department of Education offers the Master of School Administration (MSA) degree. The Master of School Administration Program is interdisciplinary in scope and offers students both full-time (accelerated) and part-time (regular) options. The Master of School Administration (MSA) program meets state standards for North Carolina Level I administrator licensure. The degree requires 36-42 semester hours and is delivered in a blended format (50% online, 50% face-to-face) and closely links educational theory to 21st century school leadership practice. Students engage with the content of leadership preparation through various assignments, observing schools and school leaders in the field, and performing tasks under the supervision of a school-based and university mentor during Internships. Courses are offered in the evenings during the Fall and Spring terms and at various times in the Summer term.

The Master of School Administration program seeks to fulfill its mission by preparing 21st Century Professional Educators to:

1. Effective Instructional Leaders
2. Skilled in Visionary & Distributed Leadership
3. Successful Communicators
4. Technology Leaders able to utilize digital-age tools to enhance student learning, teacher growth, and overall school performance.

Admission Requirements

Applicants to the Master of School Administration Program must meet the requirements below and submit the required documents to the Office of Graduate Studies Education:

1. ECSU Graduate School Application
2. Bachelor's degree from an accredited institution;
3. North Carolina "A" teaching license and/or the equivalent from another state;
4. A minimum overall undergraduate GPA of 2.5 (on a 4.0 scale) or 3.0 cumulative GPA in a Master's degree program
5. Possess three years of successful teaching experience
6. Provide official transcripts from all institutions attended;
7. Typewritten essay on provided educational leadership topic
8. Submit 3 graduate recommendation forms from persons qualified to evaluate the applicant's abilities to pursue graduate academic coursework and leadership potential (one recommendation must be from your current School Administrator)
9. Interview with the MSA Coordinator and/or faculty.

The MSA must have a cohort average of at least a 3.0 to meet accreditation requirements. If a student's GPA from their most recent degree is under a 3.0 the student may be admitted under provisional status or as a special student until the 3.0 GPA requirement is met.

The requirements described above are minimum requirements and do not guarantee acceptance. Students are selected and admission decisions are based on consideration of several factors (i.e. potential leadership ability, admission interview, past teaching/academic performance, and professional communication skills). A limited number of students who do not meet the minimum standards may be allowed to enroll with special student status as approved by the MSA Program Coordinator. We encourage you to apply.

Course Load

A full load is nine (9) semester hours. The maximum number of hours in any semester is twelve (12).

Residence

Candidates in the Master of School Administration program must meet the Elizabeth City State University residency requirements. No more than six credit hours may be transferred from other institutions. Thirty-six to forty-two semester hours must be earned by degree-seeking students.

Time Limitations

The Master of School Administration degree must be completed within six successive calendar years. Programs remaining incomplete after this time period are subject to cancellations, provisions, or special examinations. A special appeal must be made, in writing, to the Chair of the Department of Education for appropriate action to be taken.

Advisors

Advisors for MSA students are assigned by the Graduate Coordinator. The Coordinator submits advisor assignments to the Office of Graduate Education. The students will be notified of their advisors in the initial admission letter.

Graduate Advisement Committee

The student, with the assistance of his or her advisor, selects the members of his or her Graduate Advisement Committee. The Committee shall consist of the advisor and a minimum of two additional members. One member should be a university faculty member from outside the student's major department. The Graduate Advisement Committee shall be responsible for the evaluation and approval of the candidate's CAP (Comprehensive Assessment Portfolio). The committee is also responsible for conducting the oral examination of the candidate. Each committee member must sign the Graduate Advisement Committee Agreement Form, indicating agreement to serve on the Committee. This Committee must be approved by the Chair of the Department of Education.

Admission, Matriculation, and Exit

We believe that school leaders must be proficient in a wide variety of leadership and technical skills and tasks to be successful educational administrators as seen in the guiding question, "How shall schools be organized and operated to produce high student achievement?" However, a supporting and equally important question to organization and operation is what are the external socio-cultural factors that administrators must consider in designing and running effective schools? To this end, courses are designed and infused with critically reflective curricula and strategies that stimulate candidates to think beyond current ways of knowing and behaving in order to study, research, and implement leadership practices that have positive impact for P-12 students. The synthesis of scholarship, leadership, and reflective thinking occurs in the completion of the six evidences required in the Electronic Portfolio. The analysis and synthesis occurs throughout the program, from admission to exit.

RETENTION REQUIREMENTS

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of 12 but no more than 15 hours of graduate credit with an overall GPA of 3.0 or better (Advance to Candidacy).
2. Receive no more than 2 grades of a C in any graduate coursework

Matriculation

Upon admission to the program, the student is expected to assume the following responsibilities:

1. Follow all policies of the Office of Graduate Education and the program area as specified in the Graduate Catalog;
2. Consult with an assigned advisor before registering for courses each semester;
3. Meet with the advisor to review the degree plan of study and obtain all the necessary signatures;
4. Obtain permission from the advisor before making substitutions or altering the plan of study.

Exit Requirements

In order to be awarded the Master’s Degree in School Administration each student must:

1. Complete a minimum of 36-42 semester hours of graduate credit applicable to the program;
2. Maintain a minimum GPA of 3.0;
3. Complete a minimum of 30 semester hours of credits in courses offered by ECSU;
4. Submit an Admission to Candidacy Application;
5. Complete four Internship Labs and the iinternship in School Administration Capstone II for a total of 500 hours
6. Complete an electronic portfolio including required Hallmark Assignments and six Evidences, and orally defend the components of the portfolio. The oral and written submissions of the electronic portfolio will be evaluated using Task Stream;
7. Meet a passing score on the Oral Defense as determined by committee member consensus
8. Complete an exit interview with the graduate coordinator to evaluate the strengths and weaknesses of the Master of School Administration program.

Oral Examinations

MSA candidates seeking a North Carolina principal level I license must successfully prepare an electronic portfolio housing appropriate artifacts and pieces of evidence demonstrating their proficiency in all of the standards for school executives. The portfolio will include material drawn from the student's coursework and internship and provide documentary evidence of meeting state leadership standards. MSA faculty members will review the student's portfolio for approval and submit to North Carolina's Department

of Public Instruction (DPI) for final recommendation.

The following actions will be implemented in reference to MSA oral portfolio presentations:

In the semester that the Master’s level student is scheduled to graduate, the student will be required to submit a complete copy of the Comprehensive Assessment Portfolio (CAP) to the Program Coordinator, Department Chair, and the Office of Graduate Education. The deadline dates for the student to present the oral comprehensive exam are listed below are listed below:

Fall Semester – Mid November

Spring Semester – Mid April

The student will be expected to be prepared to defend their Comprehensive Assessment Portfolio to Graduate Faculty and other individuals interested in the student's product.

Please Note: *The Capstone course is separate and apart from the responsibilities of each student and the committee that will hear and assess the oral presentation. The Capstone course instructor is responsible for guiding each student through the preparation of his or her finished products for the oral examination of the electronic portfolio.*

NCATE Accreditation Statement

The Teacher Educator Program is accredited by the National Council for Accreditation of Teacher Education (NCATE), 210 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036. The program is approved by the North Carolina Department of Public Instruction (NCDPI).

Master of School Administration

Curriculum

MSA Courses

EDUC 510	Applying Instructional Computer Technology	3
EDUC 600	Educational Research Methods	3
ELPS 530	Internship Lab I	1
ELPS 604	The Principalship	3
ELPS 607	School Finance	3
ELPS 560	Internship Lab II	1
ELPS 605	Curriculum and Instructional Leadership	3
ELPS 606	Leadership, Change & Organizational Development	3
ELPS 590	Internship Lab III	1
EDUC 642	School of Law and Ethics	3

ELPS 603	School Improvement, Program Planning, and Evaluation	3
ELPS 595	Internship Lab IV	1
EDUC 612	Home, School, Community Relations	3
ELPS 602	Principles of Educational Administration	3

Internship with Reflective Seminars (3-6 Semester Hours)

ELPS 697	Early Internship I	2
ELPS 698	Internship in School Administration and Capstone II	3
ELPS 699	Internship in School Administration and Capstone III	3

ELPS 699 (if additional credits are needed)

Subtotal: 37-40

Master of School Administration Standard Program

Semester 1 (Spring)

EDUC 600	Educational Research Methods	3
EDUC 510	Applying Instructional Computer Technology	3

Semester 2 (Summer)

ELPS 604	The Principalship	3
EDUC 612	Home, School, Community Relations	3

Semester 3 (Fall)

ELPS 607	School Finance	3
ELPS 530	Internship Lab I	1
ELPS 605	Curriculum and Instructional Leadership	3

Semester 4 (Spring)

ELPS 606	Leadership, Change & Organizational Development	3
EDUC 642	School of Law and Ethics	3
ELPS 560	Internship Lab II	1

Semester 5 (Summer)

ELPS 603	School Improvement, Program Planning, and Evaluation	3
ELPS 590	Internship Lab III	1
ELPS 602	Principles of Educational Administration	3

Semester 6 (Fall)

ELPS 698	Internship in School Administration and Capstone II	3
ELPS 595	Internship Lab IV	1

Semester 7 (Spring)

ELPS 699	Internship in School Administration and Capstone III	3
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Subtotal: 37-40

MASTER OF SCIENCE IN BIOLOGY

PROGRAM DESCRIPTION

Elizabeth City State University (ECSU) is a scholarly community committed to providing a comprehensive education to prepare students for rewarding professional careers or graduate study in science, technology, and science education-related areas. Consistent with the goals of the University, the Department of Natural Sciences, Pharmacy and Health Professions offers a Master of Science Degree in Biology with a focus on Biological Sciences and Biology Education. The program provides opportunities for advanced study in the biological sciences and to pursue research investigations in specialized areas of interest or further preparation in public school education. The broad base of formal coursework and research in the life sciences will provide the depth required for further graduate study or for careers in industry, government, community college teaching, or public school instruction. A thesis is required for the successful completion of the Master of Science degree in the Biology - Biological Sciences track and an action research project must be completed for the Master of Science in Biology - Biology Education track. The thesis or action research project is developed and completed under the guidance of a faculty advisor and both are defended and approved as a requirement for graduation. Appropriate thesis topics are developed within any of the broad range of areas of faculty expertise, including studies at the molecular to organism and population levels. Action research projects are developed as a collaborative between the department and public school facility, and research is carried out in a public school classroom. In addition to the thesis document or action research project, 30 credit hours of coursework are required to complete the Master of Science in Biology - Biological Sciences track and 36 credit hours for the Master of Science in Biology - Biology Education track.

Educational Objectives

The Master of Science in Biology - Biological Sciences track is designed to provide a wide exposure to a number of advanced biological techniques, knowledge, and concepts, including, in part, those related to animal and plant biotechnology, microbiology, parasitology, cell biology, molecular biology, and environment.

Students graduating from this program will be in a strong position to enter PhD programs and professional schools, pursue private or governmental technological, health, and science management careers or teach at a community college. The Master of Science in Biology - Biology Education track is designed for those individuals who have previously obtained a public school science teaching license in North Carolina (or its equivalent) and desire to further their education and skills in the area of public school instruction. One culmination of this program is the development of an approved action research project that encompasses data collected in a public school classroom and provides information toward improving public school instruction.

Facilities and Resources Available

The Master of Science in Biology program conducts coursework and research in the Jenkins Science Center and Pharmacy Building on the ECSU campus. These two areas represent nearly 100,000 square feet devoted to classrooms, teaching laboratories, specialized research areas, instrumentation and equipment rooms, a planetarium, and graduate student, faculty and administrative offices. Additionally, there is a dedicated graduate program computer laboratory in the building where graduate students have access to thesis and action research project preparation resources. The faculty members in the Department of Natural Sciences, Pharmacy and Health Professions, specialize in diverse biology, chemistry and physics areas, allowing opportunity for

interdisciplinary collaboration and research for students in the Biological Sciences track.

The Department collaborates closely with members of the ECSU Department of Education, Psychology and Health for those in the Biology Education track, and offers a host of projects that are critical to today's educational needs. Research faculty in the Graduate Program are engaged in a wide diversity of projects that are ideal for graduate-level involvement, including animal and plant biotechnology, cell transformation and physiology, parasitology, environmental microbiology, restoration ecology, and cancer biology. Graduate faculty members also understand issues concerning public school instruction in the 21st Century.

Admission Requirements

Admission to the Graduate Education program with the specific intent of entering the Department of Natural Sciences, Pharmacy and Health Professions Master of Science in Biology - Biological Sciences or - Biology Education track requires the applicant to interview with the Department of Natural Sciences, Pharmacy and Health Professions Graduate Co-coordinator. An applicant interested in the Masters of Science in Biology cannot be admitted to the Graduate Program until the department-level interview has occurred and feedback is provided to the Office of Graduate Education. The purpose of the interview is to ensure that the Biological Sciences and Biology Education tracks meet the needs of the applicant and any educational areas that may need strengthening are identified prior to admission to the Graduate Education program. An interview with the Department will be scheduled after the Office of Graduate Education has received at least the applicant's transcript(s), one-page expository essay (career goals statement) and three letters of recommendation. The departmental interview can be conducted via telephone or in-person and may require communication with additional Department of Natural Sciences, Pharmacy and Health Professions' Graduate Faculty, depending, in part, on the applicant's potential research interests. Applicants to the Biology Education track must hold a North Carolina biology (or related science) public school teaching license (or equivalent) and have access to a public classroom in which to conduct teaching research for a culminating action research project.

Admission processes and documents submitted to the ECSU Office of Graduate Education with the intention of becoming a candidate in the Department of Natural Sciences, Pharmacy and Health Professions include:

- A Baccalaureate degree from an accredited institution;
- Undergraduate courses in genetics, microbiology, cell biology, biochemistry, molecular biology, general chemistry, biochemistry, organic chemistry, general physics and calculus;
- An overall minimum GPA of 2.5 (4.0 scale);
- A minimum GPA of 2.5 in all biology courses and a minimum GPA of 2.5 in all supporting coursework in chemistry, physics, and mathematics (4.0 scale);
- Two official transcripts from all institutions attended with indication of degree earned (if not in English, certified translations must accompany the transcripts);
- Three letters of recommendation on Graduate Recommendation Forms from faculty or those in a supervisory role that are familiar with your academic, research, and/or career performance;
- One page expository description of educational preparation, research interests, and career goals;
- An interview with the Department of Natural Sciences, Pharmacy and Health Professions Graduate Program Co-coordinator;
- Completed application for Graduate Education program admissions;
- Application fee;
- Submission of scores for the Graduate Record Examination (GRE) General Test, the Medical College Admission Test (MCAT), or the Dental Admission Test (DAT); Scores cannot be older than 5 years at the time of the submission;
- Test of English as a Foreign Language (TOEFL), if applicable;
- ECSU Health Form;
- A Residence Form;
- North Carolina Science Teaching License (for Biology Education track); and
- A letter of support from a public school official confirming the applicant's appropriate access to a classroom to conduct teaching research (if not

employed as a public teacher). Required for Biology Education track.

Important Note: Upon admission to the Graduate Education program, the student is expected to assume, in part, the following responsibilities: (a) follow all of the policies of the Office of Graduate Education and the Department of Natural Sciences, Pharmacy and Health Professions Graduate Program as specified in the Graduate Catalog; (b) consult with an assigned advisor before registering for courses; (c) prepare a Program of Study within the first semester that is approved by the advisor, the Department Graduate Program Co-coordinator, the Department Chair, and the Director of the Office of Graduate Education; and (d) obtain full permission before making any substitutions or modifications to a Program of Study.

Degree Requirements

The degree requirements are:

1. Total hours required: at least 30 for Biological Sciences and 36 for Biology Education;
2. Course Load: A full course load is nine credit hours per semester. The maximum number of graduate hours in any semester is twelve;
3. Grades: Students with a cumulative grade point average below required standards (3.0 on a 4.0 scale) must limit their course load to 6 semester hours and are subject to an academic warning (first occurrence), probation (second occurrence), and/or suspension (third occurrence). Students have the right to appeal academic suspensions and apply for readmission if they believe that failure to maintain the minimum cumulative grade point average for continued enrollment was due to extenuating circumstances. Students may appeal academic suspension and apply for readmission to the university;
4. Amount of transfer credit accepted: maximum of 6 hours;
5. Any course grade below a "C" irrespective of the credits associated with the course is grounds for dismissal from the program and may require a re-application for admission;
6. No more than two "C" grades may be obtained during the entire matriculation period irrespective of credits associated with course;
7. Other requirements:

Each student will be advised by the Department Graduate Program Co-coordinator initially, until such time as the student forms his or her graduate committee (by the second semester). The Department Graduate Program Co-coordinator will help students settle any concerns that they may have about the program.

Research/Thesis requirements: The Masters of Science in Biology degree program requires completion of research in a biological specialty or sub-specialty, or in an area of teacher education development, and it requires approval of a thesis or action research project and oral defense of that work. The student must complete and defend a thesis or action research project that resulted in high quality, scholarly work, approved by the student's committee. The student must orally present and successfully defend the thesis or action research project to his or her advisory committee.

Course Load

Nine credit hours are required for full-time status. No more than twelve credit hours may be taken in a single semester. Note that the thesis-track Master of Science program requires original research be pursued outside of course meeting periods and an action research project to be conducted in a public school classroom. This thesis and action research project necessarily require a significant time commitment and the student must be prepared to undertake this effort.

Transfer Credits

No more than six credit hours may be transferred from other accredited institutions. Transfer credits must be approved by the student's advisory committee. Transfer credits cannot have been completed in excess of six years prior to the time of the transfer request. Transfer course credit hours must exceed or equal the number of credit hours of the ECSU graduate course to be substituted and cannot be split between two ECSU graduate courses.

Graduate Committee and Thesis/Action Research Project Requirement

The admitted student is responsible for contacting ECSU graduate faculty professors and potential experts in their research field to form a graduate committee. The graduate committee is responsible for guiding the majority of student academic and research efforts and has final approval on such key areas as research topic, Program of Study, and thesis defense. The graduate committee must be composed of at least three and no more than four full-time ECSU graduate program faculty with at least two members serving in the Department of Natural Sciences, Pharmacy and Health Professions and one member serving as committee chair. The committee chair must be an ECSU full-time graduate faculty member, but may be affiliated with a department other than the Department of Natural Sciences, Pharmacy and Health Professions. If the student's thesis topic requires expertise outside the University, it is permissible to add a member from outside ECSU in addition to three ECSU full-time graduate faculty members. Any exceptions to the graduate committee structure outlined here requires approval of the Department Graduate Program Co-coordinator.

The Masters of Science in Biology - Biological Sciences and - Biology Education tracks require the completion of unique and high quality research designed under the guidance of the student's graduate committee. This specific process begins with the formal approval of the thesis or action research project proposal by the graduate committee. The research, which represents a significant portion of effort in the program, must make a notable contribution to the advancement of knowledge in the student's discipline area. The thesis or action research project is the culminating documentation of the research efforts, and the student must orally present and successfully defend the thesis or action research project to the full satisfaction of the graduate committee as a requirement for graduation.

Time Limit

The program is designed to be completed in two years under full-time status enrollment for students in the Biological Sciences track and three years for students in the Biology Education track. The degree program must be completed within six successive

calendar years from the initial acceptance semester. Students in programs that remain incomplete after six successive years must reapply for admission to the Graduate Education program. Note that course credits completed in excess of six years prior to the time of readmission are not eligible for use in the student's revised Plan of Study. Also, reapplication to the Graduate Education program under these circumstances does not guarantee readmission.

Dual Enrollment

Permission from the student's graduate committee must be obtained for the student to be dual-enrolled in other academic programs (undergraduate, graduate, or professional), whether at ECSU or another institution at any time during matriculation in the ECSU graduate program.

Grade Requirements

Students must earn an overall minimum GPA of 3.0 (4.0 scale) in graduate coursework. Any single course grade below "C" or earning more than two "C" grades, regardless of the number of credit hours of a course, will be cause for termination of the student's program, regardless of past progress, and the termination will result in the need to reapply for admission to the Graduate Education program. Note that reapplication to the Graduate Education program under these circumstances does not guarantee readmission.

Exit Requirements

To be awarded a Master of Science in Biology degree, each student must:

- Complete 30 total credit hours with at least 24 credit hours completed in residence for the Biological Sciences track. Complete 36 total hours with at least 30 completed in residence for the Biology Education track.
- Achieve an overall minimum GPA of 3.0 (4.0 scale);
- Earn no more than two "C" grades and no grade below "C";
- Complete a thesis on original research that has been orally defended and formally approved by the graduate committee (Biological Science); or complete and have approved by the committee an

action research project developed from data collected on teaching methods in a public school classroom (Biology Education);

- Complete a graduation application and obtain all approval signatures;
- Meet all other requirements for a Master's Degree in effect for the masters programs at ECSU;
- Complete an exit interview with the Department Graduate Program Co-coordinator to evaluate program strengths and weaknesses; and
- Complete all exit requirements within six years of the initial acceptance semester.

For more information, contact:
 Graduate Program Co-coordinator
 Department of Natural Sciences, Pharmacy and
 Health Professions
 Elizabeth City State University
 Campus Box 930
 1704 Weeksville Road
 Elizabeth City, NC 27909
 Phone: 252-335-3244
 Fax: 252-335-3697

Master of Science in Biology - Biological Sciences

Curriculum

A. Research Preparation (3 SH)

BIOL 500	Scientific Research and Communication	2
BIOL 607	Thesis Proposal Preparation	1-6

B. Biology Content (18 SH)

Core Courses 12 SH

BIOL 503	Advanced Genetics	3
BIOL 513	Applied Microbiology	3
BIOL 510	Molecular Biological Techniques	3
BIOL 605	Advanced Cellular Biology	3

Content Restricted Electives 6 SH

BIOL	500/600 level BIOL courses	6
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C. Seminar (3 SH)

BIOL 610	Graduate Seminar	1
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D. Thesis (6 SH)

BIOL 699	Thesis and Research	1-6
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Subtotal: 30

Master of Science in Biology - Biology Education Track

Curriculum

A. Pedagogy (12 SH)

EDUC 503	Computers in Education	3
EDUC 600	Educational Research Methods	3
EDUC 615	Educational Leadership	3
SPED 660	Inclusion of Students with Special Needs	3

B. Biology Teaching (6 SH)

BIOL 521	Issues and Trends in Science Education	3
BIOL 650	Adv Theory and Practice in Teaching Science	3

C. Biology Content (12 SH)

Core Courses (choose 6 SH from below) 6 SH

BIOL 503	Advanced Genetics	3
BIOL 506	Environmental Microbiology	3
BIOL 509	Ecology and Organismal Biology	3
BIOL 510	Molecular Biological Techniques	3
BIOL 513	Applied Microbiology	3
BIOL 601	Advanced Human Anatomy and Physiology	3
BIOL 605	Advanced Cellular Biology	3

Content Restricted Electives 6 SH

BIOL	500/600 level BIOL courses	6
D. Action Research Project (6 SH)		
BIOL 640	Planning for Action Research I	1
BIOL 641	Planning for Action Research II	1
BIOL 642	Planning for Action Research III	1
BIOL 643	Planning for Action Research IV	1
BIOL 698	Action Research Project	1-6
Subtotal: 36		

MASTER OF SCIENCE IN MATHEMATICS

PROGRAM DESCRIPTION

The Department of Mathematics, Computer Science, and Engineering Technology offers a Master of Science Degree in Mathematics with Concentrations in Applied Mathematics, Remote Sensing, Mathematics Education, and Community College Teaching. The program provides a broad base of formal course work and research in mathematics, and it requires students to complete a thesis or action research project. The Applied Mathematics concentration provides the depth required for preparation for further graduate studies or careers in industry. The Remote Sensing concentration provides instruction in active and passive remote sensing techniques and applications. In order to satisfy the thesis requirement, students may select expository or original research topics in mathematics education or in pure or applied mathematics, including investigations involving statistics or computer applications. Individuals pursuing the Mathematics Education concentration must have a current "A" teaching license issued by the North Carolina Department of Public Instruction. The Mathematics Education concentration instills the pedagogical content knowledge required for teaching at the secondary level. Graduates of the Mathematics Education concentration will emerge with an advanced "M" license and will be equipped with the tools necessary to serve as leaders in the evaluation of curricula and in the development and implementation of professional development programs. The Community College concentration provides the content and pedagogical knowledge necessary to teach at the community college level. Graduates will be well-versed in educational research methods and assessment techniques. The selection and completion of a thesis or action research topic will be overseen by a faculty advisor together with a thesis committee. A total of 36 credit hours is required to complete the degree. The program is designed for completion in four to six semesters, depending on whether or not students enroll full-time.

Educational Objectives

The Master of Science Program in Mathematics at Elizabeth City State University is designed to provide the breadth of exposure in mathematics and to enhance the intellectual attitudes and the analytical skills needed for the comprehension, appreciation, creation, application, and teaching of mathematics. The program will provide students with an opportunity for utilizing technology to improve learning mathematics, for exploring connections between various areas of mathematics, for developing good mathematical skills, for developing independent and group learning skills, and for researching best practices in teaching and learning mathematics. The structure of the program will offer graduates significant training for careers as mathematical scientists in business, government, and industry.

Admission Requirements

- A Baccalaureate degree from an accredited institution in mathematics, or a related field (such as computer science, statistics, science, engineering, or education with a minor in mathematics); undergraduate preparation should include the equivalent of Calculus III, Linear Algebra, and Statistics;
- A minimum overall undergraduate GPA of 2.5 (on a 4.0 scale) or a 3.0 average for the last four semesters (60 credit hours) of study for the bachelor's degree. Applicants may be admitted without reference to their baccalaureate record if they earned at least a 3.0 cumulative GPA in a master's degree program completed at an accredited college or university or if they earned at least a 3.3 cumulative GPA for at least 12 credit hours of a master's or doctoral degree program;
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) is recommended, but not required;
- \$30 non-refundable application fee;

- Typewritten one-page expository description of student's educational preparation, research interest, and experience, if any, and career aspirations;
- Two sets of official transcripts from all colleges and universities attended and official indication of graduation (if not in English, certified English translations must be included);
- Three Graduate Recommendation Forms in sealed envelopes;
- Copy of TOEFL score, if applicable (original should be sent from testing agency); and
- Completed ECSU health form

Course Load

Nine (9) semester hours are required for full time status.

Transfer Credits

No more than six (6) graduate credit hours may be transferred from other institutions.

Time Limit

The program is designed for completion in four to six semesters, depending on the number of credits taken per semester. However, the degree program must be completed within six successive calendar years. Programs remaining incomplete after this period are subject to cancellation.

Thesis/Action Research Requirements

Students will choose a faculty member (with the approval of the Coordinator of Graduate Program) in

his or her area of interest to direct development of the thesis or action research project. The thesis/action research project topic selection and completion will be directed by the faculty advisor and three faculty members -- two within the department and one outside the department. The thesis will be defended at an open seminar and approved by the thesis committee.

Grade Requirements

Students must earn a 3.0 overall grade point average in graduate coursework in order to graduate. Students are limited to a total of two C's in their graduate coursework. Any student earning three C's will be dropped from the program.

Degree Requirements

The degree requirements are:

1. Complete a minimum of 36 hours of graduate credit applicable to the program;
2. Complete a thesis; and
3. Maintain a minimum GPA of 3.0

For more information, please contact:

Dr. Julian A. D. Allagan, Graduate Program
 Coordinator
 Campus Box 951
 1704 Weeksville Rd.
 Elizabeth City, NC 27909
 Phone: 252.335.3509
 Fax: 252.335.3487
 adallagan@ecsu.edu

Master of Science in Mathematics with a Concentration in Applied Mathematics

Curriculum

Core Requirements (15 Semester Hours)

MATH 501	Advanced Linear Algebra	3
MATH 503	Modern Algebra	3
MATH 511	Real Analysis	3
MATH 515	Applied Statistics	3
MATH 699	Thesis	3 or 6

Applied Mathematics Concentration (15 Semester Hours)

MATA 513	Complex Analysis	3
MATA 531	Methods of Applied Mathematics	3
MATA 535	Advanced Ordinary Differential Equations	3
MATH 540	Numerical Analysis	3
MATA 621	Applied Partial Differential Equations I	3

Electives (choose from the following) (6 Semester Hours)

MATH 553	Graph Theory	3
MATH 600	Number Theory	3
MATH 620	Nonlinear Dynamics	3
MATH 650	Seminar in Advanced Mathematics	3
MATT 530	Discrete Mathematics for Teachers	3
MATT 525	School Mathematics from An Advanced Perspective	3

Subtotal: 36

Master of Science in Mathematics with a Concentration in Community College Teaching

Curriculum

Core Requirements (15 Semester Hours)

MATH 501	Advanced Linear Algebra	3
MATH 503	Modern Algebra	3
MATH 511	Real Analysis	3
MATH 515	Applied Statistics	3
MATH 699	Thesis	3 or 6

Community College Concentration (15 Semester Hours)

MATA 513	Complex Analysis	3
MATA 535	Advanced Ordinary Differential Equations	3
MATA 621	Applied Partial Differential Equations I	3
MATT 520	Technology in Mathematics Teaching	3
MATT 530	Discrete Mathematics for Teachers	3

Electives (choose from the following) (6 Semester Hours)

MATH 553	Graph Theory	3
MATH 600	Number Theory	3
MATH 620	Nonlinear Dynamics	3
MATH 650	Seminar in Advanced Mathematics	3
MATA 531	Methods of Applied Mathematics	3
MATH 540	Numerical Analysis	3
MATT 521	Research on Teaching and Learning Algebra/Geometry	3
MATT 525	School Mathematics from An Advanced Perspective	3

Subtotal: 36

Master of Science in Mathematics with a Concentration in Remote Sensing

Curriculum

Core Requirements (15 Semester Hours)

MATH 501	Advanced Linear Algebra	3
MATH 503	Modern Algebra	3
MATH 511	Real Analysis	3
MATH 515	Applied Statistics	3
MATH 699	Thesis	3 or 6

Remote Sensing Concentration (18 Semester Hours)

RS 501	Geophysical Remote Sensing	3
RS 502	Geographic Information Systems and Geophysical Signal Processing	3
RS 503	Digital Image Processing and Analysis	3
RS 504	General Analytic Methods of Remote Sensing	3
RS 505	Geophysical Modeling	3
RS 506	The Principles of Microwave Remote Sensing	3

Restricted Elective

MATA 535	Advanced Ordinary Differential Equations	3
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Subtotal: 36

Master of Science in Mathematics with a Concentration in Mathematics Education

Curriculum

Core Requirements (15 Semester Hours)

MATH 501	Advanced Linear Algebra	3
MATH 503	Modern Algebra	3
MATH 511	Real Analysis	3
MATH 515	Applied Statistics	3
MATT 699	Action Research in Mathematics Education	3 or 6

Education Concentration (18 Semester Hours)

MATT 520	Technology in Mathematics Teaching	3
MATT 521	Research on Teaching and Learning Algebra/Geometry	3
MATT 525	School Mathematics from An Advanced Perspective	3
MATT 530	Discrete Mathematics for Teachers	3
MATT 540	Research Methods 1	3
MATT 640	Research Methods 2	3

Support Courses (3 Semester Hours)

SPED 660	Inclusion of Students with Special Needs	3
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Subtotal: 36

COURSES

BIOL - MASTER OF SCIENCE IN BIOLOGY

All 3 credit hour courses are 2 hours lecture and 3 hours laboratory meetings per week unless otherwise indicated in the course description.

BIOL 500 - Scientific Research and Communication (2)

Expectations of the graduate program. Scientific manuscript preparation and communication techniques: manuscript format, graphics, design of experiments, library use, oral presentation, mentoring in teaching, oral presentation, and writing techniques.

BIOL 503 - Advanced Genetics (3)

Advanced study of genetic principles as revealed by recent evaluations of genetic material; the genetics of microorganisms; cellular and molecular genetics. Genetics of prokaryotes and eukaryotes.

Prerequisite: Botany, Zoology, Introductory Genetics and a year of Chemistry or the written consent of instructor.

BIOL 504 - Cellular Physiology (3)

Chemical and physical activities of living systems; functions and activities of cells, including the nature of enzyme systems, nucleic acids, and other aspects of cellular metabolism.

Prerequisite: Botany and Zoology and at least one semester of organic chemistry or the written consent of the instructor.

BIOL 505 - Research Problems (3-6)

Laboratory-oriented studies and experiments that are relevant to students' theses and projects.

BIOL 506 - Environmental Microbiology (3)

A comprehensive look at the state of knowledge in environmental microbiology by discussing recent primary literature and review articles. Topics include microbial ecology, pollution and bio-remediation, mineral cycling, biofilms, and microbial treatments of waste waters.

Prerequisite: Microbiology or the written consent of the instructor.

BIOL 507 - Virology (3)

In-depth study of bacterial, plant, and animal viruses, with a concentration on human pathogens. Emphasis on classification structure, replication, and the molecular basis of pathogenesis.

Prerequisite: Microbiology, Genetics, Organic Chemistry, and Biochemistry or the consent of the instructor.

BIOL 508 - Parasitology (3)

Nature of parasitic relationships among animals; detailed consideration of protozoans, helminths, and arthropods known to exist in various symbiotic associations with human organisms and animals of economic importance.

Prerequisite: Zoology, Microbiology or the written consent of the instructor.

BIOL 509 - Ecology and Organismal Biology (3)

Intensive study of organisms in relation to the environment. Special emphasis on environmental factors, ecological succession, and the dynamics of interspecific relationships. Interactions at the various levels: populations, community, and ecosystem levels; conservation and productivity with field studies.

BIOL 510 - Molecular Biological Techniques (3)

Emphasis on techniques and instrumentation developed in molecular biology in recent years.

Prerequisite: Molecular Biology, and Experimental Methods or the written consent of the instructor.

BIOL 511 - Mycology (3)

Intensive study of fungi involved in various biological interrelationships. Consideration of marine and medical mycology.

Prerequisite: Basic preparation in plant and animal biology and at least one year of Chemistry or the written consent of the instructor.

BIOL 512 - Molecular Plant Systematics (3)

Molecular classification and identification of vascular plants, primarily emphasizing phylogenetic relationships among the angiosperms. Laboratory and field work dealing primarily with local flora.

Prerequisite: Botany, Molecular Biology, and Experimental Methods or the written consent of the instructor.

BIOL 513 - Applied Microbiology (3)

Immunology, medical bacteriology, and microorganisms of special environments, such as water, food, and soil.

Prerequisite: Microbiology or the written consent of the instructor.

BIOL 514 - Pollution Biology (3)

In-depth study of the importance of biodiversity in the major ecosystems of the world. Examination of endangered, threatened, and vulnerable species. Details of conservation and preservation techniques. Greenhouses, botanical gardens, zoos, national parks, and habitat protection. Watershed management. Application of modern technology to conservation.

BIOL 515 - Poisonous and Medicinal Plants (3)

Past, present, and possible future uses of plants in pharmacy, vermin control, and medicine with particular emphasis on sources and properties of alkaloids, glycosides, steroids, and antibiotics.

Prerequisite: Microbiology and one year of Organic Chemistry or the written consent of the instructor.

BIOL 516 - Medical Microbiology (3)

Pathogenesis, diagnosis, treatment, and prevention of human pathogens, including bacteria, protozoa, and fungi. Emphasis will be on sources and properties of alkaloids, glycosides, steroids, and antibiotics.

Prerequisite: Introductory Microbiology and one year of Organic Chemistry or the written consent of the instructor.

BIOL 517 - Experimental Plant Biochemistry (3)

An analysis of physiology, biochemistry, and development of plants. Lecture topics include respiration, photosynthesis, plant molecular biology, genetic engineering, and the role of environmental signals in plant development.

Prerequisite: Botany and one year of Chemistry or the written consent of the instructor.

BIOL 518 - Special Topics in Advanced Biology (1-3)

The exploration of graduate-level topics of particular interest to the student and within the specific field of expertise of the professor.

Prerequisite: The written consent of the instructor.

BIOL 521 - Issues and Trends in Science Education (3)

Educators in science will become familiar with trends and research perspectives on learning and teaching through the use of current literature. Critical analysis of field origins, recurring issues, research findings, and program developments.

BIOL 601 - Advanced Human Anatomy and Physiology (3)

A comprehensive study of systemic human anatomy and physiology. Emphasis is placed on normal morphology, physiology, and systems interrelationships as a basis for studying disease processes.

Prerequisite: One year of General Chemistry and Anatomy and Physiology or the written consent of the instructor.

BIOL 602 - Biomolecules (3)

Chemistry and reactions of constituents of living matter, carbohydrates, lipids, proteins, nucleic acids, vitamins, coenzymes, and minerals. A comprehensive discussion of the bioenergies, transformations, degradative and biosynthetic pathways of cellular constituents, metabolic regulations, and enzymatic reaction mechanisms.

Prerequisite: One year of Organic Chemistry or the written consent of the instructor.

BIOL 605 - Advanced Cellular Biology (3)

Investigation of cell structure, physical/chemical composition, organization, and metabolism using advanced laboratory techniques and current journal articles as a basis for discussions.

Prerequisite: Cell biology or the written consent of the instructor.

BIOL 606 - Immunology (3)

In-depth study of the immune system. Emphasis on immunochemistry, humoral and cellular immunity, transplantation and tumor immunology, and the role of the immune system in the prevention of and

recovery from diseases caused by human pathogens. The role of the immune system in allergy, transplantation, immunodeficiency diseases such as AIDS, and autoimmune diseases.

Prerequisite: Microbiology, Genetics, Organic Chemistry, and Biochemistry or the written consent of the instructor.

BIOL 607 - Thesis Proposal Preparation (1-6)

The primary objective is to help graduate students develop an understanding of requirements for developing a master's thesis research proposal. In addition, by students are required to write a preliminary proposal and make an oral presentation of their proposal. Emphasis upon materials, techniques, and subject matter that may form the basis for a thesis problem.

Prerequisite: The written consent of the instructor.

BIOL 610 - Graduate Seminar (1)

Presentation of reports or reviews of history or literature, and discussion by graduate students, staff, and visiting scientists on modern developments in Biology. *May be repeated up to three times for credit.*

BIOL 615 - Applied Biotechnology (3)

Study of theories and techniques essential to laboratory research in agricultural, environmental, or medical biotechnology, such as safety and record keeping, genomic informatics, DNA, RNA, protein analysis, and analysis of biological systems.

BIOL 618 - Developmental Biology (3)

Study of the early development in vertebrates, including gametogenesis, fertilization, cleavage, germ layer formation, organogenesis, and formation of extra embryonic membranes.

Prerequisite: Zoology, Microbiology and Comparative Anatomy or Human Physiology or the written consent of the instructor.

BIOL 640 - Planning for Action Research I (1)

The first of a four-part series (BIOL 640, BIOL 641, BIOL 642, and BIOL 643) designed to formalize the communication that must occur between student and graduate committee toward developing the Action Research Project (ARP). Focus on choosing, designing, conducting, and reporting the ARP research.

BIOL 641 - Planning for Action Research II (1)

The second of a four-part series (BIOL 640, BIOL 641, BIOL 642, and BIOL 643) designed to formalize the communication that must occur between student and graduate committee toward developing the Action Research Project (ARP). Focus on choosing, designing, conducting, and reporting the ARP research.

BIOL 642 - Planning for Action Research III (1)

The third of a four-part series (BIOL 640, BIOL 641, BIOL 642, and BIOL 643) designed to formalize the communication that must occur between student and graduate committee toward developing the Action Research Project (ARP). Focus on choosing, designing, conducting, and reporting the ARP research.

BIOL 643 - Planning for Action Research IV (1)

The fourth of a four-part series (BIOL 640, BIOL 641, BIOL 642, and BIOL 643) designed to formalize the communication that must occur between student and graduate committee toward developing the Action Research Project (ARP). Focus on choosing, designing, conducting, and reporting the ARP research.

BIOL 650 - Adv Theory and Practice in Teaching Science (3)

Focus, in part, on teaching and reflection, curriculum design, rubric grading and assessment, and activity-based learning specific to science teaching. Current literature will serve as the basis for assignments that lead to practical curricula improvements.

BIOL 698 - Action Research Project (1-6)

This course documents completion of the written Action Research Project and the oral defense of that work.

Prerequisite: The written consent of the instructor.

BIOL 699 - Thesis and Research (1-6)

This course documents completion of the written master's thesis and the oral defense of that thesis.

Prerequisite: The written consent of the instructor.

BIOL 700 - Thesis Registration (1)

This course documents continuation of data analysis, interpretation, and progress toward completion of the Master's Thesis in Biology for students in absentia. Credit earned does not count toward degree requirements.

Prerequisite: Previous registration for BIOL 699 Thesis and Research.

BIOL 701 - Graduate Internship (2-6)

A course integrating subject matter of a biological nature with practical work experience in an approved agency.

Prerequisite: Written Consent of Biology Program Graduate Coordinator and Department Chair.

EDUC - MASTER OF EDUCATION IN ELEMENTARY EDUCATION

EDUC 503 - Computers in Education (3)

Teachers use a variety of tools to facilitate learning and professional development. Teachers gain basic competencies in the instructional use of technology. They explore in a hands-on, laboratory environment the current computer competencies as set forth by the North Carolina Department of Public Instruction (NCDPI) and the standards of the International Society for Technology in Education (ISTE). Teachers will use these fundamental concepts and skills to apply information technology for making decisions in educational settings.

EDUC 510 - Applying Instructional Computer Technology (3)

Provides P-12 educational leaders with the skills necessary to use a wide variety of current technologies to facilitate learning and professional development. They investigate various software and discuss (1) learning styles as they relate to P-12 students and teachers using computers for instruction; (2) teaching strategies for one-computer classroom and computer labs; and (3) other topics such as cost, accessibility, security, and ongoing teacher technology development. Students receive both theoretical and practical considerations for planning and implementing technology in schools. Instruction consists of blended learning (Web-enhanced and face-to-face instruction). There will be three classes during the semester when students will meet on campus with the instructor.

EDUC 600 - Educational Research Methods (3)

Students study the development and use of research, research methods, applied research, basic research, methods of reasoning, fallacies in reasoning, statistical methods, thesis writing, survey research, and evaluation of research. Students examine and

discuss research to develop strategies for documenting their research. The APA format is the basis for reporting critiques and findings.

EDUC 602 - Applying Theories of Human Development and Learning (3)

Accomplished Teachers use their knowledge of social, cultural, psychological, and physical development of their students to form productive relationships with students. They use this knowledge to support further development of students' knowledge, skill, interests, aspirations and values. In this course, teachers use case analyses to gain a deeper understanding of human development from infancy to adolescence. Teachers will use the richness of classrooms to examine student variation across cognitive, affective, and psychomotor domains.

EDUC 610 - Teaching Elementary School Language Arts K-6 (3)

Accomplished teachers value the dynamic classroom setting as a source of information about their own instruction and pedagogical principles and practices in literacy development. They have a deep understanding of literacy and offer students challenging and meaningful learning opportunities. In this course, teachers investigate the language arts curriculum to update their knowledge and understanding as informed by curriculum standards from national organizations. Teachers examine multiple models and approaches for teaching and assessing learning in literacy development and the examination of the relationship of literacy to achievement in all areas the curriculum. Stress is on phonics, skills of comprehension, and the interrelatedness of all areas of language arts instruction: reading, writing, listening, and speaking. Teachers integrate knowledge from language arts content and pedagogy to propose modifications to their own real-world classroom curriculum. They will plan, carry out, and describe a unit of instruction that reflects these insights.

EDUC 611 - Classroom Assessment (3)

Accomplished teachers value student assessment as a source of information about their own instruction as well as student learning. Teachers acquire knowledge and experience with a range of assessment options and methods, and they consider strategies for making appropriate choices among them. Teachers investigate their own current assessment practices to identify problems and concerns and to consider

factors other than knowledge that might impact student performance. They examine a variety of authentic assessment strategies and consider the interaction of assessment, pedagogy, and curriculum on instructional decision-making.

EDUC 612 - Home, School, Community Relations (3)

Accomplished teachers and educational leaders use their knowledge of the social and cultural contexts that shape student development to support child-centered productive relationships. Students use a case-study approach to investigate these relationships. Included is an examination and analysis of these institutions and the impact of mass media on public support. Analyses must include suggestions or modifications that reflect their deeper understanding of the interrelationship of contexts in supporting instruction from a child-centered point of view. Participants will develop and present a workshop informed by the case analysis.

EDUC 615 - Educational Leadership (3)

This is an advanced course for graduate elementary education students. This course will provide practical knowledge for blending content areas to maximize student learning and to prepare teachers to meet the needs of all of their students. All assignments will reflect knowledge, understanding and usage of major concepts, principles, theories, and research related to the development of children and young adolescents as well as the ability to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Additionally, students will demonstrate the ability to integrate and apply knowledge for instruction, adapt to diverse students, promote the development of critical thinking and problem solving and active engagement in learning, and utilize communication to foster collaboration. Students will demonstrate the above competencies through the successful completion of a Professional Development Event, a Best Practices research paper and presentation, and other assignments.

EDUC 621 - Seminar in Leadership Development (1)

Variable field experience hours connected to university-based instruction utilized to fulfill program requirements. Teacher leadership track focuses on mentorship and evaluation and continuous improvement of teaching and learning. Initial certification track focuses on requirements of EDTPA

portfolio and reflective practices that impact student learning.

EDUC 624 - Introduction to Research Based Strategies in Reading (3)

The purpose of this course is to provide preservice and lateral entry teacher candidates with a solid foundation for effective literacy instruction in K – 5 elementary classrooms. Special emphasis will be placed on the major five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. This course will review research-based teaching strategies, instructional materials as well as methods and assessments for efficacious literacy instruction.

EDUC 626 - Integrated Elementary Curriculum (3)

This course is designed to promote a balanced approach to meeting the standards through an integrated elementary curriculum. It focuses on making connections and using the standards to align curriculum, content, assessment and instruction.

EDUC 628 - Arts and Movement (2)

This class is designed to give an overview of current theory and practice of an integrated arts and physical education curriculum for elementary classroom teaching. Subject matter will include teaching with, about, in, and through the arts and physical education. Students will explore elements of the arts and physical education and incorporate these elements into exercises and lessons appropriate for the elementary classroom.

EDUC 631 - Teaching Elementary Mathematics K-6 (3)

Accomplished teachers value the data-rich classroom setting as a source of information about their own instruction and pedagogical principles and practices in mathematics. They have a deep understanding of the mathematics content domains, they teach and offer students challenging and meaningful learning opportunities. In this course, teachers investigate the elementary mathematics curriculum to update their knowledge and understanding as informed by curriculum standard from national organizations, especially NCTM. Investigation focuses on mathematics and major approaches to the teaching of mathematics. Teachers will make decisions about applying problem-solving, analytical reasoning, and valuing mathematics for living to meet individual and group needs. Teachers will integrate knowledge from both mathematics content and pedagogy to propose

modifications to their own real-world classroom curriculum through action research. They will plan, carry out, and describe a unit of instruction that reflects these insights.

EDUC 634 - Teaching Elementary School Science K-6 (3)

EDUC 636 - Teaching Elementary School Social Studies K-6 (3)

Accomplished teachers value the culture and diversity in the dynamic classroom setting as a source of information for their own instruction and pedagogical principles and practices in social studies. They have a deep understanding of the elementary social studies domains they teach and offer students challenging and meaningful learning opportunities. In this course, teachers investigate the elementary social studies curriculum to update their knowledge and understanding as informed by curriculum standards from national organizations, especially NCSS. Investigation focuses on social studies and major approaches to integrating social studies in the home, school, community, and world. Teachers will use this integration to propose modifications to their own real-world classroom curriculum. Through action research, teachers will investigate domain knowledge, engage in rigorous self-reflection about teacher effectiveness, collaborate with colleagues, and engage in partnerships with parents. They will plan, carry out, and describe a unit of instruction that reflects these insights.

EDUC 638 - Perspective Literacy Instruction (3)

This course will continue the development of an understanding of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research-based methods of diagnosing and correcting reading problems. This course will continue the development of the understanding of the 5 elements of reading and how the aspects of the elements are used in diagnosing correcting reading problems. This course will provide instruction on diagnosing and correcting reading problems using methods, techniques, practices, assessment tools, and materials.

EDUC 640 - Collaborative Action Research (4)

Accomplished teachers in dynamic settings develop new ideas, acquire insights, make decisions, and continuously reflect upon and evaluate strategies. They are innovative and learn from the implementation. They recognize that modification and improvements to practice evolve over time and

through thoughtful self-study. This course provides teachers with concepts, strategies, and tools for planning and carrying out systematic investigations of their own classroom practice. Teachers will partner with a faculty member and a teacher-peer or school-site or district colleague to plan and carry out an investigation of classroom practice.

Prerequisite: By written permission of program coordinator. This course is taken for four semesters with each semester being worth 1 semester hour. Candidates must complete all four semesters for a total of 4 semester hours.

EDUC 642 - School of Law and Ethics (3)

Teachers will examine the Constitution and statutory laws, regulations of local school boards, court decisions as sources of school laws, legal aspects of the control of pupil behavior, teacher tenure, teacher contracts, and dismissals.

EDUC 652 - Introduction to National Board Certification Process (3)

This class provides students an overview of practices and processes of National Board Certification through the investigation of current research literature and the process for achieving certification. Students develop clear interpretations and understanding of the various components and interconnections that shape and influence the quality of teaching, student learning, professional development and leadership in our schools and communities.

EDUC 654 - National Board Certification: Planning Instructional Practices (3)

Prepares students for planning and delivering effective instruction for completion of National Board Certification. An overview of standards, research-based instructional strategies, and assessment techniques provided. Provides students with opportunities to review research and commentary that guide and shape decisions and judgments we make when determining the levels of progress students are making toward achieving academic goals, and to identify elements of our practice that contribute to successful learning outcomes.

EDUC 565 - National Board Certification: Executing Research Based Pedagogy (3)

Students evaluate and implement research-based pedagogical practices. Students will investigate their teaching practice. An overview of standards,

research-based pedagogical practices, and video analysis and assessment introduced. This course will provide students with extended time and opportunities to explore and comment on accomplished teaching practices related to the NBCT standards in their fields of expertise.

EDUC 658 - National Board Certification: Becoming Reflective Practitioners (3)

Students learn to evaluate and reflect critically on teaching and develop prescriptive remediation. Community outreach and family/parent outreach opportunities explored. Provides classroom educators the knowledge and skills required to understand and evaluate research relevant to their roles as professional educators. Teachers will develop a professional portfolio that incorporates knowledge, understanding, and evaluation of research providing evidence of meeting NBPTS certificate standards by performance-based assessments.

EDUC 695 - Topics in Education (3)

Provides opportunities for advanced investigations of selected topics in education. It may be taken by students beyond the first year in graduate school who wish to pursue topics not covered by regularly scheduled courses.

EDUC 697 - Internship I (3)

Course provides students (candidates) the opportunity to participate in specific administrative duties and functions within Instructional Leadership roles.

EDUC 699 - Capstone Seminar (3)

Complete clinical experience giving students the opportunity to teach in actual classroom situations, under supervision, in a public-school system.

Prerequisite: Admission to Candidacy.

EDUC 610 - Teacher Elementary School Language Arts K-6 (3)

Accomplished teachers value the dynamic classroom setting as a source of information about their own instruction and pedagogical principles and practices in literacy development. They have a deep understanding of literacy and offer students challenging and meaningful learning opportunities. In this course, teachers investigate the language arts curriculum to update their knowledge and understanding as informed by curriculum standards from national organizations. Teachers examine multiple models and approaches for teaching and

assessing learning in literacy development and the examination of the relationship of literacy to achievement in all areas the curriculum. Stress is on phonics, skills of comprehension, and the interrelatedness of all areas of language arts instruction: reading, writing, listening, and speaking. Teachers integrate knowledge from language arts content and pedagogy to propose modifications to their own real-world classroom curriculum. They will plan, carry out, and describe a unit of instruction that reflects these insights.

EDUC 626 - Integrated Curriculum (1)

This course is designed to promote a balanced approach to meeting the standards through an integrated elementary curriculum. It focuses on making connections and using the standards to align curriculum, content, assessment and instruction.

ELEM - MASTER OF EDUCATION IN ELEMENTARY EDUCATION

ELEM 610 - Teaching Elementary School Language Arts K-6

Accomplished teachers value the dynamic classroom setting as a source of information about their own instruction and pedagogical principles and practices in literacy development. They have a deep understanding of literacy and offer students challenging and meaningful learning opportunities. In this course, teachers investigate the language arts curriculum to update their knowledge and understanding as informed by curriculum standards from national organizations. Teachers examine multiple models and approaches for teaching and assessing learning in literacy development and the examination of the relationship of literacy to achievement in all areas the curriculum. Stress is on phonics, skills of comprehension, and the interrelatedness of all areas of language arts instruction: reading, writing, listening, and speaking. Teachers integrate knowledge from language arts content and pedagogy to propose modifications to their own real-world classroom curriculum. They will plan, carry out, and describe a unit of instruction that reflects these insights.

ELEM 625 - Differentiated Instruction (3)

This course will ensure that candidates have the professional and pedagogical knowledge and skills necessary to meet the needs of all 21st century

learners. Candidates will respond to the needs of students with learning, behavior, and emotional disabilities who are diverse in culture and learning style, among other factors.

Upon completion of the course, all candidates will be able to do the following with a rating of proficient or higher (80% or higher):

Demonstrate the professional and pedagogical knowledge and skills necessary to meet the needs of all 21st century learners.

Develop and submit a plan of action that requires the selection and implementation of strategies that answers the questions related to student achievement and differentiated instruction, addresses the problem of the achievement gap, and promotes educational initiatives that positively affect student learning—specifically a plan that implements Differentiated Instruction.

ELEM 626 - Integrated Elementary Curriculum (3)

This course is designed to promote a balanced approach to meeting the standards through an integrated elementary curriculum. It focuses on making connections and using the standards to align curriculum, content, assessment and instruction.

ELEM 631 - Teaching Elementary School Mathematics K-6 (3)

Accomplished teachers value the data-rich classroom setting as a source of information about their own instruction and pedagogical principles and practices in mathematics. They have a deep understanding of the mathematics content domains, they teach and offer students challenging and meaningful learning opportunities. In this course, teachers investigate the elementary mathematics curriculum to update their knowledge and understanding as informed by curriculum standard from national organizations, especially NCTM. Investigation focuses on mathematics and major approaches to the teaching of mathematics. Teachers will make decisions about applying problem-solving, analytical reasoning, and valuing mathematics for living to meet individual and group needs. Teachers will integrate knowledge from both mathematics content and pedagogy to propose modifications to their own real-world classroom curriculum through action research. They will plan, carry out, and describe a unit of instruction that reflects these insights.

ELEM 634 - Teaching Elementary School Science K-6 (3)

Accomplished teachers value the inquiry-based classroom setting as a source of information about their own instruction and pedagogical principles and practices in scientific inquiry. In this course, teachers investigate the elementary science curriculum to update their knowledge and understanding as informed by curriculum standards from national organizations, especially NSTA. Teachers will enhance their competence in science through reading and conducting research in the instruction of science. Teachers will make decisions about applying scientific standards and principles to meet individual and group needs. They will integrate and reflect upon knowledge from both science content and pedagogy to propose modifications to their own real-world classroom curriculum. Through action research, teachers will plan, carry out, and describe a unit of instruction that reflects these insights, such as they might choose for the NBPTS requirement.

ELEM 636 - Teaching Elementary School Social Studies K-6 (3)

Accomplished teachers value the culture and diversity in the dynamic classroom setting as a source of information for their own instruction and pedagogical principles and practices in social studies. They have a deep understanding of the elementary social studies domains they teach and offer students challenging and meaningful learning opportunities. In this course, teachers investigate the elementary social studies curriculum to update their knowledge and understanding as informed by curriculum standards from national organizations, especially NCSS. Investigation focuses on social studies and major approaches to integrating social studies in the home, school, community, and world. Teachers will use this integration to propose modifications to their own real-world classroom curriculum. Through action research, teachers will investigate domain knowledge, engage in rigorous self-reflection about teacher effectiveness, collaborate with colleagues, and engage in partnerships with parents. They will plan, carry out, and describe a unit of instruction that reflects these insights.

ELEM 650 - Special Topics in Literacy (3)

Candidates engage in advanced pedagogy in literacy as they examine developmentally appropriate teaching strategies, instructional materials, instructional technology and evaluation strategies for

teaching literacy. All candidates will complete a research paper that involves advanced pedagogy in literacy and the examination of strategies, materials, technology, and evaluation strategies for teaching literacy.

ELPS - MASTER OF SCHOOL ADMINISTRATION

ELPS 530 - Internship Lab I (1)

This lab provides K-12 educational leaders with the skills to work with others in the school to identify, collect, and analyze all available data related to school performance. Students practice administrative and leadership skills under the guidance of a mentor (practicing school administrator). The University Supervisor visits the school to obtain support from the practicing school administrator and discuss the requirements for completion. The lab meets face to face twice during the semester. Students take this lab during their first semester in the MSA program.

ELPS 560 - Internship Lab II (1)

This lab provides K-12 educational leaders the opportunity to observe and gather information related to the implementation of all mandates, policies, and procedures. Students participate or observe in meetings, hiring and promotion decisions, etc. as appropriate. Students practice administrative and leadership skills under the guidance of a mentor (practicing school administrator). The University Supervisor visits the school once during the semester observe the student performing in a leadership capacity/activity. The lab meets face to face twice during the semester. Students take this lab during their second semester in the MSA program.

ELPS 590 - Internship Lab III (1)

This lab provides K-12 educational leaders the opportunity to work in school-based teams to implement instructional improvements and leadership development. Students practice administrative and leadership skills under the guidance of a mentor (practicing school administrator). The University Supervisor visits the school once during the semester to observe the student performing in a leadership activity/capacity. The lab meets face to face twice during the semester. Students take this lab during their third semester in the MSA program.

ELPS 595 - Internship Lab IV (1)

This lab provides K-12 educational leaders the opportunity to work in school-based teams to complete their involvement and engagement, and to affect the school culture, safety audit, and action plan. Students practice administrative and leadership skills under the guidance of a mentor (practicing school administrator). The University Supervisor visits the school once during the semester to observe the student performing in a leadership activity/capacity. The lab meets face to face twice during the semester. Students take this lab during their fourth semester in the MSA program.

ELPS 602 - Principles of Educational Administration (3)

Students will be exposed to a variety of concepts, theories, and findings derived largely from behavioral sciences that can be applied in the practices of education administration. Drawing from an interdisciplinary framework, topics such as communication, decision-making skills, human motivation, leadership, bureaucracy, and social systems will be discussed. Students will engage in classroom discussions, electronic chat rooms, student presentations, and written report/projects.

ELPS 603 - School Improvement, Program Planning, and Evaluation (3)

This course will provide theories and theorists on effective leadership. Organizational theories and school culture and its impact upon special groups will also be discussed. Students will examine critical issues in educational governance (federal, state, and local levels) and how to create effective and lasting change(s). An integrative approach will be employed. Students will participate in lectures, electronic chat room discussions, small group activities, and individual projects.

ELPS 604 - The Principalship (3)

Students will receive an introduction to the role, responsibilities, expectations, and major duties of elementary, middle, and high school administrators. Students will be presented with typical problems faced by school administrators through simulations, case studies, and role-playing. Students will examine research-based best practices and will be expected to develop viable solutions to address problems and school improvement.

ELPS 605 - Curriculum and Instructional Leadership (3)

This course surveys the organization, supervision, and evaluation of curricular innovation and instructional programs on the elementary and secondary levels. Basic concepts and processes of curriculum and instruction, including classroom arrangements (traditional, cluster, and open), organization and scheduling plans (continuous progress, cross-grade grouping, departmentalization, house plans, integrated day, non-graded, self-contained classrooms, etc.), general instructional methods (computer-based, individualized, team teaching, supervised independent studies), and alternative approaches (alternative schools, mini-schools, school within-a-school). Students will have reading assignments, peer presentations, classroom discussions, and written examinations.

ELPS 606 - Leadership, Change & Organizational Development (3)

This course will provide theories and theorists on effective leadership. Organizational theories and school culture and its impact upon special groups will also be discussed. Students will examine critical issues in educational governance (federal, state, and local levels) and how to create effective and lasting change(s). An integrative approach will be employed. Students will participate in lectures, electronic chat room discussions, small group activities, and individual projects.

ELPS 607 - School Finance (3)

Students study the economic, political, and legal aspects of financing public instruction. This course provides an historical overview of school finance theories and practices. Students learn about the implementation of budgets and the importance of budget evaluation and its effects on the organization. Additionally, this course addresses emerging partnerships with businesses, industries, and others. Students will be evaluated on their class participation, oral and written reports, and a final exam.

ELPS 697 - Early Internship I (2)

This course provides students (candidates) the opportunity to participate in specific administrative duties and functions, if not started previously. K-12 educational leaders begin and complete the implementation of all action plans. Candidates practice administrative and leadership skills under the guidance of a mentor (practicing school

administrator). They begin and complete systematic collection of data reflecting the effectiveness of all projects and prepare final evidences to be submitted for grades (TaskStream). The University Supervisor visits the school once during the semester to observe the student performing in a leadership activity/capacity. The lab meets face to face twice during the semester. This may be the last course required for students who are currently employed as school administrators. A minimum of 500 internship hours are required for completion of the program. The complete E-Portfolio must be submitted in TaskStream and defended orally. Candidates must obtain a grade of 80 out of 100 points to pass the oral exam. All MSA and university requirements must be met before candidates can be recommended for MSA licensure.

ELPS 698 - Internship in School Administration and Capstone II (3)

Both courses provide candidates with the opportunity to engage in field-based activities related to school administration. These learning experiences afford students the opportunity to practice administrative and leadership skills under the guidance of a mentor (practicing school administrator). During this Internship, candidates continue to complete the requirements of the E-Portfolio. They continue the implementation of all projects, case studies, etc., as required components in the E-Portfolio. They accept additional responsibilities, as assigned by their mentor (practicing school administrator). The lab will meet face-to-face three times during the semester. The University Supervisor visits the school twice during the semester to observe the candidate performing in a leadership activity/capacity. During the seminars/capstone, current issues and trends are discussed, best practices are shared, and faculty and other practicing school leaders provide additional professional development opportunities to expose and engage the interns in leadership development. A minimum of 500 Internship Hours are required for completion of the program. The completion of the E-Portfolio must be submitted in TaskStream, and presented orally. Candidates must obtain a score of 80 out of 100 to successfully pass the oral exam. All MSA and university requirements must be met before candidates can be recommended for the MSA licensure. If additional time and educational leadership experiences are needed to fulfill all requirements of the MSA program, candidates have

the option to enroll in ELPS 699: Internship III, and Capstone 2. In this course, the University Supervisor visits the school twice during the semester to observe the student (candidate) performing in a leadership activity/capacity. During the seminars/capstone, current issues and trends are discussed, best practices are shared, and faculty and other practicing school leaders provide additional professional development opportunities to expose and engage our interns in leadership development. A minimum of 500 Internship Hours are required for completion of the program. The completion of the E-Portfolio must be submitted in TaskStream, and presented orally. Candidates must obtain a score of 80 out of 100 to successfully pass the oral exam. All MSA and university requirements must be met before candidates can be recommended for the MSA licensure.

ELPS 699 - Internship in School Administration and Capstone III (3)

Both courses provide candidates with the opportunity to engage in field-based activities related to school administration. These learning experiences afford students the opportunity to practice administrative and leadership skills under the guidance of a mentor (practicing school administrator). During this Internship, candidates continue to complete the requirements of the E-Portfolio. They continue the implementation of all projects, case studies, etc., as required components in the E-Portfolio. They accept additional responsibilities, as assigned by their mentor (practicing school administrator). The lab will meet face-to-face three times during the semester. The University Supervisor visits the school twice during the semester to observe the candidate performing in a leadership activity/capacity. During the seminars/capstone, current issues and trends are discussed, best practices are shared, and faculty and other practicing school leaders provide additional professional development opportunities to expose and engage the interns in leadership development. A minimum of 500 Internship Hours are required for completion of the program. The completion of the E-Portfolio must be submitted in TaskStream, and presented orally. Candidates must obtain a score of 80 out of 100 to successfully pass the oral exam. All MSA and university requirements must be met before candidates can be recommended for the MSA licensure. If additional time and educational leadership experiences are needed to fulfill all

requirements of the MSA program, candidates have the option to enroll in ELPS 699: Internship III, and Capstone 2. In this course, the University Supervisor visits the school twice during the semester to observe the student (candidate) performing in a leadership activity/capacity. During the seminars/capstone, current issues and trends are discussed, best practices are shared, and faculty and other practicing school leaders provide additional professional development opportunities to expose and engage our interns in leadership development. A minimum of 500 Internship Hours are required for completion of the program. The completion of the E-Portfolio must be submitted in TaskStream, and presented orally. Candidates must obtain a score of 80 out of 100 to successfully pass the oral exam. All MSA and university requirements must be met before candidates can be recommended for the MSA licensure.

MATA - MASTER OF SCIENCE IN MATHEMATICS

MATA 513 - Complex Analysis (3)

Complex numbers, analytic functions, Cauchy-Riemann equations, Cauchy theorem, Cauchy integral formula and its applications, Liouville's theorem, Taylor and Laurent series, residues and poles, and conformal mappings.

Prerequisite: MATA 366 (Complex Variables) or equivalent or written permission of the instructor.

MATA 531 - Methods of Applied Mathematics (3)

Classification of the partial differential equations, wave equations, heat equation, Laplace equations and methods of their solution, Laplace transforms, Fourier transforms, variational methods, the Euler-Lagrange equation, and Hamilton's principle. Applications to biological, chemical, economic, electrical, and mechanical systems.

Prerequisite: MATH 458 (Differential Equations) or equivalent.

MATA 535 - Advanced Ordinary Differential Equations (3)

Series solutions of differential equations, special functions, systems of linear differential equations, eigen values and fundamental matrices, 2-dimensional autonomous systems, Lyapunov stability

theory, boundary value problems, and Sturm-Liouville problems.

Prerequisite: MATH 458 (Differential Equations) or equivalent course.

MATA 621 - Applied Partial Differential Equations I (3)

This course is an introduction to partial differential equations (PDEs) and their application to physical and engineering sciences. Physical principles are used to standard equations (e.g., the heat, wave, and Laplace's and Poisson's equations) and mathematical tools are developed to provide solutions. Topics include separation of variables, Fourier series, method of eigenfunction expansion, Sturm-Liouville eigenvalue problems, Green's functions, and Fourier transform solution of PDE.

Prerequisite: MATA 535 (Advanced Differential Equations).

MATH - MASTER OF SCIENCE IN MATHEMATICS

MATH 501 - Advanced Linear Algebra (3)

A study of finite dimensional vector spaces. Among the topics covered are matrices, linear transformations, change of basis, dual spaces, eigenvalues and eigenvectors, Jordan and other canonical forms, diagonalizable transformations, normal and unitary operators, bilinear forms and their matrix representations, connections to other branches of mathematics, and applications to/in high school teaching.

Prerequisite: MATH 351 (Linear Algebra) or equivalent.

MATH 503 - Modern Algebra (3)

Review and continuation of the study of algebra. Covers some of the following: the theory of finite group theory, including the fundamental theorem of finite Abelian groups, quotient groups, and the Sylow theorems; polynomial rings, Euclidean rings, unique factorization, number fields, finite fields, and field extensions. Course will discuss the connection of abstract algebra to concepts taught in high school mathematics, as well as connections to other mathematics areas.

Prerequisite: MATH 354 (Abstract Algebra I) or equivalent or written permission of the instructor.

MATH 511 - Real Analysis (3)

Topology of the real line, sequences and series, metric spaces, real-valued functions, functions of bounded variation, theory of differentiation and integration, and introduction to Lebesgue integration.

Prerequisite: MATH 455 (Introduction to Real Analysis) or its equivalent.

MATH 515 - Applied Statistics (3)

Probability Models; Review of probability theory, random variables, and probability distribution; Inference; estimation, hypothesis testing, categorical analysis data, regression and correlation, analysis of variance, and nonparametric methods.

Prerequisite: STAT 351 (Probability and Statistics I) or equivalent course or written permission of instructor.

MATH 540 - Numerical Analysis (3)

A study of methods of solving systems of linear and non-linear equations, differential equations, and numerical integrations with emphasis on convergence properties and error analysis.

Prerequisite: MATH 455 (Real Analysis) or MATH 511 or equivalent course.

MATH 532 - Systems and Control Theory I (3)

Fundamental concepts; Eulerian graphs, adjacency and incidence matrices, trees, planar graphs, graph embeddings, connectivity, Hamiltonian graphs, matching, factorization, graphs and groups, Cayley color graphs, line graphs, the Reconstruction problem, spectra of graphs, graph and map coloring, external graph theory, and Ramsey theory.

Prerequisite: MATA 262 (Discrete Methods) or equivalent.

MATH 553 - Graph Theory (3)

Fundamental concepts; Eulerian graphs, adjacency and incidence matrices, trees, planar graphs, graph embeddings, connectivity, Hamiltonian graphs, matching, factorization, graphs and groups, Cayley color graphs, line graphs, the Reconstruction problem, spectra of graphs, graph and hypergraph colorings, external graph theory, and Ramsey theory.

Prerequisite: MATA 262 (Discrete Methods) or equivalent.

MATH 560 - General Topology (3)

General theory of topological spaces, metric spaces, continuity, product and quotient spaces, separation axioms, compactness and connectedness.

Prerequisite: Completion of a course in Real Analysis.

MATH 580 - Functional Analysis (3)

(Formerly Applicable Analysis MATH 511) Linear spaces, subspaces and linear span, examples of normed linear spaces, linear maps, null spaces, image spaces, invertibility, isomorphisms, normed linear spaces, product spaces, linear functionals, hahn-banach theorem, convergence and continuity, banach spaces, open mapping and closed graph theorems, inner product spaces, contraction mapping principle, orthogonal and complete orthonormal sets, hilbert spaces and linear operators.

Prerequisite: MATH 511 or MATH 560.

MATH 600 - Number Theory (3)

Introduction to number theory from the algebraic and/or analytic point of view. Includes some of the following: Diophantine equations, congruences, quadratic reciprocity; quadratic forms, and public key cryptosystems. Combines theoretical ideas with computer lab experimentation.

Prerequisite: MATH 350 (Number Theory) or written consent of instructor.

MATH 620 - Nonlinear Dynamics (3)

First-order differential equations and their bifurcations, phase plane analysis, limit cycles and their bifurcations, Lorenz equations, chaos, and application of biology, chemistry, physics and engineering.

Prerequisite: MATH 458 (Differential Equations) or equivalent.

MATH 650 - Seminar in Advanced Mathematics (3)

(formerly MATH 620) Advanced mathematics chosen from areas represented in the program and intended to build on 500-level material. Covers the following: algebra and number theory, analysis, discrete mathematics and combinatorics, computational mathematics, geometry, and statistics. *May be repeated for a maximum of 12 units of credit.*

Prerequisite: Written consent of instructor.

MATH 699 - Thesis (3 or 6)

Preparation of a thesis for the master's degree. *Graded Credit/No Credit. Students may enroll in (at most) one section per semester.*

Prerequisite: An officially appointed thesis committee.

MATT - MASTER OF SCIENCE IN MATHEMATICS

MATT 520 - Technology in Mathematics Teaching (3)

Selected topics in middle, high school, and advanced mathematics chosen to demonstrate appropriate uses of technology, as well as effective organizations and presentations of mathematics for individual and group learning.

Prerequisite: Written consent of instructor.

MATT 521 - Research on Teaching and Learning Algebra/Geometry (3)

Mathematics studied through the reading, analysis, and discussion of original papers on algebra and geometry with the teaching and learning of algebra and geometry K-12 education.

Prerequisite: Written consent of instructor.

MATT 525 - School Mathematics from An Advanced Perspective (3)

This course covers Connections to Algebra, Analysis, and Geometry. Topics include real numbers and complex numbers; functions; equations; integers; polynomials; number system structures; congruence; distance and similarity; trigonometry; area and volume; axiomatic and euclidean geometry.

Prerequisite: Written consent of instructor.

MATT 530 - Discrete Mathematics for Teachers (3)

The terminology, concepts, and techniques of some areas of discrete mathematics applicable to middle and high school teaching. Logic, proof techniques, recursion, set theory and enumeration, relations and functions, groups and codes, and graphs.

Prerequisite: Written consent of instructor.

MATT 540 - Research Methods 1 (3)

This course enhances the appreciation for, and understanding of, research methods and findings in mathematics education. History, current trends, and issues pertaining to research design, validity, and

reliability in mathematics education will be discussed. Students will evaluate, synthesize, and critique mathematics education research, understand a variety of research methodologies, and discuss strategies for implementing their action research project.

Prerequisite: Written permission of the instructor.

MATT 640 - Research Methods 2 (3)

This course gives students an opportunity to further develop their action research project. Students will develop their methodology and outline the materials and instruments used for data collection. Students will collect student, class, and school data while continuously refining their data collection strategies with input from classmates, colleagues, and other stakeholders.

Prerequisite: MATT 540.

MATT 699 - Action Research in Mathematics Education (3 or 6)

This course concludes the development of the Action Research Project. Students will analyze and interpret the results of the student, class, and school data collected and articulate action research principles as a teacher leader. Students will draw conclusions based upon their findings and discuss how their research extends the body of knowledge in mathematics education.

Prerequisite: MATT 640.

RS - MASTER OF SCIENCE IN MATHEMATICS

RS 501 - Geophysical Remote Sensing (3)

Physical geography, cultural geology, and technical and space policy; aerospace remote sensing systems, fundamental electromagnetic field theory and RF circuit design; fundamental active and passive microwave remote sensing; basic conception of signal processing. Fundamentals of remote sensing applications.

Prerequisite: Written permission of the instructor.

RS 502 - Geographic Information Systems and Geophysical Signal Processing (3)

Mapping concepts, data structure, data management techniques, data acquisition, global positioning system interface, data manipulation and analysis;

fourier series and periodic waveforms, fourier transform and its properties. Auto- and cross-correlations, power spectrum. Delta function and unit step function. Time domain windows. Z-transform and properties, inverse Z-transform. Principles of digital filters, moving average, and recursive filters. Introduction to cepstrum and its application in seismic data processing. Pole-zero technique for designing ARIMA filters. Shaping and spiking filters using winner's principle of least square estimation. Deconvolution of seismic traces: feed forward and feed backward methods, spectral factorization. Applications of two-dimensional symmetric filters for processing gravity and magnetic fields.

Prerequisite: RS 501 or written permission of the instructor.

RS 503 - Digital Image Processing and Analysis (3)

Topics covered include principles of electro-optical imaging, image data processing including image visualization and statistics extraction, radiometric and geometric correction, image enhancement, image classification, artificial intelligence-based information extraction, multi-spectral image analysis, change detection, and thematic map accuracy assessment. Application-specific image processing methods will be introduced. State-of-the-art commercial image processing software will be used for applications development.

Prerequisite: RS 501 and RS 502 or written permission of the instructor.

RS 504 - General Analytic Methods of Remote Sensing (3)

Advanced remote sensing data processing and analysis techniques will be covered with applications to observations of the earth's hydrosphere, cryosphere, atmosphere, and subsurface and surface lithosphere environments.

Prerequisite: RS 501 or written permission of the instructor.

RS 505 - Geophysical Modeling (3)

Introduces students to various analytic models used to understand and visualize observed and theorized geophysical processes including phenomena occurring in the Earth's hydrosphere, cryosphere, atmosphere, and subsurface and surface lithosphere environments.

Prerequisite: RS 501 & RS 502 & RS 503 or written permission of the instructor.

RS 506 - The Principles of Microwave Remote Sensing (3)

Space-borne remote sensing of the earth's atmosphere, land, and oceans. The primary methods and applications of microwave remote sensing are considered with both active (radar) and passive (radiometry) techniques covered; satellite and optical sensors; image analysis.

Prerequisite: RS 501 & RS 502 & RS 503 or written permission of the instructor.

SPED - MASTER OF EDUCATION IN ELEMENTARY EDUCATION

SPED 660 - Inclusion of Students with Special Needs (3)

Teachers/educational leaders will use diversity in their classroom/school to examine exceptional individuals, including students labeled mentally disabled, emotionally disturbed, gifted, learning disabled, and sensory impaired. Participants use case analyses to gain a deeper understanding of assessment of strategies, teaching methodologies, techniques, materials, specific learning characteristics, and individual learning styles. Additionally, the course examines the family's response to their special needs children and their way of supporting them from preschool through adulthood. They will also analyze research findings regarding children's special needs and use those findings to document practices as they relate to making decisions promoting the full inclusion of students.

Prerequisite: Written Consent of Instructor.

GRADUATE FACULTY

Abebe, Eyuaalem, *Professor, Biology*
BS, MS, Addis Ababa University
MS, Ph.D., Ghent University

Adedeji, Adetayo V., *Associate Professor, Physics*
BS, University of Ilorin (Nigeria)
DICTP, ICTP Trieste (Italy)
MS, Obafemi Awolowo University (Nigeria)
Ph.D., Auburn University

Adedeji, Dolapo, *Associate Professor, Pharmacy*
BS, University of Agriculture, Abeokuta,
Nigeria
Ph.D., Auburn University

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BS, Calcutta University
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Ph.D., Howard University
Post Doctoral Study, Yale University Medical
School

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Ph.D., University of South Carolina

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Ph.D., Howard University

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MEng, North Carolina State University;
Ph.D., American University

Khan, Sekender
BS, Elizabeth City State University;
M. Ag. Dhaka University in Agriculture;
M. Ag Dhaka University in Crop Botany;
Ph.D., Louisiana State University in Plant
Pathology;
MEd Mathematics Cambridge College

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BS, Karnatak University;
MS, University of Alabama at Birmingham;
Ph.D., Karnatak University

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BSc, Lucknow University;
MS, Lucknow University;
Ph.D., University of North Carolina at Chapel
Hill

Payne, Gloria, *Marshall A. Rausch Distinguished
Professor Chair*
BS, Saint Augustine's College;
Ph.D. Atlanta University;
Postdoctoral Studies, North Carolina State
University

Rousch, Jeffrey M., *Associate Professor, Biology*
BS, University of Hartford;
BS, University of Hartford;
MS, Indiana University of Pennsylvania;
Ph.D., Arizona State University;
PostDoctoral Study, BASF Plant Science, NC
State University

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BSc, MSc, University of Kalyani (India);
MA, Ph.D., State University of New York at
Stony Brook

Sengupta, Jharna D., *Professor, Mathematics*
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MA, Ph.D., State University of New York at S

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MS, Addis Ababa University

Ph.D., Auburn University

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(Bangladesh)

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Ph.D., Texas Technological University

Ward Farrah, *Professor, Mathematics*

BS, North Carolina A&T State University

MS, North Carolina State University

Ph.D., North Carolina State University

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TRUSTEES EMERITI

Trustees Emeriti	Year Conferred
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Betty Barr-Randolph	2003
Isaac Andeaux Battle* '53	1997
John Calvin Bias* '26	1986
Earl T. Brown	2005
Levin Butler Culpepper*	Chairman, 1986
J. Wilbert Forbes	1986
Leroy Benjamin Frasier*	Chairman, 1986
Stanley Green, Jr.	Chairman, 1999
Norma James	2017
Joseph Jenkins	2017
Clifford Bell Jones, Sr.*	Vice Chairman, 1986
Frederick Pendleton Markham III	1986
Norman Mebane	2003
Betty Sugg Meggs	Secretary, 2003
Harold Mitchell	2003
John Stuart Morrison, Esq.	Vice Chairman, 1996
Charles W. Penny	Chairman, 2003
Edna Gray Randolph '45*	Secretary, 1996
Abdul Rasheed	2016
William Douglas Rich	1993
Willie Daniel Riddick '71	Vice Chairman, 1989
James Samuel Roebuck	1986
Frank H. Skidmore	2005
Virginia Tillett	2017
Kermit Earle White*	Chairman, 1976
Elmer Vanray Wilkins*	Chairman, 1996
Andrew Healon Williams*	1997
Frederick Healon Williams	2007
Calvin Worsley	2001
Frederick L. Yates	2007

**Deceased*

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Peter Wedderick Moore, AM, LLD, 1891-1928
(President Emeritus, 1928-1934)
John Henry Bias, AB, LLD, 1928-1939
Harold Leonard Trigg, Ed.D., 1939-1945
Sidney David Williams, AM, DPed, 1946-1958
(President Emeritus, 1969-1974)
Walter Nathaniel Ridley, Ed.D., 1958-1968
(President Emeritus, 1988-1996)
Marion Dennis Thorpe, Ph.D., LLD, 1968-1983
Jimmy Raymond Jenkins, '65, Ph.D., 1983-1995
(Chancellor Emeritus, 1995 -)
Mickey Lynn Burnim, Ph.D., 1995-2006
Willie James Gilchrist, '73, Ed.D., 2006-2013
Charles L. Becton, JD, LLM, 2013-2014
(Interim Chancellor)
Stacey Franklin Jones, Ph.D., 2014- 2015
Thomas E. H. Conway, 2016-2018
Karrie G. Dixon, 2018-
(Chancellor)

ECSU OFFICERS

Karrie G. Dixon, *Chancellor*
BS, North Carolina State University
MS, UNC-Greensboro
Ph.D., North Carolina State University
Derrick Wilkins, *Chief of Staff*
BS, Elizabeth City State University
MS, Clark Atlanta University
Ph.D., Old Dominion University
Alyn Goodson, *Chief Operations Officer and General Counsel*
BS, North Carolina State University
JD, North Carolina Central University
Master of Laws, Georgetown University
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BS, NC A&T State University
MS, Ph.D., North Carolina State University
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MDIV, Shaw University

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BS, Elizabeth City State University
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Ed.D., Northcentral University

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BS, Bangalore University
MS, Louisiana State University

George Bright, *Athletic Director*

BS, Claflin University
MA, South Carolina State University

Sharnita Wilson-Parker, *Internal Auditor*

BS, Elizabeth City State University
MPA, Norfolk State University

Letitia Evans, *Interim Vice Chancellor for University Advancement*

BS, Elizabeth City State University
University of Dayton, 1996

Paula Bowe, *Interim Chief of Human Resources Officer*

BS, Elizabeth City State University

Harley Grimes, *Director of Facilities Management and Design and Construction*

BS MS, Old Dominion University

Gloria Payne, *Associate Vice Chancellor Academic Affairs*

BS, Saint Augustine's College
Ph.D., Atlanta University

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Ed.D, The College of William and Mary

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MS, University of Cincinnati
Ph.D., Oklahoma State University

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Ph.D., New York University

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Ph.D., Indiana University of Pennsylvania

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Ph.D., Clark-Atlanta University

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P.G.D., University of Nigeria
Pharm.D., Howard University

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M.S., Florida Institute

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MBA, Walden University

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Rachel Haines, *Director of Procurement and Materials Management*

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MPA, Central Michigan University

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PROGRAM & PROJECT DIRECTORS

Annemarie Delgado, Director of Sponsored Programs
MPA, MA, Old Dominion University
Certified Research Administrator (CRA) -
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Andre Stevenson, Director of Honors and
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M.S.W., M.P.H., Ph.D., University of Pittsburgh

Reshema Combs, *Coordinator, Academic Support
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BS, Elizabeth State University;
MAEd, Cambridge College

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M.Ed., Lehigh University
Ed.D., Seton Hall University

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M.Ed., Strayer University

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M.Eng. North Carolina State University
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Ed.D., Walden University

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MS, Virginia State University
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Cheryl Luton, *Director of Teacher Education,
Coordinator of Graduate Programs in Elementary
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BS, Townson University
M.Ed., Elizabeth City State University
Ph.D., Capella University

PROFESSORS EMERITI

Professors		Year Conferred
Mollie Majette	Physical	1995
Beasley	Education	

Thaddeus Vernon Beasley	Biology	1995	Helen Hemmingway Muldrow	Biology	1986
Helen Marshall Caldwell	English	1998	William Julius Muldrow*	Psychology	1983
Thomas Lee Caldwell*	Physical Education	1992	Bishop Marvin Patterson*	Technology Education	1992
A. Latif Choudhury*	Physics	2007	Dan Mitchell Pearce*	Art	2001
Naginder Dhillion	Political Science-2	2009	Bernard Lee Peterson, Jr.*	English and Drama	1988
Vincent John de Gregorio*	Art	1986	William Porter	Geology	2015
William Rankin Gibson	Industrial Arts	1991	Maurice Cary Powers*	Geology	1991
Rachel Gragson	Music	2007	Andrew Lee Roberts*	Education	1995
Linda Bailey Hayden	Computer Science	2018	Floyd L. Robinson	Music	2001
Anne Marie Henderson*	English	1994	Georgia Long Smith*	Health	1987
Dale Edward Henderson Sr. '72*	Social Sciences	1994	Hazel Gallop Spellman '41*	Reading	1994
Julia Moore Hoffler*	English	1978	Lawrence Edwin Sugg *	English and Journalism	1986
Floyd Bernard Holley*	Sociology	1994	Louise Nixon Sutton *	Mathematics	1987
Johnny L.Houston	Math and Computer Science	2010	Dorothy Elliott Thomas *	Biology	1986
Barbara L. Johnson	Education	2013	James Hubert Townes*	Chemistry	1994
Evelyn Adelaide Johnson*	Music	1976	Curtis Delano Turnage '67*	Biology	1995
Carol Calloway Jones	English	2004	Rochelle Vann '47 *	Social Sciences	1994
Clara Griffin Jones '36 '40*	Education	1986	Robert Louis Vaughan	Physical Education	1995
Sultana A. Khan	Physics	2014			
Claudie James Mackey	Education	2018			

* Deceased

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