Graduate Catalog 2006-2008

www.ecsu.edu

Your Place to Succeed...
Accreditations & Memberships

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.

ECSU’s Teacher Education Program is approved by the North Carolina State Board of Education and accredited by the National Council for the Accreditations of Teacher Education (NCATE). The Industrial Technology Program is accredited by the National Association of Industrial Technology.

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

American Council on Education
American Association of Colleges for Teacher Education
American Association of Higher Education
American Association of School Administrators
American Association of State Colleges and Universities
American Library Association
American Mathematical Society
American Political Science Association
Associated Collegiate Press
Association to Advance Collegiate Schools of Business
Association for General and Liberal Studies
Association for Institutional Research
Association of International Educators
Association for Supervision and Curriculum Development
Association of College Administration Professionals
Association of Teacher Education Institutions
Carolinas Association of Collegiate Registrars and Admissions Officers
Central Intercollegiate Athletic Association
College Entrance Examination Board
Colleges and University Personnel Association
Colleges and University Systems Exchange
Council for the Advancement and Support of Education
Council for Opportunity in Education
Eastern Communication Association
Intercollegiate Press
Mathematics Association of America
National Association for Equal Opportunity in Higher Education
National Association of College and University Attorneys
National Association of College and University Business Officers
National Association of Foreign Student Advisors
National Association of Student Aid Administrators
National Collegiate Athletic Association
National Communication Association
National Cooperative Education Association
North American Association of Summer Sessions
North Carolina Academy of Science
North Carolina Association for Institutional Research
North Carolina Association of Colleges for Teacher Education
North Carolina Association of Student Aid Administrators
North Carolina Association of Summer Sessions
North Carolina Cooperative Education Association
North Carolina Library Association
Society for College and University Planning
Society for Human Resource Management
Southern Association of College and University Business Officers
Southern Association of Libraries
Southern Association of Student Aid Administrators
Student Information Systems Users
University Council on International Programs
University of North Carolina Exchange Programs

A Note to Students

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

Copies of the general catalog are made available to all students registered at the university, high school guidance counselors, and college and university libraries. Additional copies are available for $5.00 from the Office of the Registrar, Elizabeth City State University, Elizabeth City, North Carolina 27909.
WELCOME

At Elizabeth City State University, students are our first priority. Through the many degree programs offered, our goal is to ensure academic excellence for each student by providing meaningful educational experiences and quality instruction in a personalized nurturing environment. It is our vision that upon graduating every ECSU student will have the skills to compete in a pluralistic and technologically advanced society, an understanding of ever-changing world events and how to adapt to them, and an appreciation for life-long learning.

Graduate education is characterized by small classes, personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual personal and educational goals. Elizabeth City State University promotes and supports the research and creative activities of our graduate faculty, and assures that our students receive state-of-the-art information and training. Located in the historic Albemarle region of northeastern North Carolina, we are only an hour from the beaches of the Outer Banks of North Carolina and Virginia Beach, Virginia, where our graduate students may broaden their cultural and social experiences.

Countless opportunities await students at Elizabeth City State University. It is to our students that we dedicate our efforts and resources as we prepare students for success.
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ELIZABETH CITY
State University

A C A D E M I C C A L E N D A R

FALL SEMESTER 2006

Wednesday-Friday, August 16-18
Fall Faculty/Staff Institute

Thursday-Friday, August 17-18
New Student Orientation

Saturday, August 19
Weekend/Evening/Graduate Programs, and New Transfer Students Registration, 9:00 a.m. to 3:00 p.m.

Sunday, August 20
Residence Halls Open, All Students, 8:00 a.m. to 5:00 p.m.

Monday, August 21
Official Registration, 8:30 a.m. to 7:00 p.m.

Tuesday, August 22
Late Registration with Fee Begins, 8:30 a.m. to 3:00 p.m.
Regular/Weekend/Evening/Graduate Classes Begin, 8:00 a.m.
Drop and Add Period Begins

Friday, August 25
Late Registration Ends and Last Day to Drop and Add Courses

Monday, September 4
Labor Day Holiday, Classes Dismissed, Offices Closed

Tuesday, September 5
Classes Resume, 8:00 a.m.

Saturday-Friday, October 7-13
Mid-term Week (All Students)

Monday, October 16
Deadline for Reporting Grades - 12:00 p.m.

Monday-Tuesday, October 16-17
Fall Recess

Wednesday, October 18
Classes Resume, 8:00 a.m.

Thursday, October 19
Last Day to Remove “I” Grades

Sunday, October 29
60% for Financial Aid

Monday-Friday, October 30-November 10
Academic Advisement/Pre-registration, 8:00 a.m. to 5:00 p.m.

Friday, November 3
Last Day to Withdraw from Classes with a Grade of “W”

Saturday, November 4
Pre-registration Weekend/Evening/Graduate Programs, 9:00 a.m. to 12:00 p.m.

Wednesday-Friday, November 22-24
Thanksgiving Holiday, Classes Dismissed

Monday, November 27
Classes Resume, 8:00 a.m.

Tuesday, November 28
Last Day to Withdraw from the University and Receive a grade of “WD”

Friday-Tuesday, December 1-5
Final Examinations, Weekend/Evening/Graduate Programs and Graduating Seniors

Wednesday, December 6
Last Day of Classes
Grade Reports For Graduating Seniors Are Due in the Registrar’s Office

Thursday, December 7
Reading Day

Friday-Thursday, December 8-14
Final Examination Week, Other Students

Saturday, December 9
Fall Commencement

Friday, December 15
Deadline for Reporting Grades- 3:00 p.m.
SPRING SEMESTER 2007

Wednesday-Friday, January 3-5
Winter Faculty/Staff Institute

Thursday-Friday, January 4-5
New Student Orientation

Saturday, January 6
Weekend/Evening/Graduate Programs Official Registration, 9:00 a.m. to 12:00 p.m.

Sunday, January 7
Residence Halls Open- All Students, 8:00 a.m. to 5:00 p.m.

Monday, January 8
Official Registration, 8:30 a.m. to 7:00 p.m.

Tuesday, January 9
Late Registration with Fee Begins, 8:30 a.m. to 5:00 p.m.
Regular/Weekend/Evening/Graduate Classes Begin, 8:00 a.m.
Drop and Add Period Begins

Friday, January 12
Late Registration Ends and Last Day to Drop and Add Courses

Monday, January 15
Dr. Martin Luther King, Jr.'s Holiday, Classes Dismissed, Offices Closed

Tuesday, January 16
Classes Resume, 8:00 a.m.

Thursday, March 1
Priority Funding for Financial Aid

Saturday-Friday, March 3-9
Mid-Term Week (All Students)

Tuesday, March 6
Last Day to Remove “I” Grades

Wednesday, March 7
Founders’ Day

Monday, March 12
Deadline for Reporting Grades - 12:00 p.m.

Monday-Saturday, March 12-17
Spring Recess

Monday, March 19
Classes Resume, 8:00 a.m.

Friday, March 23
60% for Financial Aid

Monday-Thursday, March 26-April 5
Academic Advisement/Pre-registration for Summer/Fall 2007, 8:00 a.m. to 5:00 p.m.

Saturday, March 31
Pre-registration Weekend/Evening/Graduate Programs, 9:00 a.m. to 12:00 p.m.

Tuesday, April 3
Last Day to Withdraw from Classes and Receive a Grade of “W”

Friday, April 6
Good Friday Holiday, Classes Dismissed, Offices Closed

Saturday, April 7
Saturday Classes Dismissed

Monday, April 9
Easter Monday, Classes Dismissed

Tuesday, April 10
Classes Resume, 8:00 a.m.

Tuesday, April 17
Last Day to Withdraw from the University and Receive a Grade of “WD”

Saturday-Wednesday, April 21-25
Final Examinations, All Graduating Seniors

Thursday, April 26
Grade Reports for Graduating Seniors Are Due in the Registrar’s Office by 12:00 p.m. Last Day of Classes

Friday, April 27
Reading Day

Saturday, April 28
Final Examinations, Weekend/Evening/Graduate Programs

Monday, April 30
Reading Day

Tuesday-Monday, May 1-7
Final Examinations, Other Students

Saturday, May 5
Spring Commencement

Tuesday, May 8
Deadline for Reporting Grades - 3:00 p.m.
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>Wednesday-Friday, Aug 15-17</td>
<td>Fall Faculty/Staff Institute</td>
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<tr>
<td>Thursday-Friday, Aug 16-17</td>
<td>New Student Orientation</td>
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<td>Saturday, Aug 18</td>
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<td>Late Registration with Fee Begins, 8:30 a.m. to 3:00 p.m. Regular/Weekend/Evening/Graduate Classes Begin, 8:00 a.m. Drop and Add Period Begins</td>
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<tr>
<td>Friday, Aug 24</td>
<td>Late Registration Ends and Last Day to Drop and Add Courses</td>
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<td>Monday, Sep 3</td>
<td>Labor Day Holiday, Classes Dismissed, Offices Closed</td>
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<tr>
<td>Tuesday, Sep 4</td>
<td>Classes Resume, 8:00 a.m.</td>
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<td>Saturday-Friday, Oct 6-12</td>
<td>Mid-term Week (All Students)</td>
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<td>Monday, Oct 15</td>
<td>Deadline for Reporting Grades- 12:00 p.m.</td>
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<td>Monday-Tuesday, Oct 15-16</td>
<td>Fall Recess</td>
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<tr>
<td>Wednesday, Oct 17</td>
<td>Classes Resume, 8:00 a.m.</td>
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<tr>
<td>Thursday, Oct 18</td>
<td>Last Day to Remove “I” Grades</td>
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<td>Sunday, Oct 28</td>
<td>60% for Financial Aid</td>
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<td>Monday-Friday, Oct 29-Nov 9</td>
<td>Academic Advisement/Pre-registration, 8:00 a.m. to 5:00 p.m.</td>
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<td>Saturday, Nov 3</td>
<td>Pre-registration Weekend/Evening/Graduate Programs, 9:00 a.m. to 12:00 p.m.</td>
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<td>Tuesday, Nov 6</td>
<td>Last Day to Withdraw from Classes with a Grade of “W”</td>
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<td>Wednesday-Friday, Nov 21-23</td>
<td>Thanksgiving Holiday, Classes Dismissed</td>
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<td>Classes Resume, 8:00 a.m.</td>
</tr>
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<td>Tuesday, Nov 27</td>
<td>Last Day to Withdraw from the University and Receive a Grade of “WD”</td>
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<td>Friday-Tuesday, Nov 30-Dec 4</td>
<td>Final Examinations, Weekend/Evening/Graduate Programs and Graduating Seniors</td>
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<td>Tuesday, Dec 4</td>
<td>Last Day of Classes</td>
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<td>Wednesday, Dec 5</td>
<td>Grade Reports For Graduating Seniors Are Due in the Registrar’s Office, 12:00 p.m. Reading Day</td>
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<tr>
<td>Thursday, Dec 6</td>
<td>Reading Day</td>
</tr>
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<td>Friday-Thursday, Dec 7-13</td>
<td>Final Examination Week, Other Students</td>
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<td>Saturday, Dec 8</td>
<td>Fall Commencement</td>
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<tr>
<td>Friday, Dec 14</td>
<td>Deadline for Reporting Grades- 3:00 p.m.</td>
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</tbody>
</table>
SPRING SEMESTER 2008

Wednesday-Friday, January 2-4  Winter Faculty/Staff Institute
Thursday-Friday, January 3-4  New Student Orientation
Saturday, January 5  Weekend/Evening/Graduate Programs Official Registration, 9:00 a.m. to 12:00 p.m.
Sunday, January 6  Residence Halls Open- All Students, 8:00 a.m. to 5:00 p.m.
Monday, January 7  Official Registration, 8:30 a.m. to 7:00 p.m.
Tuesday, January 8  Late Registration with Fee Begins, 8:30 a.m. to 5:00 p.m. Regular/Weekend/Evening/Graduate Classes Begin, 8:00 a.m.

Late Registration Period Begins

Friday, January 11  Late Registration Ends and Last Day to Drop and Add Courses
Monday, January 14  Dr. Martin Luther King, Jr.’s Holiday, Classes Dismissed, Offices Closed
Tuesday, January 15  Classes Resume, 8:00 a.m.
Saturday, March 1  Priority Funding for Financial Aid
Saturday-Friday, March 1-7  Mid-Term Week (All Students)
Tuesday, March 4  Last Day to Remove “I” Grades
Wednesday, March 5  Founder’s Day
Monday, March 10  Deadline for Reporting Grades- 12:00 p.m.
Monday-Saturday, March 10-15  Spring Recess
Monday, March 17  Classes Resume, 8:00 a.m.
Friday, March 21  60% for Financial Aid, Good Friday Holiday, Classes Dismissed, Offices Closed
Saturday, March 22  Saturday Classes Dismissed
Monday, March 24  Easter Monday, Classes Dismissed
Tuesday, March 25  Classes Resume, 8:00 a.m.
Monday-Thursday, March 31-April 11  Academic Advisement/Pre-registration for Summer/Fall 2008, 8:00 a.m. to 5:00 p.m.
Friday April 4  Last Day to Withdraw from Classes and Receive a Grade of “W”
Saturday, April 5  Pre-Registration Weekend/Evening/Graduate Programs, 9:00 a.m. to 12:00 p.m.
Tuesday, April 15  Last Day to Withdraw from the University and Receive a Grade of “WD”
Saturday-Wednesday, April 19-23  Final Examinations, All Graduating Seniors
Thursday, April 24  Grade Reports for Graduating Seniors Are Due in the Registrar’s Office by 12:00 p.m. Last Day of Classes
Friday, April 25  Reading Day
Saturday, April 26  Final Examinations, Weekend/Evening/Graduate Programs
Monday, April 28  Reading Day
Tuesday-Monday, April 29- May 5  Final Examinations, Other Students
Saturday, May 3  Spring Commencement
Tuesday, May 6  Deadline for Reporting Grades- 3:00 p.m.
For prompt attention, send inquiries to the appropriate person and office, Elizabeth City State University, Elizabeth City, North Carolina 27909. The university's information number is (252) 335-3400 and internet address is http://www.ecsu.edu.

GENERAL
Dr. Willie J. Gilchrist, Interim Chancellor
  Dr. Jeanette H. Evans, Executive Assistant to the Chancellor
  Mrs. Bernetta H. Brown, Attorney, Legal Assistant to the Chancellor
  Mr. Derrick L. Wilkins, Interim Chief Information Officer
  Dr. Edward McLean, Director of Athletics
  Mrs. Marsha R. McLean, Director of University Relations and Marketing
  Ms. Jean M. Sims, Associate Vice Chancellor for Human Resources
  Mrs. Pattie Smith, Internal Auditor

ACADEMIC AFFAIRS AND ACADEMIC SUPPORT
Dr. Ronald H. Blackmon, Provost & Vice Chancellor for Academic Affairs
  Dr. W. Franklin Evans, Associate Vice Chancellor for Academic Affairs
  Ms. LoraAnn E. Barclift, Executive Assistant to the Vice Chancellor
  Dr. Jennifer Keane-Dawes, Dean, School of Arts and Humanities
  Dr. Freda H. McBride, Dean, School of Business and Economics
  Dr. Sylvia A. Mason, Dean, School of Education and Psychology
  Dr. Cynthia A. Warrick, Dean, School of Mathematics, Science and Technology
  Dr. Juanita Midgette, Interim Administrative Librarian
  Ms. Sherry B. Lewis, Chairperson, Department of General Studies
  Ms. Patricia J. Gibbs, Director, Office of Sponsored Programs
  Mr. George M. Brown, Director of Small Business Technology Development Center
  Vacant, University Archivist

STUDENT AFFAIRS
Dr. Anthony Brown, Interim Vice Chancellor for Student Affairs
  Ms. Barbaina Houston-Black, Interim Associate Vice Chancellor for Student Affairs
  Mrs. Deborah G. Branch, Associate Vice Chancellor and Director of Counseling & Testing
  Mr. Brutus N. Jackson, Director of Career Services & Equal Employment Compliance Officer
  Mrs. Regina McCoy-Davis, Director of Student Health Services
  Mr. Sam L. Beamon, Chief of Police
  Mr. Charles A. Amerson, Director of Union and Student Life

BUSINESS AND FINANCE
Gregory A. Davis, CPA, Vice Chancellor for Business and Finance
  Vacant, Controller
  Mrs. Janice W. Baker, Director of Budgets
  Mr. Stephen Sylvester, Director of Physical Plant
  Mrs. Ruth A. Williams, Director of Procurement and Materials Management
  Mrs. Doraine Spence, Director of Auxiliary Services

INSTITUTIONAL ADVANCEMENT
Dr. Richard L. Lucas, Jr., Vice Chancellor for Institutional Advancement and Executive Director of the ECSU Foundation
  Mrs. La’Tanya Afolayan, Associate Vice Chancellor for Development
  Mrs. Melanie Blackford, Director of Development
  Ms. Gwendolyn Sanders, Director of Alumni Relations
  Vacant, Director of Annual Fund
  Mr. Gary Whidbee, Development Officer of Schools and Departments

PLANNING, ASSESSMENT, RESEARCH AND OUTREACH
Dr. Gerald McCants, Assistant to the Chancellor for Institutional Assessment, Planning and Research
  Ms. Nekesha D. Ferebee, Director of Institutional Research and Assessment
  Mr. Morris A. Autry, Director of HUD/Community Development Program
  Mr. Grady Deese, Director of Admissions and Recruitment
  Mr. Warren Basket, Director of Housing and Residence Life
  Mr. Kenneth B. Wilson, Director of Financial Aid
  Mr. Vincent L. Beamon, University Registrar
Academic Programs

DIVISION OF ACADEMIC AFFAIRS

&

ACADEMIC SUPPORT UNITS

GENERAL PROGRAM AREAS

Academic Computing and End-User Support ............................................................. Mr. Thomas Parrish, IV
Center for Teaching Excellence .............................................................................. Dr. Bonita Ewers
Educational Talent Search ..................................................................................... Mrs. Prudentia Ngwainmbi
General Studies Department .................................................................................. Mrs. Sherry B. Lewis
Graduate & Continuing Education ........................................................................ Mrs. Kristie P. Ford, Interim
International Programs ......................................................................................... Dr. Emmanuel K. Ngwainmbi
Library Services ..................................................................................................... Dr. Juanita Midgett
Military Science ..................................................................................................... LTC Vince Ross
NC-MSEN (Mathematics & Science Education Network) / HCAP (Health Careers Access Program) ................................................................. Mrs. Robin B. Joyner
Office of the Registrar .......................................................................................... Mr. Vincent L. Beamon
Radio and TV Station ............................................................................................ Ms. Melba Brown, Interim
Ronald McNair Scholars ....................................................................................... Dr. Cheryl J. Lewis
Summer School ..................................................................................................... Dr. A. Ather Khan
University Planetarium ......................................................................................... Dr. Sultana A. Khan
Upward Bound/Student Services ......................................................................... Ms. Maxine Baskerville
University Honors Program ................................................................................... Dr. Velma B. Blackmon
Distance Learning ................................................................................................. Mrs. Kimberley N. Stevenson
Weekend/Evening Program .................................................................................. Mrs. Kristie P. Ford, Interim

SCHOOLS/DEPARTMENTS

Department of General Studies ............................................................................. Mrs. Sherry B. Lewis, MA - Chairperson
Department of Military Science ............................................................................. LTC Vince Ross, Chairperson
School of Arts & Humanities .............................................................................. Jennifer Keane-Dawes, PhD - Dean
Art ......................................................................................................................... Alexis Joyner, MFA - Chairperson
History and Political Science .............................................................................. Flora B. Brown, PhD - Chairperson
Language, Literature & Communication ............................................................. Gail J. Isaacs, PhD - Chairperson
Music ..................................................................................................................... Gloria Knight, EdD - Chairperson
Social Sciences .................................................................................................... André Williams, PhD - Chairperson
School of Business & Economics ........................................................................ Freda H. McBride, PhD - Dean
Accounting, Finance and Economics ................................................................. Ebere A. Oriaku, PhD - Chairperson
Management and Marketing .............................................................................. James S. Chow, PhD - Chairperson
School of Education & Psychology .................................................................... Sylvia A. Mason, EdD - Dean
Education .............................................................................................................. Saundra S. Copeland, PhD - Interim Chairperson
Health & Physical Education ............................................................................... Thurlis J. Little, Jr., MS - Chairperson
Psychology .......................................................................................................... Delbert F. Garnes, PhD - Chairperson
School of Mathematics, Science & Technology ................................................ Cynthia A. Warrick, PhD, RPh - Dean
Biology .................................................................................................................. Gary L. Harmon, PhD - Chairperson
Geological, Environmental & Marine Sciences ................................................ Francisco C. San Juan, PhD - Chairperson
Chemistry & Physics ............................................................................................ Ephraim Gwebu, PhD - Chairperson
Mathematics & Computer Science ..................................................................... Darnell Johnson, PhD - Chairperson
Technology ......................................................................................................... Akbar E. Eslami, PhD - Chairperson
Pharmacy Program .............................................................................................. Huyla Coker, PharmD - Director
General Information

History of
The University of North Carolina

History of
Elizabeth City State University

— MISSION
— HISTORIC LOCATION
— GROWTH AND DEVELOPMENT
HISTORY OF

The University of North Carolina

In North Carolina, all public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. Elizabeth City State University is one of the 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the North Carolina General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

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

In 1931, the North Carolina 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, the General Assembly passed legislation bringing into The University of North Carolina the state’s ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus university. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the university; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through legislative action.)

The UNC Board of Governors is the policy making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president who administers the university. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student’s designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution, on delegation from the Board of Governors.
MISSION

Elizabeth City State University, a constituent institution of The University of North Carolina, offers baccalaureate programs in the arts and sciences, professional and pre-professional areas, as well as master's degrees in selected disciplines.

Originally an institution for African-American students, the university's rich heritage provides a strong background for its increasingly multicultural student body. By providing a challenging, student-centered learning environment, the university prepares its students for responsible participation and leadership in an ever-changing world.

Through teaching, research, and community outreach, the university is a valuable resource for developing the intellectual capital of the state and the nation and for addressing the environmentally sensitive economic needs of northeastern North Carolina.

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. Favoring 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 and clubs. Fraternities and sororities are also available to students as well as a variety of athletic sports 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, 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 the university is just over an hour’s drive from the Norfolk (Virginia) International Airport.

The university is situated on 114 acres which represent the campus proper. Another 68 acres comprise the former farm on Weeksville Road (N.C. 344); 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 growing, coeducational, undergraduate, public, 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, Archives and Records Center (then one of the 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, his 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.

On 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 the university 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 program in elementary education, biology, and mathematics; 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 has 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 has 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 the university'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.

Under the leadership of Chancellor Burnim, national validation of the university's exemplary status was received from US News and World Report, who ranked ECSU among its peers as #1 in the category of Top Public Comprehensive Colleges in the south in 2004 and ranked the university #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 August 1, 2006, WILLIE J. GILCHRIST was appointed to serve as Interim Chancellor. Dr. Gilchrist’s vision and passion for the institution preceded him because of his loyalty as an alumnus, class of 1973, as well as his prior experience as an educator and an administrator. His specific experiences as a public school superintendent and UNC Board of Governor member served as tremendous assets for him to leverage the strengths of the university and position it for continued progress.
Graduate Education at Elizabeth City State University
Graduate Education

MISSION

Graduate Education at Elizabeth City State University is committed to the mission of the university by providing graduate-level programs to meet the diverse needs of the citizenry of northeastern North Carolina. With excellence permeating all of its activities, the graduate programs seek to provide a challenging and supportive environment that prepares its students to compete and excel in an ever changing, technologically advanced society.

VISION

The vision of Graduate Education is to be recognized as a leader through the development of high quality graduate programs that stress excellence in all of their functions: excellence in faculty, courses, and support services.

GOALS

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

1. To develop an understanding of research methodology and the application of research findings to advance knowledge.
2. To develop the ability to master and utilize discipline-appropriate skills in a problem solving environment.
3. To develop skills, knowledge and experience necessary for professional employment, professional growth, and/or further graduate study.
4. To develop the ability to communicate effectively in ways that are appropriate to a given discipline or field.
ACADEMIC STRUCTURE

Elizabeth City State University operates on the semester system. The fall and spring semesters are approximately fifteen weeks each. The summer session consists of one six-week term. The university is in session six days a week. Classes usually meet for one hour and some meet for three hours in one evening or on Saturdays.

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 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 coordinator and Dean of the major school/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/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 residiency 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 residiency 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 received on the basis of qualifications, without regard to sex, age, race, or religion. 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 Elizabeth City State University, 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 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 Coordinator.

Admission to Elizabeth City State University means only that the student will be permitted to enroll in courses at the graduate level. It does not necessarily imply that he/she will be admitted to a program leading to an advanced degree. Admission to courses must be approved by the Graduate Coordinator. The non-degree graduate student is further urged to seek advisement regarding any course enrollment in the 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 particular graduate program will proceed in the following manner. When the student’s file is complete, it will be reviewed by the Departmental Admissions Committee, initiated by the Graduate Coordinator, and a decision will be made relative to the admission/non-admission of the student to the program. The Graduate Coordinator will inform the Director of Admissions, in writing, about the admissions decision. The Director of Admissions will inform the applicant, in writing, about the admissions decision.

A $30.00 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

- Bachelor’s degree from an accredited institution
- Overall undergraduate GPA of 3.0 (4.0 scale)
- A completed application
- A $30.00 non-refundable application processing fee
- Two official transcripts in sealed envelopes from each college and university previously attended
- Three Graduate Recommendation Forms in sealed envelopes
- Examination results from the following tests, taken within the past five years
  1. Graduate Record Examination or
  2. Miller Analogies Test (MAT)
  3. Test of English as a Foreign Language (TOEFL), if applicable
- A Residence Form
- A Health Form
- 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 on the campus of Elizabeth City State University
- 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.
- Submit required number of Thesis/Product of Learning to 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 must assume full responsibility for being knowledgeable about regulations governing graduate work.

TYPES OF ADMISSION

1. UNCONDITIONAL ADMISSION

A student must satisfy the following criteria for unconditional admission:

- Bachelor’s degree from an accredited institution
- Overall undergraduate GPA of 3.0 (4.0 scale)
- Appropriate score on the GRE (Graduate Record Examination) or MAT (Miller Analogies Test) (within the last five years) TOEFL (Test of English as a Foreign Language), if applicable
• Interview with Dean and/or department faculty, if applicable
• Recommendations from three professional educators who can document work performance
• Completed ECSU Health Form
• 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/her proposed graduate major and the chairperson and Dean, 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/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 during the trial period.

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 licensure renewal, transfer of credits to another institution, take courses for personal satisfaction, or incomplete 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 (9) 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 chairperson and Dean.
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).

(Biology Master’s degree students see page 49 and Biology Handbook)

ASSIGNMENT OF STUDENT ADVISORS

Advisors are assigned through the department or area in which the student is enrolled. The Director of Admissions notifies each student of his/her advisor in the initial admissions letter.

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 Office of Graduate Education.

INTERNATIONAL STUDENTS

Applicants from non-English-speaking nations must provide evidence of proficiency in the English language with their application for admission to Elizabeth City State University. An acceptable score on the test of English as a Foreign Language (TOEFL) is required. Some degree programs may have additional requirements. Each student must submit an English translation of all transcripts. It is preferred that all documents be sent to the Office of Graduate Education six months prior to the date of entry. Applicants must meet current U.S. Immigration standards.

Special Students (Non-Degree Seeking)

Students who are taking courses for reasons such as personal enrichment or transferable purposes 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 in sealed envelopes of baccalaureate degree transcripts from each college or university previously attended.

Special students who are not working toward a graduate degree are permitted to take graduate courses only with written permission of the Graduate Coordinator, Department Chair, Dean of the School
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 Coordinator, Department Chair, Dean of the School, 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

Seniors with a grade point average of 3.00 or above may, with written permission from the course instructor, Graduate Coordinator, Department Chairperson, Dean of the School, and the Director of Graduate Education, be permitted to take one or more graduate courses for undergraduate credit.

Seniors with a grade point average of 3.00 or above desiring to enroll in graduate level courses for graduate credit to be applied to a graduate degree may do so provided they have: 1) made application for admission to Graduate Education and paid the $30 application fee; 2) made application to take GRE or MAT; and 3) obtained written permission from the course instructor, Graduate Coordinator, Department Chairperson, Dean of the School and the Director of Graduate Education.

COURSE LOAD

Students enrolled for nine (9) or more credit hours during a regular semester and six (6) or more credit hours during the 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 a summer session unless approval is granted by the student's Advisor, Department Chairperson, Graduate Coordinator, Dean of the School 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, Graduate Coordinator, Department Chairperson, Dean of the School in the discipline in which students are seeking a degree (if applicable), the Director of Graduate Education, and the Vice Chancellor for Academic Affairs.

TRANSFER CREDITS

A maximum of six (6) 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 counted 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 Coordinator, Department Chair, Dean of the School, 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 older than six (6) years 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 Coordinator, Department Chair, Dean of the student’s School, and 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 to completion has been granted. Admission to candidacy, granted by the Director of Graduate Education when students have completed a minimum of twelve (12) – fifteen (15) credit hours, requires the following:

1. Admission to a degree-seeking program.
2. Completion of a minimum of twelve (12) – fifteen (15) and not more than eighteen (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.
5. Satisfaction of other conditions affecting admission.

Failure to meet the requirements will result in denial of admission to degree candidacy and dismissal from the stated degree program. The following is the procedure for requesting admission to degree candidacy:

1. The student submits an Application to Degree Candidacy Form to the Office of Graduate Education after completing twelve (12) – fifteen (15) hours of graduate study at Elizabeth City State University.
2. The Office of Graduate Education processes the application and notifies the student of the action taken. Copies of the letter are sent to the student, advisor, graduate coordinator, department chair, dean and registrar.

**THESIS/PRODUCT OF LEARNING**

A written thesis or product of learning and their defense are required for all master’s candidates. The purpose of the thesis/product of learning is to provide an experience in scholarship, 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 enlarge 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 and the Dean of the school. 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 a minimum of three (3) – five (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), the Dean, 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 chairman 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 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 (4) weeks before graduation, and the results must be sent within three (3) 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 (6) semester hours. Three (3) copies 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 Guide for the Preparation and Submission of Thesis/Products of Learning.

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 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 not less than one hour of continuing completion of thesis/product of learning each semester. The hour will not count toward the degree and will carry a different course number than those thesis/product of learning courses that are included within the hours designated for the degree.

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 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.

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 degrees.

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 abide by the laws of the city, state, and nation, and by all of the rules and regulations of Elizabeth City State University.

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

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

2. Collusion. Working with another person in the preparation of notes, themes, reports, or other written work offered for credit unless collaboration is specifically approved in advance by the instructor.

3. Cheating on 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 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 grade 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 Vice Chancellor for Academic Affairs.

**ACADEMIC SANCTIONS**

Students with a cumulative grade point average below required standards (3.00) must limit their course loads 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 are of the conviction 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 Chairperson 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:

Chairperson 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 endorsed by the graduate coordinator and Dean.

**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 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 scholastic average requirement.

Students who have been suspended a second time for academic reasons may not apply for readmission within a minimum of one semester year 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 ADMISSION, RETENTION, EXIT, GRADE CHANGE OR SCHOLARSHIP DISHONESTY**

The appeals procedure provides each graduate student the opportunity to formally appeal an admission, retention, exit, grade change, or scholarship dishonesty decision in the graduate program according to due process. 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 as soon as possible with the advisor, graduate coordinator, and department head 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 Dean 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 been 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;

2. An appeal must be kept on file in the graduate coordinator's office fifteen (15) working days after the meeting described in Step I has taken place.

Within ten (10) 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 three faculty members, one graduate student, and 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 two graduate students on the committee shall be selected by the graduate coordinator. The student appellant may, however, request in advance in writing that the two students be excused and that his or her appeal be heard only by the three faculty members. The committee shall conduct a hearing according to the following guidelines:

1. At least 48 hours prior to the hearing, the graduate coordinator will distribute to committee members any written information in support for either the student or the program area involved.

2. A detailed record shall be kept of the hearing, preferably a taped 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 program area requesting copies.

3. The hearing shall be closed.

4. Both the student and representative(s), and the graduate coordinator of the involved program area, shall be permitted an advisor. Advisors may be members of the university community, i.e., students or full-time faculty or staff members.

5. The Graduate Grievance and Appeals Committee chairperson shall begin the hearing by starting the tape recorder or video camera, 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 (admissions, retention, exit, grade change or scholarship dishonesty requirements). The following committee members are in attendance today: (members give their names).”

6. In order, the student and the program area representative(s), will present their cases. Both the student and program area representatives may call witnesses, and the student, program area representatives, advisor(s), and committee members all have the right to question any witnesses who are called. The student and program area representative(s) should be asked for brief closing statements.

7. 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(s) of this 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

To avoid unnecessary penalties, students wishing to withdraw from the university must immediately contact their advisor.

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, appeal may be made to the graduate coordinator, the professor’s Department Chair and/or Dean and finally, the Graduate Grievance and Appeals Committee. All such appeals must be initiated within 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, F, FA, 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. Any student who receives a final grade of “C” in excess of 6 credit hours will be terminated from his/her program.

DEFINITION OF GRADES
1. A - Excellent
2. B - Good
3. C - Low Pass
4. 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.
5. F - Failure
6. FA - Excess Absences
7. 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/her student educational records maintained by the university, or any department or unit, within the university.

TUITION AND FEES

Tuition and fees are subject to change by the University of North Carolina Board of Governors without notice. They are due at registration. Please see your advisor for current information on tuition and fees.

All cashier’s checks or money orders for tuition and fees should be made payable to “Elizabeth City State University” with the student’s name and ID number indicated on the check or money order. Charge cards, for example, VISA and MasterCard, will be accepted.

1. All graduate applicants for admission are required to pay a $30 nonrefundable, nonrefundable application fee.
2. Students are required to purchase their textbooks. Textbooks may be purchased from the University Bookstore.

3. The following additional fees are required:

<table>
<thead>
<tr>
<th>TYPE OF FEE</th>
<th>AMOUNT</th>
</tr>
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<tbody>
<tr>
<td>Graduation</td>
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</tr>
<tr>
<td>Transcript enrolled</td>
<td>$2.00</td>
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<tr>
<td>Transcript non-enrolled</td>
<td>5.00</td>
</tr>
<tr>
<td>Post Office Box Rental</td>
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<tr>
<td>Academic Regalia</td>
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<td>Late Registration</td>
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<td>Student Parking Decal</td>
<td>40.00</td>
</tr>
<tr>
<td>Non pre-registration Penalty</td>
<td>100.00</td>
</tr>
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</table>

**TUITION WAIVER FOR PERSONS AT LEAST 65 YEARS OLD**

Persons sixty-five years of age and older who meet the requirements for the in-state rate of tuition and the university requirements for admissions can have their tuition and fees waived if space is available in the requested course(s).

**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, room and board will be assessed based on 20% 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/she may be subject to 100% of the semester charges. 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, 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.

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 10 days before reporting to the university. Remittances should be sent directly to the Office of Business and Finance – Student Accounts, Elizabeth City State University, 1704 Weeksville Road, Elizabeth City, North Carolina 27909. Personal Checks, cashier’s checks and money orders will be accepted.

Each check or money order should be made payable to “Elizabeth City State University.” A note should be enclosed with each remittance stating clearly and specifically the purpose and for whom the money is intended.

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, 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 pre-register. After the close of the semester, an account which remains unpaid is delinquent. No grades, transcripts, or diploma shall be issued by the Office of the Registrar for any students 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.

**FINANCIAL AID**

Graduate students are not eligible for federal and state grants, but may qualify for loans through the William D. Ford Federal Direct Loan Program. The William D. Ford Loan Program is a low interest loan and serves as a major form of self-help aid for students. Interest is deferred on the principal of subsidized loans while the student maintains continuous enrollment.
To be eligible to receive funds under the William D. Ford Federal Direct Loan Program, the student must complete the FAFSA, provide the other required application documents, and meet all other eligibility criteria previously stated.

Graduate students must earn six (6) credit hours and a GPA of 3.0 each term while receiving financial aid. Failure to maintain the minimum requirements for one term will result in warning. A second failure will result in termination of financial aid eligibility. For additional information on Financial Aid, please call, (252) 335-3283 or 1-800-529-8146.

APPLICATION 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 semesters:

Spring Semester: November 1
Summer Session: March 15 and Fall Session: September 1

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 September 1, for Spring Semester by October 1, and for the Summer by April 1. 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 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.

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 finishing at the end of the Spring Semester will participate in the Spring Commencement Exercises.

SUPPORT SERVICES
COUNSELING & TESTING SERVICES
The University Counseling Center provides professional and peer counseling services to students. Counselors provide personal, social, and career counseling, and a series of self-development workshops.

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. The Center also provides interest testing through the use of DISCOVER software. For additional information on Counseling & Testing Services, telephone 252-335-3273.
CAREER SERVICES

The Office of Career Services aids students at various stages of their career with decision-making, exploration, and the job search process. A variety of programs and services exists to 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, Career Services provides extensive assistance with workshops on interviewing, resume writing, and business etiquette.

Career Resources, a wealth of career information, is available in the Career Services Library. Printed information on employment trends, future outlooks, company literature, and school system applications as well as audio visual materials is available for all students and alumni to review. For additional information on Career Services, telephone 252-335-3287.

THE LIBRARY

The G. R. Little Library is an attractive center for the intellectual life of the campus and community. It is readily accessible to all Library patrons.

The floor plan enables its differing functions and departments to interact cohesively with one another, assuring optimum efficiency and better services for its patrons. The building embraces modern standards of design, lighting, ventilation, soundproofing, and safety. Through its security system, its valuable materials and resources are protected from potential loss. In addition to library offices, it has conference rooms, a student lounge, computer study rooms, 30 locked individual study carrels for students, and a media center – all of which enhance and encourage students, faculty, and community usage. For additional information on the G. R. Little Library, telephone 252-335-3586.

INFORMATION TECHNOLOGY CENTER

The mission of the Information Technology Center is to provide end-user support services for all areas of the university including personal computer support to the various administrative departments and academic divisions of the university. The Information Technology Center is the primary, general purpose computing facility at Elizabeth City State University.

The Center has a computer laboratory available to students, faculty, and staff from all disciplines and Departments. The lab provides access to state-of-the art technologies that allow users to complete tasks such as Internet assignments, word processing, database, spreadsheets, multimedia presentations, programming, and web applications. For additional information on the Information Technology Center, telephone 252-335-3373.

UNIVERSITY CAMPUS 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, procedures and regulations. Officers’ authority extends on and off campus, including the power of arrest. The Campus Police Office is located in the Thomas-Jenkins Building.

MOTOR VEHICLES AND PARKING

Any motor vehicle operated on the campus by faculty, staff or students must be registered and display a registration decal. For additional information on motor vehicles and parking, telephone University Campus Police at 252-335-3265.

STUDENT HEALTH SERVICES

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. All new and transfer students admitted to the university are required to submit a completed Report of Medical History Form provided in the Graduate Admissions Packet. For additional information on Student Health Services, telephone 252-335-3267.
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 polices 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:

1. The deans of each school of the university.
2. Department chairs from each department that has a graduate degree and/or planning to establish a graduate degree program.
3. One faculty representative from each department that has a graduate degree (Graduate Coordinator).
4. One student from each school that has a graduate degree.
5. One representative from university support areas (Registrar’s Office, Financial Aid, Business and Finance, Office of Admissions).
6. Administrative Librarian.
7. One Alumnus (Rotate from each School).
8. Vice Chancellor for Academic Affairs - Ex-officio.
9. Associate Vice Chancellor for Academic Affairs - Ex-officio.

Members are appointed by the Vice Chancellor for Academic Affairs, based on 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 to ensure that graduate education maintains high standards of excellence. The Council will meet a minimum of twice per semester to:

1. Monitor program accreditation standards and program implementation.
2. Encourage professional growth and scholarly productivity of the faculty.
3. Make an active role in recruiting well-qualified students from diverse economic, racial, and cultural backgrounds.
4. Recommend policies governing criteria for admission to graduate programs.
5. Review applications for admission to candidacy, giving attention to both the design and content of the proposed research.
6. Make recommendations regarding requests from students to transfer in courses and to receive an extension of time to complete a program.
7. Review student progress annually.
8. Monitor and upgrade library holdings in the subject areas.
9. Promote active student involvement in the Graduate School, and
10. Oversee the follow-up of graduates for the expressed purpose of program improvement

ADVISORY COMMITTEES

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

Executive Committee
Graduate Grievance and Appeals Committee
Marketing and Publications Committee
Enrollment Management Committee

For more information, contact:

Kristie P. Ford
Director of Graduate Education
Campus Box 943
Elizabeth City State University
1704 Weeksville Road
Elizabeth City, NC 27909
252-335-3947/3455
kpford@mail.ecsu.edu
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. 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 School of Education and Psychology offers the Master of Education 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, especially National Board for Professional Teaching Standards (NBPTS), while incorporating student standards. Merging these standards results in high quality education for P-12 students.

The Conceptual Framework of the Teacher Education Program at Elizabeth City State University represents the knowledge, skills, and dispositions that we believe to be essential for effective teaching and decision making. 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 Family. Our conceptual framework identifies three types of knowledge: content knowledge, professional knowledge, and pedagogical knowledge, that candidates in our program will attain. In addition, successful candidates will demonstrate the six skills, which are reflective practitioners, advocators of diversity, effective facilitators, critical thinkers, literate technology users, and competent evaluators. The conceptual also directs the teacher 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.

The Master of Education in Elementary Education program seeks to fulfill its mission by preparing professional teachers 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
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 Elizabeth City state University may obtain credit only with permission from the student's advisor, graduate coordinator, and the Dean of the School of Education and Psychology.

ADMISSION REQUIREMENTS

- Bachelor's degree from an accredited institution
- NC “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.) scale
- GRE or MAT Scores (the original should be sent from testing agency to ECSU
- Interview with the director and/or elementary education faculty
- Typewritten two-page essay specifying educational philosophy
- Recommendations from two professional educators who can document work performance or relevant experience
- Presently be gainfully employed as a full-time teacher in an elementary classroom.

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, speech). A limited number of students who do not meet the minimum standards may be allowed to enroll with special permission. Applicants are encouraged to apply.
COURSE LOAD
Nine (9) semester hours are considered a full load. 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 (6) credit hours may be transferred from other institutions. Thirty (30) semester hours must be earned at Elizabeth City State University.

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 Dean of the School of Education and Psychology for appropriate action to be taken.

ADVISORS
Advisors are assigned by the graduate coordinator. The graduate coordinator submits the advisor assignments to the Office of Graduate Education. The student will be notified of his/her advisor in the initial admission letter.

GRADUATE ADVISEMENT COMMITTEE
The student selects his/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 Dean of the School 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 in 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 action 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:

(a) follow all policies of the Office of Graduate Education and the program area as specified in the Graduate Catalog
(b) consult with an assigned advisor before registering for courses in the degree program
(c) prepare a plan of study approved by the student, advisor, graduate coordinator, department chair (if applicable), the Dean of the School of Education and Psychology, and the Director of Graduate Education
(d) obtain permission from the advisor before making substitution 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.
2. Write a prospectus which details a plan of action for the culminating experiences.

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 successfully a minimum of 30 semester hours of credits on the campus of Elizabeth City State University.
4. Complete a Product of Learning. The Product of Learning will be a master’s research project and an oral electronic presentation.
5. Complete an Application for Graduation and obtain the advisor’s recommendation.
6. Meet all other requirements for a master’s degree adopted by the Graduate Program of Elizabeth City State University.

7. Complete an exit interview with the graduate coordinator to evaluate the strengths and weaknesses of the Master’s program.

8. Submit five copies of the Product of Learning to the graduate coordinator in the School of Education and Psychology.

**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 Product of Learning (oral electronic presentation, research paper) to the Office of the Coordinator of Graduate Programs in the School of Education and Psychology. The student will circulate or reproduce the Product of Learning to each member of his/her Graduate Advisement Committee. 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.

2. Oral comprehensive examinations will be scheduled during the week following the submission of the Product of Learning during the months of November and April.

3. The students will be expected to be prepared to defend their Products of Learning to Graduate Faculty and other interested parties interested in the students’ products.

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/her finished products for the oral examination.

**SCHOOL OF EDUCATION AND PSYCHOLOGY SUPPORT SERVICES**

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

The Curriculum Materials Center 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 and 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. The director of instructional technology has the responsibility of ensuring that students and faculty meet advanced technology competencies. Candidates have the opportunity to focus in-depth on class assignments and research projects. Students and faculty are taught the use of state-of-the-art technologies for the integration of these technologies into a twenty-first century delivery system.

The Office of School Services is charged with the responsibility or recruiting academically talented students in the twenty-one county region of northeastern North Carolina who are interested in teaching. This office serves to enhance communication among the local school districts, students and parents in the region, and the university. Public school outreach occurs through field-based placements, grant opportunities, and information about other university services.

The Elizabeth City State University Laboratory School serves children from age three (3) through five (5) years. The Laboratory School is a component of the School 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.

The Electronic Classroom unleashes creatively and innovative instruction as faculty, staff, and students use the multiple media resources such as: television VCR, laser disk player, video projector, Smart Board, and Sony presentation stand to enhance instruction. It serves as a technological resource for faculty, staff, and students for presentations, research, demonstration, and teaching. It is used to train faculty to develop, model, and incorporate
infused instructional technologies into the curriculum and provide opportunities for future leaders and teachers to become competent, proficient users of technology.

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 Teachers Education Program is a member of the American Association of Colleges of Teacher Education (AECTE) and the North Carolina Association of Colleges of Teacher Education (NCACSTE).

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:

James E. Hedgebeth, Graduate Coordinator
Master of Education in Elementary Education
School of Education and Psychology
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Elizabeth City, NC 27909
Voice: 252.335.3875
FAX: 252.335.3469
SEPgradprograms@mail.ecsu.edu
CURRICULUM

Master’s Degree Program
In Elementary Education

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</tbody>
</table>

* A student having previously earned National Board Certification may take a three-credit elective course in place of EDUC 620, EDUC 621 & EDUC 622.

The Masters of Education in Elementary Education enhances preparation for National Board Certification by offering:

§ required seminar courses to prepare for National Board Certification,

§ required methods courses that have action research components.
COURSE DESCRIPTIONS

EDUC 503: Computers in Education (3)
Accomplished teachers use a variety of tools to facilitate student learning and their professional development. Teachers gain basic competencies in this introduction to 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 standards of the International Society for Technology in Education (ISTE). Teachers will use these fundamental concepts and skills for applying information technology for making decisions in educational settings. Prerequisite: None

EDUC 510: Applying Instructional Computer Technology (3)*
Accomplished teachers use a wide variety of current technologies to facilitate student learning and their own professional development. In a laboratory and their classrooms, teachers will examine the uses of computers for instructing K-12 students. They will evaluate software for making decisions about integrating it into their curricula. Teachers are expected to join a national teaching organization in a curriculum area and subscribe to and participate in a listserv sponsored by national curriculum group (such as the NAEYC/ACEI, NCTE, etc.). Teachers will enhance their use of the computer for non-instructional activities such as lesson plans, test construction, grade books, portfolio management, certificates and other classroom management applications. They will investigate various software for math, science, social studies, language arts, and teacher utilities. In connection with this investigation, teachers will discuss (1) learning styles as they relate to K-12 students using the computer for instruction; (2) teaching strategies for the one-computer classroom and computer labs; and (3) other topics such as cost, accessibility, security and ongoing teacher technology development.

Prerequisite: CSC 111; EDUC 203; EDUC 503 or comparable

EDUC 591/592/593: Independent Study
(1) (2) (3)
Individual study or research under direction of a faculty member. Study plan must be approved by the department chair and dean. Prerequisite: consent of instructor.

EDUC 600: Educational Research Methods (3)
Accomplished teachers value critical analysis and evaluation of the professional literature in their field and the research methods used in documenting practice. In this course teachers will 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 will examine and discuss research to begin to develop strategies for documenting action research.

EDUC 602: Applying Theories of Human Development and Learning (3)*
Accomplished teachers use their knowledge of the social, cultural, psychological and physical development of their students to form productive relationships with students. They use this knowledge to support further development of students’ knowledge, skills, interests, aspirations, and values. In this course, teachers use case analyses to gain a deeper understanding of human development from infancy through adolescence. Teachers will use the richness of their classroom to examine student variation across cognitive, affective, and psychomotor domains. Teachers will analyze research findings regarding children's development and use findings to document practices as it relates to making decisions regarding children's education and schooling.

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 are able to 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 will 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 placed on phonics, skills of comprehension, and the interrelatedness of all areas of language arts instruction: reading, writing, listening, and speaking. Teachers will integrate knowledge from both 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, such as they might choose for the NBPTS requirement during their action research.

EDUC 611: Classroom Assessment (3)
Accomplished teachers value student assessment as a source of information about their own instruction as well as student learning. In this course, teachers acquire knowledge and experience with a range of assessment options and methods, and consider strategies for making appropriate choices among them. Teachers investigate their own current assessment practices to identify problems and concerns and 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 use their knowledge of the social and cultural contexts that shape student development to support child-centered productive relationships. In this course, teachers investigate their current practice in relationship to principles, practices, and problems of home, school, and community relations as a basis for developing and maintaining cooperative relationships between schools and their supporting publics. Teachers will 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. Teachers will develop and present a workshop informed by the case analysis.

EDUC 620: Seminar in Professional Development (1)*
The seminar frames the entire Advanced Master’s Program within a context of reflective practice, as defined and supported by the National Board for Professional Teaching Standard (NBPTS). In almost every course in this program teachers are led to examine existing practice, investigate new ideas, and plan, carry out, and share modifications to their current practice. This course initiates the development of a professional portfolio.

In this course, teachers are introduced to the NBPTS approach to documenting practices. Students will discuss choices and plan elements of their teaching portfolio. During this term, the teacher-cadre meets to share experiences, discuss issues and readings, and view videotape of their practice.

EDUC 621: Seminar in Leadership Development (1)*
Accomplished teachers collaborate with peers, share expertise, mentor less experienced colleagues, and 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 in the course. Teachers plan, carry out, and reflect upon 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 622: Advanced Seminar in Professional and Leadership Development (1)*
Accomplished teachers reflect upon their practice, collaborate with peers, share expertise, mentor less experienced colleagues, and contribute to their school and professional field. This course helps teachers become effective mentors and collaborators while refining their reflective practices. To further this development teachers are expected to continue extensive use of listserv and other technologies for reflection and collaboration. Mentoring of initially-licensed or student teachers and school leadership activities are an expected part of this seminar. In this course teachers construct a portfolio of their teaching practice and make a formal presentation to their peers. A major focus of this course is well-written descriptive and expository prose which is the focus of the teaching portfolio. Prerequisites: EDUC 620 and EDUC 621.

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 are able to 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, such as they might choose for the NBPTS requirement.

**ELEM 635: Earth System Science for Elementary Teachers (3)**

This 16-week elective graduate level course has been developed by the National Aeronautics and Space Administration (NASA). It is structured as a collaborative, inquiry-based model and is held in an electronic environment where elementary teachers can study Earth System Science. This course is designed around essential questions that graduate students will address as they teach concepts about Earth System Science to their elementary students. As a result of research, interaction, reading, and reflection, participants will create a comprehensive Unit Plan composed of sphere lessons that help their elementary students address essential questions about land, living things, water, and air and their relationships within the context of Earth System Science.

**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 are able to 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 home, school, community, and world. Teachers will use this integration make decisions 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, and collaborate with colleagues and engage in partnerships with parents. They will plan, carry out, and describe a unit of instruction that reflects these insights, such as they might choose for the NBPTS requirement.

**EDUC 640: Collaborative Action Research (3)**

Accomplish 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 in action research provides teachers with concepts, strategies, and tools for planning and carrying out systematic investigations of their own classroom practice. As part of the course, teachers will partner with a faculty member and teacher-peer or school-site or district colleague to plan and carry out an investigation of classroom practice.

**EDUC 642: School of Law and Ethics (3)**

Accomplished teachers value their leadership roles and decision-making processes in setting and following standards which contribute to stimulating, caring, and inclusive environments. In this course, teachers will examine the constitution.
And statutory laws, regulations of local school boards, court decisions as sources of school law, legal aspects of control of pupil behavior, teacher tenure, teacher contracts and dismissals. Teachers will document in a reflective journal decision and practices involving current classroom and school practices.

EDUC 648: Issues and Trends in Education (3)
Accomplished teachers create constructive classrooms in which content is cross-disciplinary, thematic, project-based, and learner centered. In this course, the teacher will extend their knowledge of curriculum planning as well as instructional competencies. The teacher will be involved in reading and conducting research as well as gaining a better understanding of planning, teaching, and assessing the academic success of diverse learners. Issues dealing with diverse cultural backgrounds and its effects on student learning will be examined. The course is designed to extend knowledge of curriculum content and methods of teaching and organizing for diverse learners as well as current issues in school law that affect teacher accountability. Action research relevant to curriculum development and classroom instruction involving diverse learners is required. Self-reflection in all matters dealing with instructional decisions will be stressed.

EDUC 695: Topics in Education (3)
This course 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. Permission of the graduate program coordinator is required.

EDUC 699: Capstone Seminar/Research Project (3)*
Conferences and discussion occur under the guidance of a major professor. The seminar is designed to meet 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 to knowledge and innovation in the field of education. Teachers as researchers investigate some area of educational theory or practice, gathers and analyzes information, and draws conclusions to add the body of knowledge in the field of curriculum. Projects entail working toward the solution of an educational program within his/her own classroom. The capstone experience may be the comprehensive portfolio as required by NBPTS or an action research project. Action research projects are intended to be new, original work, completed in consultation with the committee of faculty advisers.

SPED 660: Inclusion of Students with Special Needs (3)
Accomplished teachers use their knowledge of the social, cultural, psychological and physical development of their students to guide their individualized program planning for students with special needs. They use this knowledge to assess and plan for students with developmental disabilities within the procedural and programmatic requirements of federal legislation. Teachers will use the diversity in their classroom to examine exceptional individuals including students labeled mentally retarded, emotionally disturbed, gifted, learning disabled, and sensory impaired. In this course, teachers use case analyses to gain deeper understanding of assessment strategies, teaching methodologies, techniques, materials, specific learning characteristics, and individual learning styles. Teachers will analyze research findings regarding promoting the full inclusion of students.

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

— DEGREE PROGRAM
The School of Mathematics, Science and Technology is a scholarly community committed to providing a comprehensive education to prepare students for rewarding professional careers or graduate study in mathematics, science and technology-related areas, and for adaptive learning as productive citizens. Consistent with the goals of the School, the Department of Biology offers a Master of Science degree in Biology. The program provides opportunities for advanced study in the biological sciences and to pursue research investigations in specialized areas of interest. The broad base of formal course work and research in the life sciences will provide the depth required for further graduate study or for careers in industry, government or secondary/community college teaching. A thesis is required for the Master’s degree. Students may select research topics in any of the broad range of areas of faculty expertise including studies at the molecular level to those at the levels of organisms and populations. Individuals who are interested in teaching as a career will have opportunities to take advanced education courses offered through the School of Education and Psychology at ECSU. A total of 36 semester hours are required to complete the Master of Science in Biology.

**ADMISSION REQUIREMENTS**

Admission to the program requires a Bachelor’s degree from an accredited institution with an undergraduate major in biology or related area; undergraduate preparation should include the equivalent of genetics, microbiology, cell biology, biochemistry, one year of general chemistry, one-year of organic chemistry, one year of physics and at least one semester of calculus. Admission requires an overall undergraduate GPA of 3.0 (4.0); GRE scores (the original should be sent from the testing agency to ECSU); three letters of recommendation; completed ECSU Health Form; a one page typewritten essay; and two official transcripts from all institutions attended. Students who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted on a conditionally classified graduate status, but the credits earned to remove these deficiencies may not be used towards the master of science in biology. (See page 12 for Special Requirements and Biology Dept Handbook)

The requirements listed above are minimum requirements and do not guarantee acceptance into the M.S. degree program in biology.

Documents to be submitted for admission

- Completed application for university (graduate) admission
- Two sets of official transcripts from all colleges and universities attended and official indication of graduation (if not English, certified English translations must be included)
- Three letters of recommendation from individuals who can comment on the academic and scientific capabilities of the applicant
- Completed ECSU Health Form
- Typewritten one page expository description of the student’s educational preparation, research interests and experience (if any), and career aspirations

Important Note: Upon admission to the program, the student is expected to assume the following responsibilities: (a) follow all of the policies of the Office of Graduate Education and the Biology Graduate Program as specified in the Graduate Catalog and the Biology Graduate Program Handbook; (b) consult with an assigned advisor before registering for courses in the graduate degree program; (c) prepare a program of study approved by the student, advisor, departmental graduate coordinator, department chair, Dean of the School of Math, Science & Technology, and the Director of Graduate Education; (d) obtain permission from the advisor and the Graduate Coordinator before making substitutions or altering the program of study.

**DEGREE REQUIREMENTS**

1. Total hours required: at least 36
2. Proportion of courses open only to graduate students to be required in program: Two thirds of the required courses are open to graduate students only.
3. Course Load: A full course load is nine (9) credit hours per semester.
The maximum number of graduate hours in any semester is twelve (12).

4. Grades: Students with a cumulative grade point average below required standards (3.00) must limit their course loads 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 are of the conviction 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.

5. Amount of transfer credit accepted: maximum of 6 hours

6. Other requirements:

   Biology Graduate Studies Committee – The department has a Graduate Studies Committee. The purpose of this committee will be to help the graduate student transition through the department. Each student will be advised by this committee upon initial admission to the graduate program in conjunction with the Biology Graduate Coordinator. The Biology Graduate 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 subspecialty, development and approval of a thesis, and oral defense of that work. The student must complete and defend a thesis approved by the student's committee that results in a high quality, scholarly work. The student must orally present and successfully defend the thesis to the student's advisory committee.

EXIT REQUIREMENTS:

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

- Complete 36 semester hours
- Maintain a minimum GPA of 3.0
- Successfully complete a minimum of 30 semester hours of credit in residence on the campus of ECSU
- Satisfactory completion and oral defense of a master's thesis based on advisory committee approved research
- Complete an application for graduation and obtain the Thesis Advisor’s and the Graduate Coordinator’s recommendation
- Meet all other requirements for a master's degree adopted by the Graduate Program at ECSU
- Complete an exit interview with the Biology Graduate Coordinator to evaluate the strengths and weaknesses of the Master's Program.

7. Time limits for completion

Each student must complete the Master of Science in Biology program within 6 years of initial registration. The program is designed to be completed in two years (full-time).

FACILITIES AND EQUIPMENT AVAILABLE FOR GRADUATE STUDY

The Master of Science in Biology program is housed in the Jenkins Science Center (JSC). JSC was constructed in 1990 and has an area of 50,000 square feet devoted to classrooms, laboratories and specialized research facilities including a planetarium, research labs (for biology, chemistry, physics and geological, marine, and environmental sciences), darkroom facilities, instrumentation rooms and faculty/staff offices. In addition, there is a 225 seat lecture hall and two computer labs in the building. A multi-media room with an electronic whiteboard (SmartBoard) and videoconferencing capabilities is also available. Individual graduate faculty members also have research labs that are equipped with specialized equipment for their research specialties.

For more information, contact:

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or 252.335.3244
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CURRICULUM

Master of Science in Biology

All entering students will be required to rotate through the laboratories of three different graduate faculty members, regardless of the area of specialization. The rotations must be completed by the end of the first year for full-time students and before the completion of 18 hours by part-time students. Progression through the program will follow a common path:

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<th>Semester</th>
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<tr>
<td>1</td>
<td>Graduate Courses (to include Intro to Graduate School)</td>
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<td>2</td>
<td>Graduate Courses (to include Intro to Graduate School II)</td>
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<td>3</td>
<td>Graduate Courses</td>
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<td>M.S. Research</td>
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<td>4</td>
<td>Graduate Courses</td>
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<td>M.S. Thesis (Defense)</td>
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TOTAL Credit Hours: 36

COURSE DESCRIPTIONS

(* indicates 500 level courses that may only be taken by students officially enrolled in the M.S. degree program!)

BIOL 500*: Introduction to Graduate School I (2)
Expectations of the graduate program. Scientific manuscript preparation and communication techniques: manuscript format, graphics design of experiments, library use, oral presentation, mentorship in teaching, oral presentation and writing techniques. Lecture two hours.

BIOL 501*: Introduction to Graduate School II (2)
Students will learn laboratory safety and good laboratory skills and techniques. Lecture two hours.

BIOL 502: History and Principles of Biology (3)
Lecture course which deals with significant developments in the field of biology. Intensive readings dealing with important biological concepts and relation of these concepts to other areas of science. Prerequisite: Senior level preparation in biology. Lecture three hours.

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 year of chemistry. Lecture two hours, Lab three hours.

BIOL 504: Cellular Physiology (4)
Chemical and physical activities of living systems; functions and activities of cells, including 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 Consent of Instructor. Lecture three hours, Lab three hours.

BIOL 505: Research Problems (3-6)
Designed primarily for senior level undergraduate and first-year graduate students. Emphasis will be placed upon laboratory-oriented studies and projects. Prerequisite: Consent of the Chair.

BIOL 506: Environmental Microbiology (3-6)
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...
bioremediation, mineral cycling, biofilms, and microbial treatments of wastewaters.

BIOL 507 Virology (3)
In-depth study of bacterial, plant and animal viruses, with a concentration on human pathogens. Emphasis is placed on classification structure, replication and the molecular basis of pathogenesis. Prerequisites: microbiology, genetics, organic chemistry and biochemistry or Consent of the Instructor. Lecture two hours, Lab three hours.

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 organism and animals of economic importance. Prerequisites: Zoology, Microbiology and consent of the Instructor. Lecture two hours, Lab three hours.

BIOL 509 Marine Ecology (3)
Intensive study of marine organisms in relation to environment. Special emphasis is placed upon environmental factors, ecological succession, and the dynamics of interspecific relationships; various aspects of conservation and productivity included in the field studies. Prerequisite: Consent of the Instructor. Lecture two hours, Lab three hours.

BIOL 510 Molecular Biological Techniques (3)
Emphasis on techniques and instrumentation developed in molecular biology in recent years. Prerequisites: Basic preparation in biology and related fields. Lecture two hours, Lab three hours.

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. Lecture two hours, Lab three hours.

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, Frontiers in Molecular Biology and Advanced Experimental Methods. Lecture two hours, Lab three hours.

BIOL 513 Applied Microbiology (3)
Immunology, medical bacteriology, and microorganisms of special environments, such as water, food, and soil. Prerequisites: Microbiology. Lecture two hours, Lab three hours.

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. Lecture two hours, Lab two hours.

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. Lecture two hours, Lab three hours.

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. Lecture two hours, Lab three hours.

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. Lecture two hours, Lab three hours.

BIOL 518 Special Topics in Advanced Biology (1-6)
Designed to deal with selected topics not considered in detail in regular course offerings. Prerequisite: Consent of the Instructor (600 level courses may only be taken by graduate students who have been officially admitted to the M.S. degree program!)

BIOL 600 Comparative Endocrinology (3)
Chemical integration in animals, physiological action of hormones, role of hormones in growth
and differentiation, special reference to vertebrates.
Lecture three hours.

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 chemistry and two years of biology to include an undergraduate course in anatomy and physiology or Consent of instructor. Lecture two hours, Lab three hours.

BIOL 602-603: Biomolecules (4)
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 mechanism. Prerequisites: 1-year organic chemistry and appropriate background in Biology. Lecture three hours, Lab three hours.

BIOL 604: Histology (4)
Microscopic structures of normal animal tissues. Prerequisites: Microbiology or by consent of the Instructor. Lecture two hours, Lab four hours.

BIOL 605: Cell Biology (4)
Study of cell structure and function in microorganisms, plants and animals emphasizing their ultra-structure, biochemistry, and physiology. Prerequisite: Organic Chemistry. Lecture three hours, Lab two hours.

BIOL 606: Immunology (3)
In-depth study of the immune system. Emphasis is placed on immunochemistry, humoral and cellular immunity, transplantation and tumor immunology the role of the immune system in the prevention of and recovery from diseases caused by human pathogens. Also emphasized is 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 permission of instructor. Lecture two hours, Lab three hours.

BIOL 607: Research Topics in Biology (3-6)
The primary objective of this course is to help the graduate students to develop an understanding of requirements for developing a master’s thesis research proposal. In addition, by the course’s completion students are required to write a preliminary proposal and make an oral presentation of their proposal. Emphasis upon materials, techniques, and subject matter content that may form the basis for a thesis problem. Prerequisite: 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.

BIOL 618: Developmental Biology (3)
Intensive study of early development in vertebrates, including gametogenesis, fertilization, cleavage, germ-layer formation, organogenesis, and formation of extra embryonic membranes. Prerequisites: Zoology, Microbiology and Comparative Anatomy or Human Physiology or Consent of the Instructor. Lecture two hours, Lab three hours.

BIOL 699: Thesis (3)
This course documents completion of the written Master’s thesis and oral defense of that thesis. Prerequisite: 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: Registration for BIOL 699 (Master’s Thesis).

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 the Biology Graduate Coordinator.
Master of Science in Mathematics
— DEGREE PROGRAM

With Concentrations In

— MATHEMATICS
— TEACHING
— APPLIED MATHEMATICS
— REMOTE SENSING
The Master of Science in Mathematics Program Description

The Department of Mathematics and Computer Science offers a Master of Science Degree in Mathematics Program with a concentration in Mathematics Teaching, Applied Mathematics, and Remote Sensing. The program provides a broad base of formal course work and research in mathematics, and requires students to complete a thesis. The Teaching Concentration instills the pedagogical content knowledge required for middle or secondary school teaching, or for teaching at the community college level. The Applied Mathematics Concentration provides the depth required for preparation for further graduate study or careers in industry. In order to satisfy the thesis requirement, students may select expository or original research topics in mathematics education, pure or applied mathematics, including investigations involving statistics or computer applications. The Remote Sensing concentration provides instruction in active and passive remote sensing techniques and applications. The selection and completion of a thesis topic will be overseen by a faculty advisor together with a thesis committee. A total of 36 credit hours are 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. Courses will be taught to enable in-service teachers and professionals to complete the program by taking two or three courses each semester.

EDUCATIONAL OBJECTIVES

The Master of Science Degree in Mathematics Program at ECSU is designed to provide 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. Graduates of the Teaching concentration will be well prepared to teach in middle or secondary schools, community colleges, and some four-year colleges. All graduates will be prepared to enter a doctoral program in mathematics or mathematics education. The structure of the program will offer graduates significant training for careers as mathematical scientists in education, government, and industry.

ADMISSION REQUIREMENTS

Admission to the program requires a Bachelor’s degree from an accredited institution with 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 and Abstract Algebra. Admission requires an overall GPA of 3.0 (4.0 scale). Students who have deficiencies in admission requirements that can be removed by specified additional preparation may be admitted with conditionally classified graduate status, but the units earned to remove these deficiencies may not be used towards the ECSU Master of Science Degree.

ADMISSION REQUIREMENTS

• Completed application for university graduate admission, with $30 non-refundable application processing fee
• Typewritten one-page expository description of the 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 English, certified English translations must be included)
• Three Graduate Recommendation Forms in sealed envelopes
• GRE score (original should be sent from testing agency to ECSU)
• Copy of TOEFL score, if applicable (original should be sent from testing agency)
• A completed ECSU Health Form

COURSE LOAD

Nine (9) semester hours are required for full-time status.
TRANSFER CREDITS

No more than six (6) graduate credit hours may be transferred from other institutions.

TIME LIMIT

The program is designed for completion in four to six semesters, depending on the number of credits taken per semester. However, the degree program must be completed within six successive calendar years. Programs remaining incomplete after this period are subject to cancellation.

THESIS REQUIREMENTS

Six (6) credits of thesis work are encouraged, but three (3) credits can be substituted with an additional elective course. Students will choose a faculty member (with approval of Director of Graduate Education) in his/her area of interest to direct development of the thesis. The thesis 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 should 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 (2) C’s in their graduate coursework. Any student earning three (3) C’s will be dropped from the program.

DEGREE REQUIREMENTS

1. Complete a minimum of 36 hours of graduate credit applicable to the program
2. Complete a thesis
3. Maintain a minimum GPA of 3.0

For more information, contact:

Dr. Dipendra Sengupta
Graduate Coordinator, Mathematics
Elizabeth City State University
Campus Box 917
Elizabeth City, NC 27909
Voice: 252.335.3309
Fax: 252.335.3487
E-Mail: dcsengupta@mail.ecsu.edu
# M.S. Degree
## In Mathematics Program

### WITH A CONCENTRATION IN MATHEMATICS TEACHING

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td><strong>CORE REQUIREMENTS (SH 15)</strong></td>
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<tr>
<td>MATH 501</td>
<td>Advanced Linear Algebra</td>
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<td>MATH 699</td>
<td>Thesis</td>
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<tr>
<td><strong>MATHEMATICS TEACHING CONCENTRATION (SH 18)</strong></td>
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<tr>
<td>MATT 520</td>
<td>Technology in Mathematics Teaching</td>
<td>3</td>
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<td>MATT 521</td>
<td>Research on Teaching and Learning Algebra</td>
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<td>MATT 523</td>
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<td>MATT 525</td>
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<tr>
<td>MATT 530</td>
<td>Discrete Mathematics for Teachers</td>
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<tr>
<td><strong>ELECTIVE (SH 3)</strong> Any courses in the catalogue</td>
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**Total Hours Required for Degree** ................................ 36 Hrs

### WITH A CONCENTRATION IN APPLIED MATHEMATICS

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<tr>
<td>MATH 699</td>
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<td><strong>APPLIED MATHEMATICS CONCENTRATION (SH 12)</strong></td>
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<tr>
<td>MAT A 513</td>
<td>Complex Analysis</td>
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<td>MAT A 531</td>
<td>Methods of Applied Mathematics</td>
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<tr>
<td>MAT A 535</td>
<td>Advanced Ordinary Differential Equations</td>
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<td>MAT A 540</td>
<td>Numerical Analysis</td>
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<tr>
<td>MAT A 621</td>
<td>Applied Partial Differential Equations</td>
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<tr>
<td><strong>ELECTIVES (SH 3–6)</strong> Any courses in the catalogue</td>
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**Total Hours Required for Degree** ................................ 36 Hrs
WITH A CONCENTRATION IN REMOTE SENSING

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<td>Thesis</td>
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REMOTE SENSING CONCENTRATION (SH 18)                                      |     |
| RS 501      | Geophysical Remote Sensing                  | 3   |
| RS 502      | Geographic Information Systems              | 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  .................................................................................................. 3

Total Hours Required for Degree ........................................... 36 HRS

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, applications to/in high school teaching. Prerequisite: MATH 351 (Linear Algebra) or equivalent.

MATH 503: 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, field extensions. Course will discuss 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, introduction to Lebesque integration. Prerequisite: introductory course in real analysis is assumed.

MATH 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, conformal mappings. Prerequisite: MATA 366 (Complex Variables) or equivalent or permission of the instructor.

General Information - 53
MATH 515: Applied Statistics (3)
Probability Models; Review of probability theory, random variables and probability distribution, inference; estimation, hypothesis testing, categorical 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 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 presentation of mathematics for individual and group learning. Prerequisite: Consent of instructor.

MATH 521: Research on Teaching and Learning Algebra (3)
Mathematics studied through the reading, analysis and discussion of original papers on algebra, and the teaching and learning of algebra K-12 education. Prerequisite: Consent of instructor.

MATH 523: Research on Teaching and Learning Geometry (3)
Mathematics studied through the reading, analysis and discussion of original papers on geometry, and the teaching and learning of algebra K-12 education. Prerequisite: Consent of instructor.

MATH 525: School Mathematics from Advanced Perspective I (3)
Covers algebra and analysis with Connections to Geometry. Topics include: Real Numbers and Complex Numbers; Functions; Equations; Integers and Polynomials; Number System Structures. Prerequisite: Consent of instructor.

MATH 527: School Mathematics from Advanced Perspective II (3)
Covers Geometry with Connections to Algebra and Analysis. Topics include: Congruence; Distance and Similarity; Trigonometry; Area and Volume; Axiomatic and Euclidean Geometry. Prerequisite: Consent of instructor.

MATH 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, graphs. Prerequisite: Consent of instructor.

MATH 531: Methods of Applied Mathematics (3)
Classification of the partial differential equations, Wave equations, Heat equation, Laplace equation and methods of their solution, Laplace transform, Fourier transforms, Variational methods, the Euler-Lagrange equation and Hamilton's principle. Applications to biological, chemical, electrical, and mechanical systems. Prerequisite: MATH 458 (Differential Equations) or equivalent.

MATH 532: Systems and Control Theory (3)
Linear dynamical systems, stability, frequency response and Laplace transform, feedback, state-space description, and geometric theory of linear systems. Applications to biological, chemical, economic, electrical, and mechanical. Prerequisite: MATH 351, 458, 450, or consent instructor.

MATH 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, Sturm-Liouville problems. Prerequisite: MATH 458 (Differential Equations) or equivalent.

MATH 540: Numerical Analysis (3)
A study of methods of solving systems of linear and non-linear equations, differential equations and numerical integrations with emphasis on convergence properties and error analysis. Prerequisite: MATH 455 (Real Analysis) or MATH 511 or equivalent course.

MATH 550: 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, extremal graph theory, Ramsey theory. Prerequisite: MATH 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)
Linear spaces, subspaces and linear span, examples of norms linear spaces, linear maps, null spaces, image spaces, invertibility, isomorphism’s, normed linear spaces, product spaces, linear functions, 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 680: Seminar in Advanced Mathematics (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 twelve 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.

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)

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 applications development. Prerequisite: RS 501 and 502 and permission of the instructor.

RS 504: General Analytical Methods of Remote Sensing (3)
Advance remote sensing data processing and analysis techniques will be covered with applications to observations of the Earth’s hydrosphere, cryo-sphere, atmosphere, subsurface and surface lithosphere environments. Prerequisite: RS 501 and permission of the instructor.

RS 505: Geophysical Modeling (3)
Course will introduce 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, subsurface and surface lithosphere environments. *Prerequisite: RS 501 & 502 & 503 and permission of the instructor.*

**RS 506: The Principles of Microwave Remote Sensing (3)**

Spaceborne 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.*
THE

Faculty

July 2006–2008

Ronald H. Blackmon ................................................................. Professor, Biology
BS, Delaware State University
MS, Howard University
PhD, Howard University
Post-doctoral Study, USDA Research Labs

Beverlyn Cain .............................................................. Associate Professor, Education
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MEd, University of Massachusetts-Amherst
EdD, University of Massachusetts-Amherst

Charles D. Cherry ................................................................. Professor, Education
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CAS, Old Dominion University
EdD, Peabody College at Vanderbilt

Saundra Copeland ......................................................... Assistant Professor, Education
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MSEd, Old Dominion University
CAGS, EdD, Virginia Polytechnic Institute & State University

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MAEd, MS, East Carolina University
EdD, Virginia Polytechnic Institute & State University

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PhD, Medical University of South Carolina
Post-doctoral Study, UNC-Chapel Hill

Gary L. Harmon ................................................................. Professor, Biology
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MS, Hampton University
PhD, Howard University
Post-doctoral Study, USDA Microbiology and Plant Pathology Institute

Linda B. Hayden ............................................................ Professor, Mathematics/Computer Science
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MAT, University of Cincinnati
PhD, The American University

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PhD, Michigan State University

Johnny L. Houston ......................................................... Senior Research Professor, Computer Science/Mathematics
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MS, Clark Atlanta University
PhD, Purdue University

Barbara L. Johnson ............................................................. Professor, Education
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MS, Old Dominion University
CAGS, EdD, Virginia Polytechnic Institute & State University
Darnell Johnson ................................................................. Associate Professor, Mathematics
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MAEd, University of Kentucky
EdD, George Washington University

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MS, University of Alabama at Birmingham
PhD, Karnatak University

Malcolm LeCompte ............................................................ Associate Professor
PhD, Louisiana State University/ Baton Rouge

Jamiiru Luttamaguzzi .................................................. Assistant Professor, Mathematics
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MS, King Fahd University
MS, Louisiana State University
PhD, Louisiana State University

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MSEd, Hofstra University
EdD, Virginia Polytechnic Institute & State University

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MS, Lucknow University
PhD, University of North Carolina at Chapel Hill

Vadim Raskin .......................................................... Professor, Applied Mathematics
MSEE, Electrotechnical Institute
PhD, Leningrad Hydro-Meterological Institute

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PhD, State University of New York at Stony Brook

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MSc, University of Kalyani
MA, PhD, State University of New York at Stony Brook

Claudia Twiford, .......................................................... Director of Instructional Technology
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BS, East Carolina University
MA, East Carolina University

Paula S. Viltz .......................................................... Associate Professor, Education
BS, Northern Illinois University
MA, Northeastern Illinois University
EdD, Grambling State University

Michael A. Winrow .......................................................... Associate Professor, Biology
BS, MS, Tennessee State University
PhD, Wayne State University
Post-doctoral Study, Michigan State University and Clark
Atlanta University
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Elizabeth City State University

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Harold E. Mitchell .................................................................................. Ahoskie
Regina W. Peele ....................................................................................... Windsor
Joseph Wilson ......................................................................................... New Brunswick, NJ
Calvin R. Worsley .................................................................................. Greensboro

Ex Officio Member, Student Government Association President
Mr. James Stratford (2006-2007)

Trusted 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
Betty Sugg Meggs ............................................................................... Secretary, 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

*Deceased
PRESIDENTS & CHANCELLORS

Peter Wedderick Moore (1859–1934), AM, LLD, 1891–1928
   (President Emeritus, 1928–1934)

John Henry Bias (1879–1939), AB, LLD, 1928–1939


   (President Emeritus, 1969–1974)

   (President Emeritus, 1988)

Marion Dennis Thorpe (1932–1983), Ph.D., LLD, 1968–1983

   (Chancellor Emeritus, 1995– )


Willie J. Gilchrist (1950– ), EdD, 2006–
Willie J. Gilchrist, BS, MS, EdD…………………………..Interim Chancellor
BS, Elizabeth City State University; MS, Boockport State University; EdD, Nova Southeastern University

Jeanette H. Evans……………………………..Executive Assistant to the Chancellor
BS, Elizabeth City State University; MS, EdD, Morgan State University

Bernetta H. Brown……………………………..Attorney, Legal Assistant to the Chancellor
BA, North Carolina State University; JD, North Carolina Central University

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BS, MS, North Carolina Central University; EdD, University of Tennessee

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BA, San Jose State University; MA, Norfolk State University

Jean M. Sims……………………………..Associate Vice Chancellor for Human Resources
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Pattie E. Smith……………………………..Internal Auditor
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Ronald H. Blackmon, BS, MS, PhD……………..Vice Chancellor for Academic Affairs
BS, Delaware State; MS/PhD, Howard University

W. Franklin Evans, BS, BA, MS, EdS, PhD…………Associate Vice Chancellor for Academic Affairs
BS, University of Georgia; BA/EdS/PhD, Georgia State University

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

Jennifer Keane-Dawes, BA, MA, PhD……………..Dean, School of Arts and Humanities
BA, University of the West Indies; MA, Howard University; PhD, Howard University

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BS, East Carolina University; MBA, Campbell University; PhD, Virginia Polytechnic Institute

Sylvia A. Mason, BS, MEd, EdD……………..Dean, School of Education and Psychology
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BS, Howard University; MS, Georgia Institute of Technology; PhD, George Mason University; RPh, Howard University

Juanita Midgette, BS, MS, PhD……………..Interim Administrative Librarian
BS, Elizabeth City State University; MS, North Carolina Central University; PhD, Argosy University-Sarasota Campus

Sherry B. Lewis, BS, MA………………Chairperson, Department of General Studies
BA, Western Carolina University; MA, North Carolina Central University

Patricia J. Gibbs………………………..Director, Office of Sponsored Programs
BA, Elizabeth City State University; MSW, Norfolk State University
University Archivist

George M. Brown

Director, Small Business Technology Development Center
BA, Knoxville College; JD, North Carolina Central University

Anthony Brown

Interim Vice Chancellor for Student Affairs
BS, MS, MA, EdD, State University of New York College at Buffalo

Barbaina Houston-Black

Interim Associate Vice Chancellor for Student Affairs
BS, Elizabeth City State University; MLIS, North Carolina Central University

Deborah G. Branch

Associate Vice Chancellor and Director of Counseling & Testing
BS, Morgan State University; MEd, Loyola College

Brutus N. Jackson

Director of Career Services and Equal Employment Compliance Officer
BS, Southern University and Agricultural & Mechanical College at Baton Rouge

Warren Basket

Director of Housing and Residence Life
BA, Campbell University; MA, Duke University

Regina McCoy-Davis

Director of Student Health Services
ADN, Norfolk State University; BSN, East Carolina University

Sam L. Beamon

Chief of Police
BS, Elizabeth City State University

Charles A. Amerson

Director, Union and Student Life
BM, MA, University of Hartford

Gregory A. Davis, CPA

Vice Chancellor for Business and Finance
BS, Norfolk State University

Janice W. Baker

Director of Budgets
BBA, North Carolina Central University; MBA, Troy State University

Stephen J. Sylvester

Director of Facilities Management
BS, Howard University

Charles Hall

Director of Design and Construction
BS, MS, Old Dominion University

Ruth A. Williams

Director of Procurement and Materials Management
BS, Elizabeth City State University
Richard L. Lucas, Jr. .................. Vice Chancellor for Institutional Advancement and Executive Director of the ECSU Foundation
BS, MEd, PhD, State University of New York, College of Buffalo

La’Tanya Afolayan .................................................. Associate Vice Chancellor for Development
BS, Indiana State University; MA, University of Missouri-Columbia

Melanie Blackford .................................................. Director of Development
BA, University of North Carolina at Chapel Hill

Gwen Sanders .......................................................... Director of Alumni Relations
BS, Elizabeth City State University

Gary Whidbee .................................................. Development Officer, Schools and Departments
BS, Elizabeth City State University

Gerald McCants ........ Assistant to the Chancellor for Planning, Research, and Outreach
BS, MA, Central Michigan University; PhD, Michigan State University

Nekesha Ferebee .................................. Director, Institutional Research and Assessment
BS, Elizabeth City State University

Morris A. Autry .................................. Director, HUD/Community Development Program
BA, North Carolina Central University; MUP, University of Michigan

Vincent L. Beamon .................................. University Registrar
BS, Elizabeth City State University

Kenneth B. Wilson .................................. Director of Financial Aid
BS, Savannah State University

Grady Deese .................................. Director, Admissions
BS, Livingston College; MA, Columbia University Teachers College
## Deans & Department Chairpersons

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<td>LTC Vince Ross, - Chairperson</td>
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<tr>
<td><strong>SCHOOL OF ARTS &amp; HUMANITIES</strong></td>
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<td>Alexis Joyner, M.F.A. - Chairperson</td>
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<tr>
<td>History &amp; Political Science</td>
<td>Flora B. Brown, Ph.D. - Chairperson</td>
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<tr>
<td>Language, Literature &amp; Communication</td>
<td>Gale J. Isaacs, Ph.D. - Chairperson</td>
</tr>
<tr>
<td>Music</td>
<td>Gloria J. Knight, Ed.D. - Chairperson</td>
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<tr>
<td>Social Sciences</td>
<td>André Williams, Ph.D. - Chairperson</td>
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<tr>
<td><strong>SCHOOL OF BUSINESS &amp; ECONOMICS</strong></td>
<td>Freda H. McBride, Ph.D. - Dean</td>
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<tr>
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<tr>
<td>Accounting, Finance and Economics</td>
<td>Ebere A. Oriaku, Ph.D. - Chairperson</td>
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<tr>
<td>Management &amp; Marketing</td>
<td>James S. Chow, Ph.D. - Chairperson</td>
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<tr>
<td><strong>SCHOOL OF EDUCATION &amp; PSYCHOLOGY</strong></td>
<td>Sylvia A. Mason, Ed.D. - Dean</td>
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<tr>
<td>Departments</td>
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<tr>
<td>Education</td>
<td>Saundra S. Copeland, Ed.D. - Interim Chairperson</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Thurlis J. Little, Jr., MS - Chairperson</td>
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<tr>
<td>Psychology</td>
<td>Delbert Garnes, Ph.D. - Chairperson</td>
</tr>
<tr>
<td><strong>SCHOOL OF MATHEMATICS, SCIENCE &amp; TECHNOLOGY</strong></td>
<td>Cynthia A. Warrick, Ph.D., RPh. - Dean</td>
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<tr>
<td>Departments</td>
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<tr>
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<td>Gary L. Harmon, Ph.D. - Chairperson</td>
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<tr>
<td>Chemistry &amp; Physics</td>
<td>Ephriam Gwebu, Ph.D. - Chairperson</td>
</tr>
<tr>
<td>Geological Environmental &amp; Marine Science</td>
<td>Francisco C. San Juan, Jr., Ph.D. - Chairperson</td>
</tr>
<tr>
<td>Mathematics &amp; Computer &amp; Information Science</td>
<td>Damell Johnson, Ed.D. - Chairperson</td>
</tr>
<tr>
<td>Technology</td>
<td>Akbar Eslami, Ph.D. - Chairperson</td>
</tr>
</tbody>
</table>
Program & Project Directors

JULY 2006

Baskerville, Maxine .................................................. Director, Special Programs
BS, Barber Scotia College;
MA, North Carolina Central University

Blackmon, Velma B. .................................................. Director, Honors Program
BA, Alcorn State University;
MA, Bowling Green University;
Ph.D., Howard University

Bradshaw, Scott D. .................................................. Director, Center for Research and Evaluation
BS, MS, Old Dominion University;
Ph.D., Virginia Commonwealth University

Cain, Beverlyn .......................................................... Director, University Laboratory School
BA, University of Findlay;
MA, East Carolina University

Cole, Ralph .................................................. Coordinator, Office of Public School Services
BS, Elizabeth State University;
MA, East Carolina University

Dixon, John .................................................. Director, Model Summer Student Teaching Project
BA, Elizabeth City State University;
MA, East Carolina University;
Ph.D., Virginia Polytechnic Institute & State University

Ewers, Bonita T. .................................................. Director, Center for Teaching Excellence
BA, Wilberforce University; MA, Antioch College;
Ph.D., University of Massachusetts/Amherst

Gibbs, Patricia J .................................................. Director, Sponsored Programs, Contracts and Grants
BA, Elizabeth City State University;
MSW, Norfolk State University

Griffin, Kimberly .................................................. Interim Coordinator, Academic Support Center
BS, Elizabeth City State University;
MA, East Carolina University

Ford, Kristie P. .................................................. Coordinator/Interim Director, Continuing Education, Weekend/Evening, and Graduate Programs
BS, Elizabeth City State University;
MS, St. Mary's University

Harmon, Gary L .................................................. Coordinator of the Graduate Program in Biology
BS, Old Dominion University;
MS, Hampton University;
Ph.D., Howard University

Hedgebeth, Annie A. .................................................. Coordinator, Center for Special Needs Students
BA, North Carolina Central University

Hedgebeth, James E. ................................. Interim Coordinator of the Graduate Program in Education
BA, MA, North Carolina Central University;
Ph.D., Michigan State University

Houston, Johnny L. .................................................. Director, African Studies
BA, Morehouse College;
MS, Clark Atlanta University;
Ph.D., Purdue University
Joyner, Robin. .................................................. Coordinator, NC-MSEN (Mathematics & Science Education Network) Pre-College Program
Director, NC-HCAP (North Carolina Health Careers Access Program)
BS, Elizabeth City State University

Khan, A. Ather. .......................................................... Director, Summer School Program
BPharm, MPharm, The University of Dhaka (Bangladesh);
DPharm, University of Grenoble (France)

Khan, Sultana A. .......................................................... Director, University Planetarium
BSc, MSc, The University of Dhaka (Bangladesh);
Ph.D., University of Grenoble (France)

Lewis, Cheryl J. .......................................................... Director, Ronald E. McNair Post Baccalaureate Achievement Program
BA, Temple University;
MA, Antioch University;
Ed.D., Temple University

McLean, Edward .................................................. Administrator, ECSU National Youth Sports Program (NYSP)
BS, MA, North Carolina Central University;
Ed.D., University of Tennessee at Knoxville

McLean, Wanda E. .......................................................... Director, Basic Education and Enrichment Program
BA, MEd, Wayne State University

Moore, Pamela C. .......................................................... Coordinator/Counselor, Student Support Services
BA, MA, North Carolina Central University

Ngwainmbi, Emmanuel K. .................................................. Director, International Programs
BA, Yaounde University (Republic of Cameroon);
MA, Jackson State University;
Ph.D., Howard University

Ngwainmbi, Prudence .................................................. Interim Director, Educational Talent Search Program
BA, Yaounde University (Republic of Cameroon);
MS, Howard University

Sengupta, Dipendra C. .................................................. Coordinator of the Graduate Program in Mathematics
MA, Ph.D., State University of New York at Stony Brook

Stevenson, Kimberley N. .................................................. Director, Virtual College/Distance Education
BA, Elizabeth City State University;
MAEd, East Carolina University
## PROFESSORS EMERITI

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<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year Conferred</th>
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<tbody>
<tr>
<td>Mollie Majette Beasley</td>
<td>Physical Education</td>
<td>1995</td>
</tr>
<tr>
<td>Thaddeus Vemon Beasley</td>
<td>Biology</td>
<td>1995</td>
</tr>
<tr>
<td>Helen Marshall Caldwell</td>
<td>English</td>
<td>1998</td>
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<tr>
<td>Thomas Lee Caldwell*</td>
<td>Physical Education</td>
<td>1992</td>
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<tr>
<td>Edna Louise Davis</td>
<td>Music</td>
<td>1986</td>
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<tr>
<td>Vincent John de Gregorio*</td>
<td>Art</td>
<td>1986</td>
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<tr>
<td>William Rankin Gibson</td>
<td>Industrial Arts</td>
<td>1991</td>
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<tr>
<td>Anne Marie Henderson*</td>
<td>English</td>
<td>1994</td>
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<tr>
<td>Dale Edward Henderson Sr. ’72*</td>
<td>Social Sciences</td>
<td>1994</td>
</tr>
<tr>
<td>Julia Moore Hoffler*</td>
<td>English</td>
<td>1978</td>
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<tr>
<td>Floyd Bernard Holley*</td>
<td>Sociology</td>
<td>1994</td>
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<tr>
<td>Evelyn Adelaide Johnson*</td>
<td>Music</td>
<td>1976</td>
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<tr>
<td>Carol Calloway Jones</td>
<td>English</td>
<td>2004</td>
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<tr>
<td>Clara Griffin Jones ’36 ’40</td>
<td>Education</td>
<td>1986</td>
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<tr>
<td>Helen Hemmingway Muldrow</td>
<td>Biology</td>
<td>1986</td>
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<tr>
<td>William Julius Muldrow*</td>
<td>Psychology</td>
<td>1983</td>
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<tr>
<td>Bishop Marvin Patterson</td>
<td>Technology Education</td>
<td>1992</td>
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<tr>
<td>Dan Mitchell Pearce*</td>
<td>Art</td>
<td>2001</td>
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<tr>
<td>Bernard Lee Peterson, Jr.*</td>
<td>English and Drama</td>
<td>1988</td>
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<tr>
<td>Maurice Cary Powers</td>
<td>Geology</td>
<td>1991</td>
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<tr>
<td>Andrew Lee Roberts*</td>
<td>Education</td>
<td>1995</td>
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<tr>
<td>Floyd L. Robinson</td>
<td>Music</td>
<td>2001</td>
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<tr>
<td>Georgia Long Smith*</td>
<td>Health</td>
<td>1987</td>
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<tr>
<td>Hazel Gallop Spellman ’41 *</td>
<td>Reading</td>
<td>1994</td>
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<tr>
<td>Lawrence Edwin Sugg *</td>
<td>English and Journalism</td>
<td>1986</td>
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<tr>
<td>Louise Nixon Sutton *</td>
<td>Mathematics</td>
<td>1987</td>
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<tr>
<td>Dorothy Elliott Thomas</td>
<td>Biology</td>
<td>1986</td>
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<tr>
<td>James Hubert Townes*</td>
<td>Chemistry</td>
<td>1994</td>
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<tr>
<td>Curtis Delano Turnage ’67*</td>
<td>Biology</td>
<td>1995</td>
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<tr>
<td>Rochelle Vann ’47</td>
<td>Social Sciences</td>
<td>1994</td>
</tr>
<tr>
<td>Robert Louis Vaughan</td>
<td>Physical Education</td>
<td>1995</td>
</tr>
</tbody>
</table>

* Deceased
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/herself to obey all rules and regulations of the University Catalog, Students’ Rights and Responsibilities, Policies and Procedures Manual, and other university publications.

ILLEGAL DRUG POLICY

Elizabeth City State University has the responsibility to nurture and protect its environment. The Board of Trustees of the university has committed itself to the proposition that students, faculty, and staff should be able to engage in 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:

1. Conducting anonymous surveys of students, faculty, and staff to identify the extent of the drug problem;
2. Establishing mandatory seminars on substance abuse for faculty, staff, and students;
3. Conducting Drug Awareness Week activities with print and electronic media advertising;
4. Developing creative outreach programs for the University that utilize community resources;
5. Initiating contacts for academic linkages with Departments to address substance abuse in appropriate health and physical education courses;
6. Generating a greater public awareness of substance abuse through special events such as film fairs, sporting events, campus extravaganzas, panel discussions, etc.;
7. Publishing and distributing fact sheets and other printed literature on substance abuse; other printer literature on substance abuse, and
8. Conducting faculty and staff wellness activities.

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 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,
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.
4. A student, faculty, or staff person who believes he/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 Student Affairs or his/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 will be handled by the Faculty Hearings Committee.
Elizabeth City State University
Campus Map
Index Of Campus Buildings

1. Lane Hall
2. Hall (offline) - Residence
3. Telecommunications Center
4. Moore Hall - Classroom
5. Johnson Hall - Classroom
6. H. L. Trigg Building
7. G.R. Little Library
8. Jimmy R. Jenkins Science Center
8A. School Of Pharmacy (Temporary)
9. Lester Hall
10. Wamack Hall - Residence
11. Butler Hall - Residence
12. Bias Hall - Residence
13. Cardwell - Hoffler Infirmary
14. Office Building
15. ESCU - MSEN
16. Office Building
17. ROTC Office
18. ROTC Classroom
19. E.V. Wilkins Computer Center
20. Williams Hall
21. University Suites - Residence
22. R.L. Vaughan Center
23. Student Recreation Center
24. Student Services Center
25. Bedell Hall - Cafeteria
26. Doles Hall - Residence
27. Hugh Cale - Residence
28. University Tower - Residence
29. Hall (offline) - Residence
30. Student Apartment Complex
31. Thomas-Jenkins Building / Campus Police
32. Mclendon Hall - Early Childhood Education
33. Griffin Hall - Psychology Education
34. Dixon Hall - Technology
35. Marion D. Thorpe Administration Building
36. K.E. White Graduate Center
37. Surplus Store
38. Roebuck Stadium
39. Mickey L. Burnim Fine Arts Center
40. Information Technology Center
41. Human Resources
42. R. Vann Building - Sponsored Programs
43. Ridley Student Complex
44. Physical Education & Field House
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