

ELIZABETH CITY STATE UNIVERSITY 2015-2016 CATALOG

GRADUATE EDITION



Elizabeth City, North Carolina 27909

www.ecsu.edu

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SACS ACCREDITATION STATEMENT

Elizabeth City State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097) to award degrees at the baccalaureate and master's levels.

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 of 1964, as amended by the Civil Rights Act of 1991 (CRA), the Americans with Disabilities Act of 1990 (ADA) as amended; Section 504 of the Rehabilitation Act of 1973; the Equal Pay Act of 1963; the Discrimination in Employment Act of 1967 (ADEA); 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 of 1974 (FERPA) — Part of PL 93-308; and the Family and Medical Leave Act of 1993 (FMLA).

MESSAGE FROM THE CHANCELLOR

Chancellor's Message

Welcome to Elizabeth City State University (ECSU)!



ECSU has a rich history that spans nearly 125 years. We embrace a diverse community of faculty, staff, and students, all of whom are passionate about making the world a better place through excellence in teaching, research, leadership, and service.

Our broad range of graduate offerings prepares students for an ever-evolving and technologically advanced society. A common thread throughout our 4 graduate degree programs is an opportunity to master critical exploration, analytical thinking, and scientific discovery.

Beyond our academic programs, is a vibrant campus life designed for both our resident and commuter students. We provide a safe, nurturing, and stimulating environment in which to express individual creativity via a wide variety of social and cultural activities. Our student organizations, athletics and service programs provide additional opportunities to tailor to your interests and to cultivate your intellectual and personal development.

As you undertake your studies, this catalog will serve as your blueprint for success at ECSU. Please read it carefully and don't hesitate to seek guidance from faculty and staff should you need assistance.

On our Path to Prominence, we look forward to working with you and to the day we can count you among our proud ECSU alumni.

Sincerely,

A handwritten signature in black ink that reads "Stacey Franklin Jones". The signature is written in a cursive, flowing style.

Stacey Franklin Jones
Chancellor

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ACADEMIC CALENDARS

FALL SEMESTER 2015

| | |
|--|---|
| Tuesday – Wednesday, August 11 – 12 | Fall Faculty/Staff Institute |
| Thursday – Friday, August 13 – 14 | New Student Orientation |
| Saturday, August 15 | Weekend/Evening/Graduate Programs, and New Transfer Students Registration, 9:00 a.m. to 3:00 p.m. |
| Sunday, August 16 | Residence Halls Open, All Students |
| Monday, August 17 | Official Registration, 8:30 a.m. to 7:00 p.m. 7:30 p.m. - Classes Dropped for Non-payment |
| Tuesday, August 18 | Classes Began for Fall 2015 |
| Monday, August 25 | Late Registration and Drop/Add Period Begins, 8:30 a.m. |
| Monday, September 7 | Late Registration and Drop and Add Period Ends, 5:00 p.m. |
| Tuesday, September 8 | Labor Day Holiday, Classes Dismissed, Offices Closed |
| Wednesday, September 15 | Classes Resume, 8:00 a.m. |
| Thursday– Wednesday, October 1-7 | Fall 2015 Graduation Applications Due to Registrar's Office |
| Friday, October 9 | Mid-Term Exams (All Students) |
| Thursday-Friday, October 8-9 | Deadline for Posting Grades - 12:00 p.m. |
| Monday, October 12 | Fall Recess |
| Wednesday, October 14 | Classes Resume, 8:00 a.m. |
| Monday – Friday, November 2-13 | Last Day to Remove "I" Grades |
| Monday, November 2 | Academic Advisement/Pre-Registration for Spring 2015 & Winter Session |
| Wednesday, November 4 | |
| Monday, November 17 | Last Day to Withdraw from Classes and Receive a Grade of "W" |
| Monday, November 17 | Spring 2015 Graduation Applications Due to Registrar's Office |
| Wednesday – Friday, November 25– 27 | Last Day to Withdraw from the University and Receive a Grade of "WD" |
| Monday, November 30 | Thanksgiving Holiday, Classes Dismissed |
| Tuesday, December 1 | Classes Resume, 8:00 a.m. |
| Wednesday, December 2 | Last Day of Classes |
| Thursday, December 3 | Reading Day |
| Friday – Tuesday, December 4 – 8 | Reading Day |
| Friday – Thursday, December 4 – 10 | Final Examinations, Graduating Seniors |
| Wednesday, December 9 | Final Examinations, Remaining Students |
| Friday, December 11 | Deadline for Posting Graduating Seniors Grades – 12:00 p.m. |
| Saturday, December 12 | Last Day to Return Books/Mailbox Keys Without Charge for Graduating Seniors |
| Monday, December 14 | Last Day to Return Books/Mailbox Keys Without Charge for Remaining Students |
| Wednesday, December 16 | Fall Commencement |
| | Deadline for Posting all Other Grades - 3:00 p.m. |
| | Winter Session Begins |

SPRING SEMESTER 2016

| | |
|--|---|
| Tuesday – Wednesday, January 5-6 | Spring Faculty/Staff Institute |
| Thursday - Friday, January 7-8 | 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 2015 |
| | 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 | Winter Session Ends |
| Tuesday, March 1 | Financial Aid Deadline for Priority Funding |
| Friday, March 11 | Founders' Day |
| Saturday – Friday, March 5 – 11 | Mid-Term Exams (All Students) |
| Tuesday, March 8 | Last Day to Remove "I" Grades |
| Monday, March 14 | Deadline for Posting Grades – 12:00 p.m. |
| Monday - Saturday, March 14 – 19 | Spring Recess |
| Monday, March 21 | Classes Resume, 8:00 a.m. |
| Monday–Friday, March 21 - April 5 | Academic Advisement/Pre-Registration for Summer/Fall 2011 |
| Friday, March 25 | Good Friday Holiday, Classes Dismissed, Offices Closed |
| Saturday, March 26 | Saturday Classes Dismissed |
| Monday, March 28 | Easter Monday, Classes Dismissed |
| Tuesday, March 29 | Classes Resume, 8:00 a.m. |
| Wednesday, March 30 | Last Day to Withdraw from Classes and Receive a Grade of "W" |
| Friday, April 21 | Last Day to Withdraw and Receive a Grade of "WD" |
| Saturday - Wednesday, April 29- May 3 | Final Examinations, Graduating Seniors |
| Thursday, May 1 | Last Day of Classes |
| | Last Day to Return Books/Mailbox Keys Without Charge for Graduating Seniors |
| | Deadline for Posting Graduating Seniors Grades - 12:00 p.m. |
| Wednesday-Thursday, May 4-5 | Reading Day |
| Friday -Thursday, May 6 – 12 | Final Examinations, Remaining Students |
| Saturday, May 7 | Final Examinations, Weekend/Evening/Graduate Programs |
| Saturday, May 14 | Spring Commencement |
| Tuesday, May 17 | Last Day to Return Books/Mailbox Keys Without Charge for Remaining Students |
| | Deadline for Posting all Other Grades – 3:00 p.m. |
| Wednesday, May 18 | Faculty Workshop/End of Academic Year |

CORRESPONDING DIRECTORY

For prompt attention, send inquiries to the appropriate person and office, Elizabeth City State University, 1704 Weeksville Rd., 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. Stacy Franklin Jones, Chancellor
 Dr. Vann Newkirk, Provost and Vice Chancellor for Academic Affairs
 Ms. Gwendolyn Sanders, University Secretary
 Ms. Ralisha Mercer Interim Mercer Vice Chancellor for Institutional Advancement
 Mr. Josh Lassiter, Vice Chancellor for Business and Finance*
 Mr. Alyn Goodson General Counsel
 Dr. Suresh Murugan, Chief Information Officer
 Ms. Paula Bowe, Director of Human Resources and Payroll*
 Mr. Derrick, Johnson, Director of Athletics
 Mrs. Sharnita Parker-Wilson, Internal Auditor
 Mr. John Manley, Chief of University Police

Academic Affairs

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 Dr. Harry Bass, Associate Vice Chancellor for Academic Affairs*
 Dr. Derrick Wilkins, Assistant Vice Chancellor for Academic Affairs*
 Mr. Andre Farley, Assistant Vice Chancellor for Enrollment Management
 Mr. Andre Farley, Director of Financial Aid
 Mrs. LoraAnn E. Barclift, Executive Assistant to the Provost
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 Vacant, Director of General Studies and External Learning
 Mr. Micheal Twiddy, Director of Small Business Technology Development Center
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 Dr. Althea Riddick, University Registrar
 Dr. Ronald H Blackmon, Director of Sponsored Programs, Contracts and Grants*
 Dr. Harry Bass, Director of Graduate Education*

Dr. Kimberley Stevenson, Director of Distance Education & Center for Teaching Excellence

Student Affairs

Mrs. Deborah G. Branch, Vice Chancellor for Student Affairs*
 Mr. Kelvin Brown, Assistant Vice Chancellor and Dean of Students for Student Affairs
 Mrs. Makitta Whitehurst-McLean, Director of Career Services
 Mrs. Regina McCoy-Davis, Director of Student Health Services
 Ms. Sabrina Williams, Director of Housing and Residence Life*
 Dr. Jacqueline Huff, Director of Counseling & Testing Center
 Mrs. Mary Berry, Director of Intramural Sports and Recreation
 Mr. Jeremy Williams, Coordinator of Commuter Center
 Mr. Darien Jerman, Coordinator of Student Leadership and Multi-Cultural Affairs
 Ms. Kathryn Gigler, Director of the Women's Center

Interim

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 & 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 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 for the 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.

Between June 2013 and September 20 2014, CHARLES BECTON, a former NC Court of Appeals judge, served as interim chancellor on July 1, 2013.

On October 1, 2014, Dr. STACEY FRANKLIN JONES was appointed Chancellor of Elizabeth City State University. As Chancellor Dr. Jones initiated a new path to prominence which calls for expanding educational opportunities in Science, Mathematics and other STEM disciplines.

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

ENROLLMENT MANAGEMENT AND RETENTION

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.

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.

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.ed.gov) in order for the University to obtain their financial aid data. 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 (Academic Year), December 1 (Spring Semester), and May 1 (Summer).

Should you have Financial Aid questions, please call: (252) 335-3283 or 1-800-529-8146

Graduate and Professional Degree Students Loan Limits

The program/lender you select in your first year at Elizabeth City State University will be the program/lender you will always have at ECSU. Students can not receive a student loan from both programs in the same academic year. Regardless of the program a student uses, Stafford Loans have yearly limits.

For a student, the graduate limits are:

- Annual amount based on institution cost of attendance budget: \$20,500 – No more than \$8,500 of this amount may be in subsidized loans.
- Maximum Total Debt Upon Completion of Graduate Studies: \$138,500 – No more than \$65,000 of this amount may be in subsidized loans. The graduate debt limit includes Stafford Loans received for undergraduate study.

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) by March 1 of each year.
- 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 repeat a previously-passed class once.

- Students must attend the 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.
- Students are aware that the Office of Financial Aid and Scholarships cannot award federal, state, and institutional funds over the student's Cost of Attendance budget. Any outside scholarships or alternative loans must be reported to the Office of Financial Aid and Scholarships and these funds may reduce the amount of 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. Graduate students enrolled in 9 semester hours are classified as full-time and 4.5 semester hours as half time.
- Students awarded an educational student loan must complete loan counseling prior to their first loan disbursement. Federal regulations require that first-year, first-time borrowers have their first loan disbursement delayed 30 days. Counseling is available online at www.studentloans.gov.
- 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.
- Students must report any financial aid they receive or expect to receive from an outside source.
- 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 attending 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.

Completion Rate (Quantitative)

Students must complete a minimum of 67 percent of coursework attempted each semester. Failure to

complete this minimum percentage will result in a student being placed on financial aid probation during the following semester of attendance. If the student completes 67 percent of the coursework during the probationary semester, then the student will be taken off of financial aid probation. If the student completes less than 67 percent of coursework during the probationary semester, then the student will be placed on financial aid suspension for the next attending semester.

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. Any changes after the first 10 days of the following semester will not be included in the SAP calculation.

Transfer Students

Transfer students accepted by ECSU, not previously enrolled at ECSU, will be classified as maintaining Satisfactory Academic Progress (SAP) for the first semester enrolled. At the end of the first semester, the student's grades will be measured in accordance with the ECSU's SAP requirements. Students who previously attended ECSU, transferred to another school, then returned to ECSU, will have all of their course work reviewed.

Financial Aid Suspension

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. Once the student has enrolled for 6 or more hours and successfully completed the semester maintaining SAP requirements, the student's financial aid will be reinstated to financial aid probation status for the next attending term.

A student should report to the Office of Student Financial Aid and Scholarships to review the calculations of the student's unearned aid due by the school and the unearned aid due by the student to the Department of Education or other agencies. Elizabeth City State University will attempt to notify the student no later than 30 days from the official withdrawal date

to return its share of the student's unearned aid, and the student has 45 days from the notification date to return that portion.

An entrance and an exit interview are required for students who have received loans.

A student who has not completed the verification process as of the withdrawal date will be ineligible to receive any financial aid credit to their account.

Additional Title IV funds will end if the student fails to repay his or her portion of unearned Title IV funds within the proper time-frame.

For further questions, please call our office at (252) 335-3283.

STUDENT AFFAIRS

DIVISION OF STUDENT AFFAIRS

The Division of Student Affairs is organized and administered by the Vice Chancellor for Academic and Student Affairs to augment, strengthen, and support the University's commitment to the total development of its students. The Division includes the Offices of Career Services, Counseling and Testing, Emergency Management/Environmental Health & Safety, Student Health Services, Student Life, Judicial Affairs, and Residence Life.

Student Affairs assists with the adjustment of students to both the academic and the non-academic environments of the campus. The main focus is on creating and promoting an environment in which students can develop into mature, well-rounded citizens who are self-disciplined and aware of the lifelong process of education.

Student Affairs programs are designed to promote student initiative, responsibility, and rights to a quality education as well as well-rounded personal and social development. The programs also strive to provide opportunities for leadership and to promote a climate conducive to intellectual stimulation and growth that builds character and integrity and fosters excellence and respect for diversity in a global society. Special services for those students who have academic and non-academic difficulties are also provided.

COUNSELING & TESTING CENTER

COUNSELING SERVICES

The Counseling and Testing Center (CTC) provides individual, career, couples, and group counseling as well as psycho-educational groups for personal and social development. A series of self-development workshops is offered during the fall and spring semesters. Topics include, but are not limited to the following:

- Romantic and Social Relationships
- Depression and Anxiety
- Anger Management
- Stress and Time Management
- Grief Counseling

Referrals are made to community agencies when needed. Counseling Services are confidential. Contact information: Counseling and Testing Center, Griffin Building, Suite 500, Elizabeth City, NC 27909. Telephone: 252-335-3273, Fax: 252-335-3728.

Testing Services

The Counseling Center coordinates and administers national, local, and specialty tests to students, staff, and non-affiliated off-campus individuals and groups. The University is a national test site for Educational Testing Services in Princeton, New Jersey.

University Withdrawals

Students desiring to terminate their studies at ECSU must visit the Counseling Center to complete the necessary forms to withdraw from the University.

DISABILITY SERVICES

In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1940 (ADA), Elizabeth City State University has a program designed to protect the rights of post-secondary students with disabilities. Special Needs Services will provide the following to students who have on file a documented disability/disabilities: disability-related counseling, consultation for accommodations during enrollment at ECSU, reasonable accommodations, and accommodation(s) notifications to instructors. Consultation services regarding accommodations are provided to prospective students and, upon request, to all ECSU students. For more information, contact: Disability/Special Needs Services, Griffin Building, Suite 500, Elizabeth City, NC 27909, Telephone: 252-335-3273 and Fax: 252-335-3278.

CAREER DEVELOPMENT CENTER

The Career Development Center, located in Griffin Hall, 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.

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 this office during the fall and spring semesters. Students can also make valuable employment contacts at the Annual Career Fair, the Graduate & Professional School Day, and the Annual Teacher Job Fair. Alumni may also receive career assistance on employment vacancy listings through Career Services.

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.

Career Development Center Technology

Perfect Interview software is a web-based program that allows students to:

- Create custom interview scenarios tailored to the student's exact specifications
- Repeat individual questions and answers as often as they wish
- Answer randomly-selected questions, so you never know what to expect next -- just like a real interview
- Pause your interview at any time and return at your convenience
- Save completed interviews for review at any time

Services Provided Include:

- Career Counseling
- On Campus Recruiting
- Career Fairs
- Graduate and Professional School Information
- Workshops (Resume Writing, Interviewing Techniques, etc.)
- Dress For Success
- Job Search Preparation
- Networking Opportunities
- Career & Graduate School Fair - November

- Education Fair - February

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.

Code of Conduct

Certain fundamental concepts are recognized as forming the basis for standards of conduct developed as a result of the University's educational and other obligations.

The filing of an application for admission shall be construed as both evidence and pledge that the applicant accepts the standards and regulations of Elizabeth City State University and agrees to abide by them. Each student, by the act of registering, obligates himself or herself to obey all rules and regulations of the University as stated in the Graduate Student Handbook, the University Catalog, and other university publications.

Illegal Drug Policy

Elizabeth City State University has the responsibility to nurture and protect its environment. The Board of Trustees has committed itself to the proposition that students, faculty, and staff should be able to engage in the scholarly pursuits of teaching, learning, discourse, and research free from illegal drug use.

Education Programs and Activities

Elizabeth City State University's drug education programs and activities involve the following:

- Conducting anonymous surveys of students, faculty, and staff to identify the extent of the drug problem;

- Establishing mandatory seminars on substance abuse for faculty, staff, and students;
- Conducting Drug Awareness Week activities with print and electronic media advertising;
- Developing creative outreach programs for the University that utilize community resources;
- Initiating contacts for academic departments to address substance abuse in appropriate health and physical education courses;
- Generating a greater public awareness of substance abuse through special events such as sporting events, campus extravaganzas, panel discussions, magazine publications, etc.;
- Publishing and distributing fact sheets and other printed literature on substance abuse; and
- Conducting faculty and staff wellness activities.

Counseling and Referrals

It will be the responsibility of every student, staff member, and faculty member to help maintain a drug-free campus. The ECSU Counseling Center makes referrals to the appropriate local or state agencies. All individuals are afforded the right of confidentiality in all contacts consistent with local, state, and federal laws, and the general welfare of ECSU, its students, faculty, and staff.

Enforcement and Penalties

Elizabeth City State University will take all necessary actions, in accordance with local, state, and federal law, and applicable university rules and regulations, to eliminate illegal drugs from the campus community.

Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes.

Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, and other employees, as required by the ECSU Student Handbook, by Section 4 of the ECSU Tenure Policy and Regulations, by Section 5 of the North Carolina Personnel Manual, and by university policies applicable to other employees exempt from the State Personnel Act.

Sexual Harassment

Elizabeth City State University neither condones nor approves of sexual harassment on the part of students, faculty, or staff within the university community. Sexual harassment constitutes unlawful discrimination

on the basis of sex and violates state and federal law as well as university policy.

Unwelcome sexual advances, requests for sexual favors, and/or verbal or physical conduct of a sexual nature by anyone in an official university position, a student, or university employee constitutes sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing, or
2. submission to or rejection of such conduct by an individual is used as the basis of employment or academic decision affecting that individual, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive environment.

A student, faculty member, or staff person who believes he or she has been the victim of sexual harassment must initially attempt to resolve the matter with the administrative official most directly in line to supervise the person accused of sexual harassment. However, a staff employee may proceed directly to the State Personnel Commission. Students may proceed directly to the Vice Chancellor for Academic and Student Affairs or his or her designee. Complaints of student against staff or staff against student will be addressed by the SPA Grievance Committee; complaints of student against faculty or faculty against student will be handled by the Faculty Hearings Committee.

Food Services

Our Dining Services are provided in two (2) campus locations: Bedell Hall Cafeteria for food court dining as well as traditional cafeteria dining, and the Viking Den, located in the Walter N. & Henrietta B. Ridley Student Complex.

All students residing in residence halls must purchase a meal plan. Off-campus students are encouraged to purchase a meal plan. The University reserves the right to deny food service to any student who is delinquent in paying their student account or who violates the established regulations with regard to personal conduct in the cafeteria.

Student Health Services

Realizing health cannot be separated from the ability to learn, Student Health Services supports the academic mission of the University through the provision of accessible, quality health care services and educational programs to promote the health and well-being of the student population. The services include diagnosis and treatment of general and acute medical problems,

allergy injections, immunizations, HIV testing and counseling, laboratory services, and limited pharmaceuticals. Student Health Services also provides wellness programs and maintains a fitness room for use by all students. 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 |
| DECEMBER 4 | SPRING ENROLLMENT |
| MAY 1 | SUMMER ENROLLMENT |

Student Health Services is open Monday through Friday 8:00 a.m. to 5:00 p.m. Physician hours are 9:00 a.m. to 5:00 p.m., Monday through Thursday. 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 Hall Director or Campus Police. Students are also encouraged to utilize the Nurse Hotline service provided by the student health insurance plan: 1-866-315-8756. Please call 911 to activate the local emergency management system for emergencies.

Student Health Insurance

All students enrolled in 6 (main campus) credit hours or more are required to have health insurance. Students have an opportunity to waive the health insurance fee during the fall and spring semesters by completing the waiver process online at www.bcbsnc.com/ecsueu. All students enrolled in 6 (main campus) credit hours or more who do not waive the health insurance fee will be automatically covered under a health insurance policy purchased by the University. The primary purpose of this coverage is to offset the costs of health care. Brochures outlining the coverage and limitations may be viewed online at www.bcbsnc.com/ecsueu. There will be a two-week appeal period immediately following the waiver period for any student who did not successfully complete the hard waiver student health insurance verification process prior to the campus deadline for submitting a waiver request. This applies to students who never filed 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. An optional dental insurance plan is available at an affordable price to part-time students. Additional information is available online at www.bcbsnc.com/ecsueu.

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 does not file insurance claims 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.

Student Activities

Student Activities are designed to encourage and facilitate student participation in various organizations and events, such as service groups, clubs, recreational activities, and cultural activities. Major attention is geared toward providing activities which will supplement academic instruction and provide opportunities for students to develop personally, socially, and intellectually.

The Student Activities staff serves as facilitator in developing opportunities for participation by students in a broad spectrum of activities and events that encourage personal growth. The Master Calendar of Events is developed for the school year and kept in the Student Activities office for student information.

The Women's Center

The Women's Center is funded by a federal grant from the Office on Violence Against Women and 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 Women's 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.

Some goals of the Women's Center include:

- Development of survivor-focused programming to aid victims of sexual assault and sexual violence
- 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
- Raising awareness of violence against women through a Speaker Series and other campus-wide and community-focused events
- 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 Women's Center is subject to Clery Act and Title IX regulations.

Walter N. & Henrietta B. Ridley Student Complex

The Complex consists of Ridley Hall Unit #1, 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 the students in May, 2005, and it serves as the nucleus for many university activities. The center houses the following offices and services:

- Student Life
- Student Activities
- Campus Recreation
- Clubs & Organizations
- Student Government Association (SGA)
- Greek Affairs
- Commuter Student Services
- Student Activities Committee (SAC)
- Student Leadership Development Academy
- Theater
- Multi-purpose room
- ECSU Bookstore
- Study Room
- Computer Stations
- Bowling Center
- Bedell Hall
- Student Center Unit II
- Campus Post Office
- The Blue Room – Faculty Dining Room
- Meeting Rooms
- Emergency Management/Environmental Health & Safety

Bowling Center

The Bowling Center offers the following activities and services for students' enjoyment: bowling, billiards, ping pong, table soccer, air hockey, basketball, tennis, bicycles, video games, paint ball, board games, monopoly, cards, checkers, computers, play stations, and darts.

The Bowling Center can also be rented for: birthday parties, family reunions, greek parties, showers, and church events.

Campus Recreation

Campus Recreation provides an opportunity for students to participate in a variety of recreational activities. The program includes intramural sports, aquatics programs, and open free-play. The Campus Recreation 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, weight-lifting, flag football, racquet ball, golf, co-ed softball, powder puff football, and other sports. The aquatic program includes open free swim, and the fitness program includes aerobics classes.

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).

Fraternities, Sororities, and Social Fellowships
Elizabeth City State University has four Greek-letter fraternities, four Greek-letter sororities, one service sorority, one service fraternity, and eight social fellowships. Each has its own membership policies and goals. A member of the organization should be contacted for specific details pertaining to his or her organization.

Student Leadership Development Academy
The Student Leadership Development Academy (SLDA) 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.

Music Organizations

Elizabeth City State University has several music organizations: the University Marching and Concert Bands, the Collegians (Jazz Band), and the University Choir. Any officially enrolled student is eligible for membership. Contact the Music Department for details.

Publications

Students are involved in writing and editing many university publications. The Viking Times, the student newspaper, is published on a regular basis. The Viking, the student-produced yearbook, serves as the college annual. 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).

BUSINESS & FINANCE

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 on 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 fees charges and other charges.

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.

Post Office

The Dr. Clifford L. Jones, Sr., Post Office is located in the Ridley Center. All residential students receive a rental mailbox per calendar year with the cost included in tuition. Non-residential students may rent a campus mailboxes for an annual fee of \$26.50. Postal services include postage stamps: Money Orders: Express mail; priority, registered and certified mail; and delivery and pick-up of mail to and from offices and residence halls. Contact: Mr. Christopher Jones, 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 Business and Finance – Student Accounts at (252) 335-3471 to receive information regarding tuition payment plans.

FINANCIAL REGULATIONS

Book Rental Policies

The book rental system used at Elizabeth City State University began in 1972. Under this system, students may rent textbooks for each course in which they are enrolled. Some paperback books and all workbooks must be purchased by the student. No refunds are granted on rental charges.

All full-time students are encouraged to use the rental book system. If desired, a student may purchase the book at the end of the semester at a depreciated value.

Part-time students have the option to purchase or rent books.

Students are required to return rented books by the end of the final examination period for that semester. If a student fails to return the books by that date, the full cost of all unreturned books will be charged to the student's account. Credits to student accounts for books returned after the deadline are not available.

Students who drop course(s) should return their book(s) to the Campus Store immediately.

Fees are charged for pages torn from book(s) or for deliberate mutilation of a textbook.

Additional books will not be issued unless previously rented books are returned to the Campus Store.

Lost books must be paid for in the Campus Store. This charge must be paid before a student can be issued additional books. Only upon special approval by the Bookstore's liaison may a reimbursement or credit be granted after the charges have been assessed.

Accounts for Veterans & 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 by mail 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.*

MOTOR VEHICLES & PARKING

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

Parking Lot Fees

| | |
|--------------------------|----------|
| Reserved Faculty & Staff | \$115.00 |
| Faculty and Staff | \$ 60.00 |
| Students | \$ 50.00 |

**Fees are subject to change and are nonrefundable unless you graduate mid-fiscal year.*

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, procedures and regulations. Campus police officers' authority extends on and off campus, including the power of arrest. The University Police Office is located in the Thomas-Jenkins Building.

INFORMATION TECHNOLOGY

The Division of Information Technology (IT) provides integrated technology services and support for the Elizabeth City State University campus in three distinct functional areas: Administrative Computing, Client Services, and Network Services. IT 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 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. Other IT services and support include security and audit compliance, technology training support, and website services.

Visit the IT website for more information about the available services and support.

END-USER SUPPORT SERVICES

Information Technology provides access to technology resources for students to support their general academic efforts. Current students are provided a Banner ID and an email/domain account to access Self Service Banner (SSB), email, network domain, and other university online resources. Accounts are automatically created each semester for all students who officially register. Freshmen and transfer student accounts are distributed at New Student Orientation. Students have wireless connectivity available across campus. There is limited technology support provided for student-owned hardware and software (i.e. anti-virus software, wireless connectivity, etc.).

The Information Technology Center (ITC), a two story, L-shaped building, houses office spaces for the Division of Information Technology, Administrative Computing, Client Services, Network Services, Distance Education, Teaching Excellence, and Interactive Video Services. The facility has six

computer labs, three for student use and three for instruction, a lecture hall, a computer operations room, student lounge, a video conference room, and a tele-classroom. In addition to the labs in ITC, there are currently 21 other computer labs and eight fully-functional videoconferencing centers located in departments across the campus. Most of these facilities provide discipline-specific resources that allow students to utilize applications relative to their major.

Visit the IT website for more information about the available services and support.

THE SUMMER SCHOOL PROGRAM

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 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 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 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 ten-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. Course descriptions are in the University Catalog.

Summer Course Load

The maximum course load for students is six (6) semester hours during each five (5) week 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.

Graduate 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.

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. 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. Regular ECU 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.

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, call **(252) 335-3324** or **email us at summer@ecsu.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 www.ecsu.edu/academics/graduateeducation/index.cfm 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 Requirements

A minimum of 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 higher education 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 Elizabeth City State University may obtain credit only with permission from the student's advisor, graduate program coordinator, and chair of the major department.

Residence Status for Tuition Purposes

The Admissions Office determines the residence status for the purpose of paying tuition. Responses to the application for admission are used in making this determination. Students who fail to submit adequate information to establish a right to be classified as a resident of North Carolina will be classified as a non-resident.

It is the student's responsibility to verify his or her residency status before the payment of fees to the University. Students paying incorrect fees will be

billed for the difference in the tuition rates.

- **Residence:** To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least 12 months immediately prior to classification. The burden for establishing facts justifying classification as a resident entitled to in-state tuition rates is on the applicant, who must show his or her entitlement by the preponderance (the greater part) of the residency information.
- **Initiative:** Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.
- **Effect of Marriage:** Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance ensure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse is relevant information in determining residency intent. For example, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the 12-month requirement for in-state tuition status.
- **Grace Period:** If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of 12 months measured from the date on which North Carolina legal residency was lost. If the 12 months end during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domicile outside North Carolina does not in itself cause loss of legal residency marking the beginning of the grace period.

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, 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.

A \$30 application fee must accompany the application for admission and is not refundable. Certified checks or money orders should be made payable to Elizabeth City State University.

Admission Requirements

Requirements for Admission:

- Bachelor's degree from an accredited institution;
- Overall undergraduate GPA of 3.0 (4.0 scale);
- Completed application;
- \$30 non-refundable application processing fee;
- Two sets of official transcripts in sealed envelopes from each college and university previously attended;
- Three completed Graduate Recommendation Forms in sealed envelopes;

- Examination results from the following tests, taken within the past five years:
 - Graduate Record Examination (GRE), or
 - Miller Analogies Test (MAT)
 - Test of English as a Foreign Language (TOEFL), score or International English Language Testing System (IELTS) score, if applicable;
- Residence Form;
- Health Form (For all students taking more than four credit hours on the ECSU campus) and
- Any other specific requirements from the chosen degree program.

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 a minimum of 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 higher education institution;
- Overall undergraduate GPA of 3.0 (4.0 scale);
- Appropriate score on the GRE (Graduate Record Examination) or MAT (Miller Analogies Test) (taken within the last five years) and TOEFL (Test of English as a Foreign Language), if applicable;
- Interview with department chair and/or department faculty, if applicable;
- Recommendations from three professionals who can document work performance;
- Completed ECSU Health Form (For all students taking more than four credit hours on the university campus); and
- Two official transcripts, sent from the Registrar's Office, from all institutions previously attended.

2. Conditional Admission

With the approval of the graduate coordinator of his or her proposed graduate major and the chair, a student whose scholastic record does not fully meet requirements for unconditional graduate status may be granted conditional admission. This classification terminates on the date of the student's completion of successful application or admission to a graduate program. The student may be admitted for a trial period of one semester, after which he or she may be given full graduate status, if the work is judged to be of graduate quality by the Departmental Graduate Admissions Committee. Admission may be refused due to low grades on the student's scholastic record or low performance.

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 International Programs coordinates international 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;
- 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;
- 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. Official reports of standardized admissions test results must be sent directly to the University by the testing service (GRE or GMAT); and

Financial information along with certified evidence of financial resources to cover educational costs and living expenses.

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 \$30 non-refundable fee;
2. Two official transcripts of baccalaureate degrees from each college or university previously attended, submitted in sealed envelopes.

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, including the \$30 non-refundable fee.

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, pay the \$30 application fee, 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.

Undergraduate Enrollment for Graduate Level Courses

Undergraduate students at ECSU who plan to undertake graduate study at ECSU and who have no more than 12 semester hours of work left to fulfill all requirements for the bachelor's degree may enroll in graduate classes at the University. Total graduate credit obtained in this dual status may not exceed 9 hours. Students must have a grade point average of 3.0 (4.0 Scale) and apply for admission to a graduate program before requesting dual registration.

Students do not have to be formally admitted to the graduate program. For graduate credit to be applied to an ECSU graduate degree, the students must have received written permission from the undergraduate advisor, the Graduate Program Coordinator, the course instructor and the department chair.

Students should be advised that approval for dual registration neither guarantees nor constitutes acceptance into any specific graduate program. Graduate credits cannot count toward undergraduate degree requirements.

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 3.0 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 <http://www>.

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), 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 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 "FA" 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. Withdrawals are processed in the Counseling Center. Students receive exit counseling and are advised of the procedures to follow for any financial obligations. A grade of "WD" will be posted to the student's transcript once the withdrawal process is complete. A student who is registered for classes and does not officially withdraw from the University will receive a grade of "FA". Students may administratively withdraw from ECSU with written approval from the Provost and Vice Chancellor for Student Affairs.

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, FA, 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
- FA Excess Absences
- 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 15

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 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 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 and Psychology offers the Master of Education degree in Elementary Education. 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 and Psychology 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 36 credit hours are required to complete the Master's Degree Program. A minimum of 30 credit hours must be earned in residence 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 Graduate Coordinator, and the Chair of the Department of Education and Psychology.

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;
- Two official transcripts from all institutions attended;
- Completed ECSU Health Form;
- Overall undergraduate GPA of 3.0 (4.0) scale;
- GRE or MAT Scores (the original copy should be sent from testing agency to ECSU);
- Interview with Department of Education and Psychology Graduate Coordinator and Graduate Faculty;
- Typewritten two-page essay specifying educational philosophy; 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.

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 and Psychology 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 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 and Psychology.

Admission, Retention, and Exit

The overall framework of the graduate program in

teacher education focuses on the development of teachers who are committed to their on-going professional growth and are aware of the challenges in our culturally diverse society. These teachers will apply and practice decision-making while engaging in scholarship, asserting leadership, and exercising reflective thinking to meet the needs of learning communities. The synthesis of scholarship, leadership, and reflective thinking will occur in the investigation of a subject in depth through research and the creation of a culminating product derived from that investigation.

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 Psychology, 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. Maintain enrollment in EDUC 640 Collaborative Action Research and complete Milestones 1 and 2 resulting in a plan of action for the Transformational Teaching Project (final product of learning).

Exit Requirements

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

1. Complete a minimum of 36 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. 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.

- 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:

- 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 Product of Learning. The deadline dates for the student to submit the 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.
- Oral presentations will be scheduled during the week following the submission of the Product of Learning during the months of November and April.
- The candidates will be expected to be prepared to defend their Products of Learning before the Graduate Faculty and other parties interested in the students' products.

Please note: The EDUC 640 Collaborative Action Research course is taken over 4 semesters and is required. This course will provide guidance to candidates as they prepare for the Transformational Teaching Project, which is the final product and is required for graduation.

Department of Education and Psychology Support Services

The Department of Education and Psychology provides the following support services:

The *Curriculum Materials Center*, located in the Willie and Jacqueline Gilchrist Education and Psychology Complex, provides a wide variety of books and instructional materials in the Teacher Education areas and at levels ranging from pre-primary through high school. The Center houses State curriculum textbooks, ancillary materials, and selected journals. For prospective teachers, materials are available for unit construction, lesson planning, instructional aids, and teaching strategies. Other specific areas include the Children's Reading Room and the Professional Library.

The *Instructional Technology Laboratory* provides state-of-the-art instructional technology. Candidates have the opportunity to focus in-depth on class assignments and research projects. Students and faculty are taught to use state-of-the-art technologies for integrating these technologies into a 21st-century delivery system.

The *Elizabeth City State University Laboratory School* serves children from ages three through five. The Laboratory School is a component of the Department of Education and Psychology. The Laboratory School's goal is to provide education majors an opportunity to become familiar with young children and their characteristics, and to enable the transition of theoretical concepts into practical application. In addition to being a site for training teacher education majors, the Laboratory School's goal is to provide a learning environment that will help young children develop to their maximum potential physically, cognitively, socially, and emotionally.

All classrooms in the Willie and Jacqueline Gilchrist Education and Psychology Complex have been constructed to support full audiovisual conferencing, and classrooms have audiovisual display capabilities to enhance instruction. These resources serve as a technological support for faculty, staff, and students for presentations, research, demonstration, and teaching.

Elizabeth City State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number is 404-679-4501) to award degrees at the Baccalaureate and Master's levels.

The Teacher Education Program is a member of the American Association of Colleges of Teacher Education (AACTE) and the North Carolina Association of Colleges of Teacher Education (NCACTE).

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

For more information, contact:

Dr. Zenobia Smallwood
 Department of Education and Psychology
 Phone: 252.335.3630
 Fax: 252.335.3554
 zwsmallwood@ecu.edu

MASTER OF EDUCATION IN ELEMENTARY EDUCATION CURRICULUM

| Core Courses | | 31 Semester Hours |
|---------------------------------------|---|--------------------------|
| EDUC 600 | Education Research Methods | 3 |
| EDUC 615 | Instructional Leadership | 3 |
| ELEM 625 | Differentiated Instruction | 3 |
| ELEM 626 | Integrated Elementary Curriculum | 3 |
| EDUC 640 | Collaborative Action Research (1 SH for 4 Semesters) | 1 |
| ELEM 610 | Teaching Elem. School Language Arts | 3 |
| EDUC 642 | School Law and Ethics | 3 |
| EDUC 631 | Teaching Elem. School Mathematics | 3 |
| EDUC 634 | Teaching Elementary School Science | 3 |
| EDUC 636 | Teaching Elementary School Social Studies | 3 |
| Electives | | 5 |
| SPED 660 | Inclusion of Students with Special Needs | 3 |
| EDUC 510 | Applying Instruction Computer Technology | 3 |
| EDUC 591 | Independent Study | 1 |
| EDUC 612 | Home, School, Community Relations | 3 |
| EDUC 621 | Semi. in Prof. Leadership Dev. | 2 |
| ELEM 650 | Special Topics in Literacy | 3 |
| Total hours required for Degree | | 36 |

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 world.

The Department of Education and Psychology 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 extended-time (regular) options. This program of study closely links theory to practice in ways that enrich candidates, local educational agencies, and regional, national, and global communities.

The Conceptual Framework of the Department of Education and Psychology 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, Local Education Agencies, the community, and the family. Our conceptual framework identifies three types of knowledge (content knowledge, professional knowledge, and pedagogical knowledge) that candidates in our program will attain. The conceptual framework also directs the Master of School Administration program by informing the decisions that faculty make regarding teaching and evaluation.

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

1. Reflect on appropriate practices and communicate a vision that engages the school, family, and community in creating an effective learning environment;
2. Promote acceptance of diversity by acting with integrity and fairness while encouraging respectful relationships among students, faculty, administration, families, and the community;
3. Understand principles of organization and management and use evidence-based practices in creating environments that maximize efficiency, effectiveness, and learning;
4. Think critically about the philosophical and historical context of teaching and learning and apply processes of conceptualizing, analyzing, synthesizing, and/or evaluating information gained by observation, experience, reflection, reasoning, or communication, as a guide to belief and action;
5. Use technology to enhance instruction, communication, development, evaluation, and management operations; and
6. Use appropriate assessment and development strategies to promote a focus on student learning consistent with the school's vision and goals.

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 Education:

- Bachelor's degree from an accredited institution;
- North Carolina "A" teaching license and/or the equivalent from another state;
- Overall undergraduate GPA of 3.0 on a 4.0 scale;
- Three years of teaching experience;
- ECSU Graduate School Application;
- Copy of GRE or MAT scores. The original copy should be sent from the testing agency;
- Two official transcripts in sealed envelopes from all institutions attended;
- Statement of purpose (3-4 pages typewritten);
- Non-refundable cashier's check or money order of \$30, payable to Elizabeth City State University;
- Completed ECSU Student Health Services form;
- Three letters of recommendation (two of the three must be from professional educators who can document your potential for leadership and work ethic); and
- Interview with the MSA Coordinator and/or faculty.

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, and communication skills). A limited number of students who do not meet the minimum

standards may be allowed to enroll with special student status. 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 and Psychology 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 and Psychology.

Admission, Matriculation, and Exit

We believe that school leaders must be proficient in a wide variety of 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. This analysis and synthesis occurs throughout the program, from admission to exit.

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 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 Elizabeth City State University;
4. Submit an Admission to Candidacy Application;
5. Complete four Internship Labs and a minimum of one additional semester of administrative internship experience (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; and
7. Complete an exit interview with the graduate coordinator to evaluate the strengths and weaknesses of the Master of School Administration program.

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 a complete copy of the Comprehensive Assessment Portfolio (CAP) to the Office of the Coordinator of Graduate Programs in the Department of Education and Psychology. The deadline dates for the student to present the oral comprehensive exam are listed below are listed below:
Fall Semester – November 15th
Spring Semester – April 15th
2. Oral comprehensive examinations will be scheduled during the week following the submission of the Comprehensive Assessment Portfolio during the months of November and April; and
3. 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.*

Department of Education and Psychology Support Services

The Department of Education and Psychology provides the following support services:

The *Curriculum Materials Center* located in the Willie and Jacqueline Gilchrist Education Building, provides a wide variety of books and instructional materials in the Teacher Education areas and at levels ranging from pre-primary through high school. The center houses state curriculum textbooks, ancillary materials, and selected journals. For prospective teachers, materials are available for unit construction, lesson planning, instructional aids, and teaching strategies. Other specific areas include the Children's Reading Room and the Professional Library.

The *Instructional Technology Laboratory* provides state-of-the-art instructional technology. Candidates have the opportunity to focus in-depth on class assignments and research projects. Students and faculty are taught to use state-of-the-art technologies for

integrating these technologies into a 21st Century delivery system.

The *Elizabeth City State University Laboratory School* serves children ages three through five years. The Laboratory School is a component of the Department of Education and Psychology. The Laboratory School's goal is to provide education majors an opportunity to become familiar with young children and their characteristics, and to enable the transition of theoretical concepts into practical application. In addition to being a site for training teacher education majors, the Laboratory School's goal is to provide a learning environment that will help young children develop to their maximum potential physically, cognitively, socially, and emotionally.

All classrooms in the Willie and Jacqueline Gilchrist Education and Psychology Complex have been constructed to support full audiovisual conferencing, and classrooms have audiovisual display capabilities to enhance instruction. These resources serve as technological support for faculty, staff, and students for presentations, research, demonstration, and teaching.

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

The Teacher Education Program is a member of the American Association of Colleges of Teacher Education (AACTE) and the North Carolina Association of Colleges of Teacher Education (NCACTE).

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

For more information, contact:

Dr. Sandra S. Copeland, MSA Program
Coordinator
Department of Education & Psychology
Phone: 252-335-3337
Fax: 252-335-3554
sscopeland@ecsu.edu

MASTER OF SCHOOL ADMINISTRATION CURRICULUM

| MSA Courses | | Semester Hours |
|--|--|-----------------------|
| EDUC 510 | Applying Instructional Computer Tech. | 3 |
| EDUC 600 | Educational Research Methods | 3 |
| ELPS 530 | Internship Lab I | 1 |
| ELPS 604 | The Role of the Principalship | 3 |
| ELPS 607 | School Finance | 3 |
| ELPS 560 | Internship Lab 2 | 1 |
| ELPS 605 | Curriculum & Instructional Leadership | 3 |
| ELPS 606 | Leadership, Change & Organiz. Dev. | 3 |
| ELPS 590 | Internship Lab 3 | 1 |
| EDUC 642 | School Law and Ethics | 3 |
| ELPS 603 | School Improvement. Program Planning, & Evaluation | 3 |
| ELPS 595 | Internship Lab 4 | 1 |
| EDUC 612 | Home, School and Community Relations | 3 |
| ELPS 602 | Prin. of Educational Administration | 3 |
| Internship with Reflective Seminars | | 8 |
| ELPS 697 | Early Internship I | 2 |
| ELPS 698 | Internship in Sch. Adm. & Capstone I | 3 |
| | II | |
| ELPS 699 | Internship in Sch. Adm. & Capstone III | 3 |
| Total Hours Required for Degree | | 36-42 |

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 Science 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 is primarily housed in the Jenkins Science Center (JSC) on the ECSU campus. JSC was constructed in 1990 and has an area of 50,000 square feet devoted to classrooms, teaching laboratories, specialized research areas, instrumentation and equipment rooms, a planetarium, and 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. Jenkins Science Center houses the Department of Natural Resources, and this department's diverse faculty members, specializing in biology, chemistry and physics, allow 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 and Psychology for those in the Biology Education track, and it 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, and graduate faculty members understand the 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 Master of Science Biological Sciences or Biology Education track requires the applicant to interview with the Department of Natural Sciences 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 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 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 3.0 (4.0 scale);
- A minimum GPA of 3.0 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 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 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 program 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 (3.00) 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 grade below a "C" 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;
7. Other requirements:

Each student will be advised by the Biology Graduate Co-coordinator initially, until such time as the student forms his or her graduate committee (by the second semester). The Biology Graduate Co-coordinator will help students settle any concerns that they may have about the program.

Research/Thesis requirements: The M.S. 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 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. 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 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:
 Biology Graduate Program Coordinator
 Department of Natural Sciences and Marine
 Environmental Science
 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 SH |
| BIOL 607 Thesis Proposal Preparation | 1 SH |
| B. Biology Content | 18 SH |
| Core Courses | 12 SH |
| BIOL 503 Advanced Genetics | 3 SH |
| BIOL 513 Applied Microbiology | 3 SH |
| BIOL 510 Molecular Biology Techniques | 3 SH |
| BIOL 605 Advanced Cellular Biology | 3 SH |
| Content Restricted Electives | 6 SH |
| 500/600 level BIOL courses | 6 SH |
| C. Seminar | 3 SH |
| BIOL 610 Graduate Seminar | 3 SH |
| D. Thesis | 6 SH |
| BIOL 699 Thesis and Research | 6 SH |
| Total Required for Degree | 30 SH |

MASTER OF SCIENCE IN BIOLOGY - BIOLOGY EDUCATION TRACK

| | | |
|--|--|--------------|
| A. Pedagogy | | 12 SH |
| EDUC 503 | Computers in Education | 3 SH |
| EDUC 600 | Educational Research Methods | 3 SH |
| EDUC 615 | Instructional Leadership | 3 SH |
| SPED 660 | Inclusion of Students with Special Needs | 3 SH |
| B. Biology Teaching | | 6 SH |
| BIOL 521 | Issues & Trends in Science Education | 3 SH |
| BIOL 650 | Advanced Theory and Practice in Teaching Science | 3 SH |
| C. Biology Content | | 12 SH |
| Core Courses (choose 6 SH from below) | | 6 SH |
| BIOL 503 | Advanced Genetics | 3 SH |
| BIOL 506 | Environmental Microbiology | 3 SH |
| BIOL 509 | Ecology and Organismal Biology | 3 SH |
| BIOL 510 | Molecular Biology Techniques | 3 SH |
| BIOL 513 | Applied Microbiology | 3 SH |
| BIOL 601 | Advanced Human Anatomy and Physiology | 3 SH |
| BIOL 605 | Advanced Cellular Biology | 3 SH |
| Content Restricted Electives | | 6 SH |
| | 500/600 level BIOL courses | 6 SH |
| D. Action Research Project | | 6 SH |
| BIOL 640, 641, 642, 643 | Planning for Action Research I-IV | 4 SH |
| BIOL 698 | Action Research Project | 2 SH |
| Total Required for Degree | | 36 SH |

MASTER OF SCIENCE IN MATHEMATICS

PROGRAM DESCRIPTION

The Department of Mathematics and Computer Science 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 study 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

Admission to the program requires an undergraduate major in mathematics or a related field (such as computer science, statistics, science, or education with a minor in mathematics); undergraduate preparation should include the equivalent of Calculus III, Linear Algebra, and Statistics. Admission requires an overall GPA of 3.0 on a 4.0 scale. Students who have deficiencies in admission requirements may be admitted with a conditionally classified graduate status by taking additional specified preparation courses, but the units earned to remove these deficiencies may not be used towards the ECSU Master of Science Degree in Mathematics.

Application Requirements

The application requirements are:

- Completed application for ECSU graduate admission, with \$30 non-refundable application processing 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 GRE score, taken within the past five years (original should be sent from ETS: 15346);
- Copy of TOEFL score, if applicable (original should be sent from testing agency); and
- Completed ECSU health form

Course Load

Nine 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. Kenneth Jones, Graduate Program Co-Coordinator
Campus Box 951
1704 Weeksville Rd.
Elizabeth City, NC 27909
Phone: 252.335.3858
Fax: 252.335.3487
kljones@mail.ecsu.edu

MASTER OF SCIENCE IN MATHEMATICS CURRICULUM

Master of Science in Mathematics with a Concentration in Applied Mathematics

| 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 | 3/6 |

| 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 | 3 |

| Electives (choose from the following) | | 6 |
|--|---|----------|
| MATH 553 | Graph Theory | 3 |
| MATH 600 | Number Theory | 3 |
| MATH 620 | Nonlinear Theory | 3 |
| MATH 650 | Seminar in Advance Mathematics | 3 |
| MATT 530 | Discrete Mathematics for Teachers | 3 |
| MATT 525 | School Mathematics from an Adv. Perspective | |

Master of Science in Mathematics with a Concentration in Community College Teaching

| | | |
|--|--|--------------------------|
| 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 |
| Community College Concentration | | 15 Semester Hours |
| MATA 513 | Complex Analysis | 3 |
| MATH 535 | Advanced Ordinary Differential Equations | 3 |
| MATH 621 | Applied Partial Differential Equations | 3 |
| MATT 520 | Technology in Mathematics Teaching | 3 |
| MATT 530 | Discrete Methods for Teachers | 3 |
| Electives (choose from the following) | | 6 Semester Hours |
| MATH 553 | Graph Theory | 3 |
| MATH 600 | Number Theory | 3 |
| MATH 620 | Nonlinear Theory | 3 |
| MATH 650 | Seminar in Advanced Mathematics | 3 |
| MATA 531 | Methods of Applied Mathematics | 3 |
| MATA 540 | Numerical Analysis | 3 |
| MATT 521 | Research on Teach. & Learning Algebra/Geometry | 3 |
| MATT 525 | Sch. Math.from an Adv. Perspective | 3 |
| | | 36 Hrs. |

Master of Science in Mathematics with a Concentration in Remote Sensing

| | | |
|--|--|--------------------------|
| 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 |
| 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 | Microwave Remote Sensing Principles and Applications | 3 |
| Restricted Elective | | |
| MATA 535 | Adv. Ordinary Differential Equations | 3 |
| Total Hours Required for Degree | | 36 Hrs |

Master of Science in Mathematics with a Concentration in Education

| | | |
|--|--|--------------------------|
| 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 Math. Educ. | 3 |
| Education Concentration | | 18 Semester Hours |
| MATT 520 | Technology in Mathematics Teaching | 3 |
| MATT 521 | Research on Teaching and Learning Algebra and Geometry | 3 |
| MATT 525 | School Mathematics from an Advanced Perspective | 3 |
| MATT 530 | Discrete Mathematics for Teachers | 3 |
| MATT 540 | Research Methods I | 3 |
| MATT 640 | Research Methods II | 3 |
| Support Courses | | 3 |
| SPED 660 | Inclusion of Students with Special Needs | 3 |
| Total Hours required for degree | | 36 |

COURSE DESCRIPTIONS

MASTER OF EDUCATION IN ELEMENTARY EDUCATION COURSE DESCRIPTIONS

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. *Prerequisite: Consent of Instructor.*

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 (2)*

Accomplished teachers collaborate with peers, share expertise, mentor less-experienced colleagues, and they

contribute to their school and professional field. This course helps teachers become effective mentors and collaborators. Team building and leadership and clinical supervision are central topics. Teachers plan, carry out, and reflect upon a series of activities that place them in these roles, including mentoring initially-licensed or student teachers in their classroom or on their school site.

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 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 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 699: Capstone Seminar (3)*

The seminar meets the needs of the individual for specific study of particular problems or fields of education. This course concludes the development of a Product of Learning. The Product of Learning is an opportunity for students to make the transition from a consumer to a producer of knowledge and innovation in the field of education. Educators as researchers investigate some area of educational theory or practice, gather and analyze information, and draw conclusions to add to the body of knowledge in the field of curriculum. Projects entail working toward the solution of an educational problem within the classroom. The capstone experience is an action research project.

Action research projects are intended to be innovative, original work, completed in consultation with a committee of faculty advisors. *Prerequisite: Admission to Candidacy.*

ELEM 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.

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.

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: Consent of Instructor.*

**These courses may be taken only by students who have been admitted to the Master of Education in Elementary Education Program.*

MASTER OF SCHOOL ADMINISTRATION COURSE DESCRIPTIONS

EDUC 510: Applying Instructional Computer Technology (3)

This course provides K-12 educational leaders with the skills to use a wide variety of current technologies to facilitate student learning and their own professional development. They investigate various software and

discuss (1) learning styles as they relate to K-12 students and teachers using computers for instruction; (2) teaching strategies for one-computer classrooms 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.

EDUC 600: Educational Research Methods (3)

Enrollees study the development and use of research, research methods, applied research, basic research, methods of reasoning, fallacies in reasoning, statistical methods, white paper writing, survey research, and evaluation of research. Students examine and discuss research to develop strategies for documenting their research.

EDUC 612: Home, School, and Community Relations (3)

Educational leaders use their knowledge of the social and cultural contexts that shape students to support child-centered productive relationships. In this course, students use a case-study approach to investigate these relationships. Included will be 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 642: School Law & Ethics (3)

Students examine the Constitution and statutory laws, regulations of local school boards, court decisions as sources of school laws, legal aspects of control of pupil behavior, teacher tenure, and teacher contracts and dismissals.

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 2 (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 3 (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 4 (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: Program Planning, Management, and Evaluation (3)

Current models, issues, and educational technologies (including needs assessment, goal consensus testing, educational program planning, staff development, resource deployment, progress monitoring, budgeting, and accountability/evaluation) will be discussed. Competencies are developed from case studies, role-playing, and team and individual assignments.

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/ELPS 699: Internship in School Administration and Capstone II & III (3, 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.

MASTER OF SCIENCE IN BIOLOGY COURSE DESCRIPTIONS

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 502: History and Principles of Biology (3)

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 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. *Prerequisites: Botany and Zoology and at least one semester of organic chemistry or the 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 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. *Prerequisites: 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. *Prerequisites: Zoology, Microbiology or the 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.

BIOL 511: Mycology (3)
Intensive study of fungi involved in various biological interrelationships. Consideration of marine and medical mycology. *Prerequisites: Basic preparation in plant and animal biology and at least one year of Chemistry or the 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. *Prerequisites: Botany, Molecular Biology, and Experimental Methods or the consent of the instructor.*

BIOL 513: Applied Microbiology (3)
Immunology, medical bacteriology, and microorganisms of special environments, such as water, food, and soil. *Prerequisites: Microbiology or the 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 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 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. *Prerequisites: Botany and one year of Chemistry or the 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 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 600: Comparative Endocrinology (3)

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.

Prerequisites: One year of General Chemistry and Anatomy and Physiology or the 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. *Prerequisites: One year of Organic Chemistry or the 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.

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. *Prerequisites: Microbiology, Genetics, Organic Chemistry, and Biochemistry or the 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 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)

BIOL 640: Planning for Action Research I (1)

The first of a four-part series (BIOL 640, 641, 642, and 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, 641, 642, and 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, 641, 642, and 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, 641, 642, and 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 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 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: Consent of Biology Graduate Coordinator and Department Chair.*

MASTER OF SCIENCE IN MATHEMATICS COURSE DESCRIPTIONS

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 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: introductory course in real analysis is assumed.*

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 permission of instructor.*

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 map coloring, 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 (Formerly Applicable Analysis MATH 511): (3)

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 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(formerly MATH 620) : (3)

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: consent of instructor.

MATH 699: Thesis: (3)

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.

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 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 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.

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).

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: 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: 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: 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: 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: 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)

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 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: 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. Tome 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 and 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 502 and 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, cryo-sphere, atmosphere, and subsurface and surface lithosphere environments. *Prerequisite: RS 501 and 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, cryo-sphere, atmosphere, and subsurface and surface lithosphere environments. *Prerequisite: RS 501 & 502 & 503 and 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 & 502 & 503 and permission of the instructor.*

GRADUATE FACULTY

July 2015–2016

Abebe, Eyuaalem, *Assistant Professor, Biology*

BS, MS, Addis Ababa University; MS, PhD,
Ghent University

Adedeji, Adetayo V., *Associate Professor, Physics*

BS, University of Ilorin (Nigeria)
DICTP, ICTP Trieste (Italy)
MS, Obafemi Awolowo University (Nigeria)
PhD, Auburn University

Adedeji, Dolapo, *Assistant Professor, Pharmacy*

BS, University of Agriculture, Abeokuta, Nigeria
PhD, Auburn University

Banerjee, Hirendra Nath, *Associate Professor, Biology*

BS, Calcutta University;
MBBS, Calcutta University;
MS, Long Island University;
PhD, Howard University;
Post Doctoral Study, Yale University Medical
School

Blackmon, Ronald H., *Senior Research Professor,*

Biology
BS, Delaware State University;
MS, PhD, Howard University

Cherry, Charles, *Professor, Education*

BS, Elizabeth City State University
CAS, Old Dominion University;
EdD, Peabody College at Vanderbilt

Copeland, Sandra S., *Associate Professor, Education*

BS, Elizabeth State University;
MS Ed., Old Dominion University;
CAGS, EdD, Virginia Polytechnic Institute and
State University

Coulson-Clark, Margery, *Associate Professor, Political
Science*

BS, Berea College; MPA, University of
Kentucky;
PhD, University of Kentucky

Fitchett-Bazemore, Kimberly, *Assistant Professor,
Special Education*

BA, Beaver College (Arcadia University);
MASEd, MSA, East Carolina University;
PhD, University of Virginia

Ward Farrah, *Associate Professor, Mathematics and
Computer Science*

BS, North Carolina A&T State University
MS, North Carolina State University
PhD, North Carolina State University

Jones, Kenneth, *Professor, Mathematics*

BS, MA, Campbell University;
MEng, North Carolina State University;
PhD, American University

Khan, Sekender

BS, Elizabeth City State University;
M. Ag. Dhaka University in Agriculture;
M. Ag Dhaka University in Crop Botany;
PhD, Louisiana State University in Plant
Pathology;
MEd Mathematics Cambridge College

Kulkarni, Krishna H., *Professor, Mathematics*

BS, Karnatak University;
MS, University of Alabama at Birmingham;
PhD, Karnatak University

Manglik, Vinod, *Professor, Statistics*

BSc, Lucknow University;
MS, Lucknow University;
PhD, 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;
PhD, Arizona State University;
PostDoctoral Study, BASF Plant Science, NC
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Sampson, Josiah, *Assistant Professor, Biology*

BS, Jackson State University;
Med, Tennessee State University;
PhD Meharry Medical College

Sengupta, Dipendra C., *Professor, Mathematics*
BSc, MSc, University of Kalyani (India);
MA, PhD, State University of New York at Stony
Brook

Sengupta, Jharna D., *Professor, Mathematics*
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MA, PhD, State University of New York at S

Smallwood, Zenobia W., *Assistant Professor,*
Education
BS, Elizabeth City State University
MAEd, East Carolina University
PhD, Virginia Polytechnic Institute and State
University

Viltz, Paula S., *Professor, Education*
BS, Northeastern Illinois University;
MA, Northeastern Illinois University;
EdD, Grambling State University

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THE UNIVERSITY OF NORTH CAROLINA ADMINISTRATION

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 Member

Manteo
 Roper
 Winfall

Marion Dennis Thorpe, PhD, LLD, 1968-1983
 Jimmy Raymond Jenkins, '65, PhD, 1983-1995
(Chancellor Emeritus, 1995-)

Mickey Lynn Burnim, PhD, 1995-2006

Willie James Gilchrist, '73, EdD, 2006–2013

Charles L. Becton, JD, LLM, 2013-2014
(Interim Chancellor)

Stacey Franklin Jones, PhD, 2014-

Trustees Emeriti

Trustees Emeriti

| | Year Conferred |
|------------------------------------|------------------------|
| 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 |
| 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 |
| William Douglas Rich | 1993 |
| Willie Daniel Riddick '71 | Vice Chairman, 1989 |
| James Samuel Roebuck | 1986 |
| Frank H. Skidmore | 2005 |
| 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

Presidents & Chancellors

Peter Wedderick Moore, AM, LLD, 1891-1928
(President Emeritus, 1928-1934)

John Henry Bias, AB, LLD, 1928-1939

Harold Leonard Trigg, EdD, 1939-1945

Sidney David Williams, AM, DPed, 1946-1958
(President Emeritus, 1969-1974)

Walter Nathaniel Ridley, EdD, 1958-1968
(President Emeritus, 1988)

ECSU Officers

Stacey Franklin Jones, *Chancellor*

BS in Mathematics, Howard University
 MS in Numerical Science, Johns Hopkins
 University
 MS in Technological Management, Johns
 Hopkins University
 PhD in Computer Science, George Washington
 University

Alyn Goodson, *General Counsel*

BS, North Carolina State University
 JD, North Carolina Central University
 Master of Laws, Georgetown University

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BS, Bangalore University
 MS, Louisiana State University

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BS, University of South Carolina-Aiken
 MS, United States Sports Academy

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BS, Elizabeth City State University;

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BA, Elizabeth City State University

Paula Bowe, *Director of Human Resources **

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BS, MS, MBA North Carolina State University

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 MS, North Carolina Central University
 PhD. Howard University

Harry Bass, *Associate Vice Chancellor for Academic Affairs**
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 MS, PhD, Atlanta University

Derrick Wilkins *Assistant Vice Chancellor for Academic Affairs**
 BS, Elizabeth City State University
 MS, Clark Atlanta University
 PhD, Old Dominion University

LoraAnn E. Barclift, *Executive Assistant to the Vice Chancellor*
 BS, Elizabeth City State University;
 MAEd, East Carolina University

Andre Farley, *Assistant Vice Chancellor for Enrollment Management and Retention*
 BS, University of South Carolina
 MBA, MA Webster University

Deborah G. Branch, *Vice Chancellor for Student Affairs**
 BS, Morgan State University;
 MEd, Loyola College

Althea Riddick, *University Registrar*
 BS, Elizabeth City State University
 MS, East Carolina University
 PhD, Northcentral University

Sabrina Williams, *Director of Housing and Residence **
 BS, M.ED North Carolina Central University;

Regina McCoy-Davis, *Director of Student Health Services*
 ADN, Norfolk State University;
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Sheila Faucette, *University Controller*
 BS, Winston-State University
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 BS, Elizabeth City State University;
 MBA, Troy State University

Rachel Haines, *Director of Procurement and Materials Management,*
 BS, Elizabeth City State University

John Manley, *Chief of University Police*
 BA, Shaw University
 MPA, Central Michigan University

*Interim

Academic Department Chairs

| | |
|---|---|
| Business and Economics | Williams Hall - Room 203 Phone: (252) 335-3420 |
| Education and Psychology | Willie and Jacqueline Gilchrist Education and Psychology Complex - Room 244 |
| General Studies and Extended Learning | Moore Hall - Room 112 Phone: (252) 335-3324 |
| Language, Literature and Communication | Johnson Hall - Room 102 Phone: (252) 335-3349 |
| Mathematics & Computer & Information Science | Lane Hall - Room 132 Phone: (252) 335-8549 |
| Military Science | Lester Hall - Room 117 Phone: (252) 335-3237 |
| Natural Sciences | Jenkins Science Center - Room 302 Phone: (252) 335-3244 |
| Pharmacy and Health Professions | Pharmacy Complex - Room 220 Phone: (252) 335-2342 |
| Physical Education and Health | Vaughn Center - Room 121 Phone: (252) 335-8706 |
| Social and Behavioral Sciences | Moore Hall - Room 202A Phone: (252) 335-3330 |
| Technology | Dixon-Patterson Hall - Room 122 Phone: (252) 335-4729 |
| Visual and Performing Arts | Fine Arts Center - Room 226 Phone: (252) 335-3359 |

Program & Project Directors

Blackmon, Ronald H Director, Sponsored Programs,
Contracts and Grants*

BS Delaware State University
MS Howard University
PhD, Howard University

Vacant *Director, Honors Program*

Bond, Milton, *Coordinator, NC-MSEN (Mathematics &
Science Education Network)*

BS, Elizabeth City State University
MA, East Carolina University

Bowman, Glen, *Director of International Programs*

BA, Cedarville College
MA, West Virginia University
PhD, University of Minnesota

Bradshaw, Scott D., *Director, Office of Sustainability*

BS, MS, Old Dominion University;
PhD, Virginia Commonwealth University

Combs, Reshema, *Coordinator, Academic Support
Center*

BS, Elizabeth State University;
MAEd, Cambridge College

Copeland, Sandra, *Coordinator, MSA Programs*

BS, Elizabeth City State University;
MSEd, Old Dominion University;
EdD, Virginia Polytechnic and State University

Dozier, Quay, *Director, Special Programs
(Student Support Services/Upward Bound)*

BS, Barber Scotia College;
MA, North Carolina Central University

Hughes-Williams, Shelia, *Director of University School
Teacher Partnership & Teacher Education*

BA, Elizabeth City State University;
MEd, East Carolina University;
EdD, George Washington University

James, Linda, *Coordinator, Graduate Program in
Elementary Education*

BS, MAEd, East Carolina University
PhD, Clemson University

Jones, Kenneth, *Co-Coordinator of the Graduate
Program in Mathematics*

BS, MA, Campbell University;
MEng, North Carolina State University;
PhD, American University

Key-Sutton, Sharon, *Director, University Laboratory
School*

BS, Elizabeth City State University;
MEd, University of North Carolina - Chapel Hill;
National Board Certified Teacher;
Ed.S, George Washington University

Midgette-Spence, Juanita, *Director, Library Services*

BS, Elizabeth City State University;
MS, North Carolina Central University;
PhD, Argosy University-Sarasota Campus

Neal Victor Interim Director of Retention and the E.
Mentoring and Internship Program

BS, North Carolina Central University;
MS, University of Kentucky University

Payne, Gloria, *Marshall A. Raush Distinguished
Professor*

BS, Saint Augustine College
PhD, Atlanta University

Stevenson, Kimberley N., *Director, Distance &
Continuing Education*

BA, Elizabeth City State University;
MA, EdD, East Carolina University

Harry Bass, *Director, Graduate Education**

BS, Virginia Union University
MS, PhD, Atlanta University

Vacant *Director, General Studies and Extended
Learning*

*Interim

PROFESSORS EMERITI

| Professors | | Year Conferred |
|--------------------------------|---------------------------|-----------------------|
| Mollie Majette Beasley | Physical Education | 1995 |
| Thaddeus Vernon Beasley | Biology | 1995 |
| Helen Marshall Caldwell | English | 1998 |
| Thomas Lee Caldwell* | Physical Education | 1992 |
| A. Latif Choudhury* | Physics | 2007 |
| Naginder Dhillon | Political Science-2 | 2009 |
| Vincent John de Gregorio* | Art | 1986 |
| William Rankin Gibson | Industrial Arts | 1991 |
| Rachel Gragson | Music | 2007 |
| Anne Marie Henderson* | English | 1994 |
| Dale Edward Henderson Sr. '72* | Social Sciences | 1994 |
| Julia Moore Hoffler* | English | 1978 |
| Floyd Bernard Holley* | Sociology | 1994 |
| Johnny L. Houston | Math and Computer Science | 2010 |
| Barbara L. Johnson | Education | 2013 |
| Evelyn Adelaide Johnson* | Music | 1976 |
| Carol Calloway Jones | English | 2004 |
| Clara Griffin Jones '36 '40* | Education | 1986 |
| Sultana A. Khan | Physics | 2014 |
| Helen Hemmingway Muldrow | Biology | 1986 |
| William Julius Muldrow* | Psychology | 1983 |
| Bishop Marvin Patterson* | Technology Education | 1992 |
| Dan Mitchell Pearce* | Art | 2001 |
| Bernard Lee Peterson, Jr.* | English and Drama | 1988 |
| Maurice Cary Powers* | Geology | 1991 |
| Andrew Lee Roberts* | Education | 1995 |
| Floyd L. Robinson | Music | 2001 |
| Georgia Long Smith* | Health | 1987 |
| Hazel Gallop Spellman '41* | Reading | 1994 |
| Lawrence Edwin Sugg * | English and Journalism | 1986 |
| Louise Nixon Sutton * | Mathematics | 1987 |
| Dorothy Elliott Thomas * | Biology | 1986 |
| James Hubert Townes* | Chemistry | 1994 |
| Curtis Delano Turnage '67* | Biology | 1995 |
| Rochelle Vann '47 * | Social Sciences | 1994 |
| Robert Louis Vaughan | Physical Education | 1995 |

* *Deceased*

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