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 Accreditation 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

American 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

American Library Association
- 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 Association of School of Music
- National Collegiate Athletic Association
- National Communication Association
- National Cooperative Association
- North American Association of Summer Sessions
- North Carolina Academy of Science
- North Carolina Association of Colleges for Teacher Education

American Institute of Physics
- North Carolina Association of Colleges and University Business

American Psychological Association
- North Carolina Association of Independent Colleges

Public Relations Society of America
- North Carolina State University

American Chemical Society
- North Carolina State University at Raleigh

American Mathematical Society
- North Carolina State University at Raleigh

American Psychological Association
- National Association of Colleges of Education

American University
- National Association of Colleges of Education

American Psychological Association
- National Association of Colleges of Education

American Psychological Association
- National Association of Colleges of Education

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.
NON-DISCRIMINATION STATEMENT

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

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

On behalf of the Board of Trustees, faculty, staff and students we welcome you and extend an opportunity for you to begin your "Journey Toward Excellence" in Graduate Studies at Elizabeth City State University.

Our goal is to ensure academic excellence for each graduate student by providing relevant educational and research experiences. We provide programs that will prepare students for a workforce that demands certain characteristics and efficiencies for success.

At ECSU, Graduate Education is characterized by personal interaction with faculty members, and a pleasant atmosphere conducive to the pursuit of individual, personal and educational goals. We promote and support the research and creative activities of our graduate faculty, and assure that our graduate 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.

This Graduate Catalog is your guide to the University and information on our graduate programs and policies. Contact or visit our academic departments if you have specific questions about our graduate degree programs.

We look forward to working with you and dedicate our efforts and resources to facilitating your educational journey.

Best Wishes
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<td>Monday, January 12</td>
<td>Official Registration, 8:30 a.m. to 7:30 p.m. Classes Dropped for Pre-Registered Students Not Officially Registered</td>
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FALL SEMESTER 2009

Wednesday-Friday, August 12-14
Fall Faculty/Staff Institute

Thursday-Friday, August 13-14
New Student Orientation

Saturday, August 15
Weekend/Evening/Graduate Programs, and New Transfer Students Registration, 9:00 a.m. to 3:00 p.m.

Sunday, August 16
Residence Halls Open, All Students, 8:00 a.m. to 5:00 p.m.

Monday, August 17
Official Registration, 8:30 a.m. to 7:30 p.m.
Classes Dropped for Pre-Registered Students Not Officially Registered

Tuesday, August 18
Late Registration with Fee Begins, 8:30 a.m. to 3:00 p.m.
All Classes Begin, 8:00 a.m.
Drop and Add Period Begins

Monday, August 24
Late Registration Ends / Drop and Add Period Ends

Monday, September 7
Labor Day Holiday, Classes Dismissed, Offices Closed

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

Wednesday-Tuesday October 7-13
Mid-Term Exams (All Students)

Wednesday, October 14
Last Day to Remove “I” Grades

Monday, October 19
Deadline for Posting Grades- 12:00 p.m.

Monday-Tuesday, October 19-20
Fall Recess

Wednesday, October 21
Classes Resume, 8:00 a.m.

Friday, October 23
60% Deadline for Financial Aid Adjustments

Monday-Friday, October 26-November 6
Academic Advisement / Pre-registration, 8:00 a.m. to 5:00 p.m.

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

Friday, November 12
Last Day to Withdraw from the University and Receive a Grade of “WD”

Monday, November 16
Spring 2010 Graduation Applications Due to Registrar’s Office

Wednesday-Friday, November 25-27
Thanksgiving Holiday, Classes Dismissed

Monday, November 30
Classes Resume, 8:00 a.m.

Tuesday, December 1
Last Day of Classes

Wednesday, December 2
Reading Day

Thursday, December 3
Reading Day

Friday-Tuesday, December 4-8
Final Examinations, Graduating Seniors

Friday-Thursday, December 4-10
Final Examinations, Weekend/Evening/Graduate Programs and Remaining Students

Wednesday, December 9
Deadline for Posting Graduating Seniors’ Grades - 12:00 p.m

Friday, December 11
Last Day to Return Rental Books Without Charge for Graduating Seniors

Saturday, December 12
Last Day to Return Rental Books Without Charge for Undergraduate Students

Monday, December 14
Fall Commencement
Deadline for Posting All Other Grades- 3:00 p.m.
SPRING SEMESTER 2010

Wednesday-Friday, January 6-8  Winter Faculty/Staff Institute
Thursday-Friday, January 7-8  New Student Orientation
Saturday, January 9  Weekend/Evening/Graduate Programs Official Registration, 9:00 a.m. to 3:00 p.m.
Sunday, January 10  Residence Halls Open- All Students, 8:00 a.m. to 5:00 p.m.
Monday, January 11  Official Registration, 8:30 a.m. to 7:30 p.m.  Classes Dropped for Pre-Registered Students not Officially Registered
Tuesday, January 12  Late Registration with Fee Begins, 8:30 a.m. to 3:00 p.m.  All Classes Begin, 8:00 a.m.  Drop and Add Period Begins
Monday, January 18  Dr. Martin Luther King, Jr.’s Holiday, Classes Dismissed, Offices Closed
Tuesday, January 19  Late Registration Ends / Classes Resume, 8:00 a.m.  Drop and Add Period Ends
Wednesday, March 3  Founder’s Day
Saturday-Friday, March 6-12  Mid-Term Week (All Students)
Tuesday, March 9  Last Day to Remove “I” Grades
Monday, March 15  Deadline for Posting Grades- 12:00 p.m.  Financial Aid Deadline for Priority Funding
Monday-Saturday, March 15-20  Spring Recess
Monday, March 22  Classes Resume, 8:00 a.m.
Monday-Friday, March 22-April 2  Academic Advisement / Pre-registration for Summer/Fall 2010, 8:00 a.m. to 5:00 p.m.
Wednesday, March 24  60% Deadline for Financial Aid Adjustments
Tuesday, March 30  Last Day to Withdraw from Classes and Receive a Grade of “W”
Friday, April 2  Good Friday Holiday, Classes Dismissed, Offices Closed
Saturday, April 3  Saturday Classes Dismissed
Monday, April 5  Easter Monday, Classes Dismissed
Tuesday, April 6  Classes Resume, 8:00 a.m.
Friday, April 16  Last Day to Withdraw and Receive a Grade of “WD”
Saturday-Wednesday, April 24-28  Final Examinations, All Graduating Seniors
Saturday, April 24  Last Day to Return Rental Books Without Charge for Graduating Seniors
Thursday, April 29  Deadline for Posting Graduating Seniors Grades - 12:00 p.m.  Last Day of Classes
Friday, April 30  Reading Day
Saturday, May 1  Final Examinations, Weekend/Evening/Graduate Programs
Monday-Friday, May 3-7  Final Examinations, Remaining Students
Saturday, May 8  Spring Commencement
Monday, May 10  Deadline for Posting All Other Grades - 3:00 p.m.  Last Day to Return Rental Books Without Charge for Undergraduate Students
Thursday, July 15  Fall 2010 Graduation Applications Due to Registrar’s Office
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, Chancellor
Ms. Gwendolyn Sanders, Executive Assistant to the Chancellor
Mrs. Bernetta H. Brown, Attorney, Legal Assistant to the Chancellor
Mr. Anthony K. Adade, Chief Information Officer
Ms. Jean M. Sims, Vice Chancellor for Human Resources
Mr. Thurlis Little, Director of Athletics
Mrs. Pattie Smith, Director Internal Audit

ACADEMIC AFFAIRS AND ACADEMIC SUPPORT
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Dr. W. Franklin Evans, Associate Vice Chancellor for Academic Affairs
Dr. Paula S. Viltz, Interim Associate Vice Chancellor for Academic Affairs
Ms. LoraAnn E. Barclift, Executive Assistant to the Vice Chancellor
Dr. Murel Jones, Dean, School of Arts and Humanities
Vacant, 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, Director of Library Services
Mr. Derrick L. Wilkins, Chairperson, Department of General Studies
Mr. George M. Brown, Director of Small Business Technology Development Center
Ms. Jean Bischoff, University Archivist
Ms. Patricia Gibbs, Director of Sponsored Programs, Contracts and Grants
Ms. Nekesha D. Ferebee, Director of Institutional Research and Assessment

STUDENT AFFAIRS
Dr. Anthony Brown, Vice Chancellor for Student Affairs
Ms. Barbain Houston-Black, Associate Vice Chancellor for Student Affairs
Mrs. Deborah G. Branch, Associate Vice Chancellor for Student Affairs
Mr. Brutus N. Jackson, Director of Career Services
Mrs. Regina McCoy-Davis, Director of Student Health Services
Mr. Grady Deese, Director of Admissions and Recruitment
Mr. Sam L. Beamon, Chief of Police
Vacant, Director of Union and Student Activities
Mr. Vincent L. Beamon, University Registrar
Mr. Kenneth B. Wilson, Director of Financial Aid
Vacant, Director of Housing and Residence Life
Dr. Roosevelt Askew, Director of Counseling & Testing Center

BUSINESS AND FINANCE
Mr. Robert G. Gaines, Vice Chancellor for Business and Finance
Mrs. Gina Knight, Controller
Mrs. Sharnita Wilson-Parker, Director of Budgets
Mr. Stephen Sylvester, Director of Physical Plant
Mr. Charles Hall, Director of Design and Construction
Vacant, Director of Procurement and Materials Management
Mrs. Doraine Spence, Director of Auxiliary Services

INSTITUTIONAL ADVANCEMENT
Mrs. LaTanya Afolayan, Interim Vice Chancellor for Institutional Advancement and Executive Director of the ECSU Foundation
Vacant, Associate Vice Chancellor for Development
Mrs. Melanie Blackford, Director of Development
Mrs. Barbara Sutton, Director of Alumni Relations
Mrs. Melba Smith, Director of Radio and TV Services
Ms. Sherri Belfield, Director of Marketing
Ms. Kesha Williams, Director of Media Relations
Ms. Rhonda M. Hayes, Director of Publications
Ms. Alicia Harrell, Coordinator for Annual Giving
Mr. Morris A. Autry, Director of HUD/Community Development Program
Academic Programs

D I V I S I O N  O F  A C A D E M I C  A F F A I R S
&
ACADEMIC SUPPORT UNITS

GENERAL PROGRAM AREAS

Aviation Science Program................................................................. Dr. J. Anthony Sharp
Center for Teaching Excellence........................................................... Dr. David S. Hood
Distance and Continuing Education.................................................... Dr. Kimberley N. Stevenson
Educational Talent Search / Ronald McNair Scholars............................ Dr. Cheryl J. Lewis
General Studies Department ............................................................... Mr. Derrick L. Wilkins
Graduate Education............................................................................ Dr. Paula S. Viltz
International Programs....................................................................... Dr. Ali A. Khan
IT Client Services............................................................................... Ms. Sharonda Walton
Library Services................................................................................ Dr. Juanita Midgette
Military Science ................................................................................. MAJ Troy Barnes
NC-MSEN (Mathematics & Science Education Network)............................ Mrs. Robin B. Joyner
Office of the Registrar ....................................................................... Mr. Vincent L. Beamon
Radio and TV Station.......................................................................... Ms. Melba Smith
Summer School.................................................................................... Mr. Warren Poole
University Planetarium....................................................................... Dr. Sultana A. Khan
Upward Bound/Student Services ....................................................... Ms. Maxine Baskerville
University Honors Program.............................................................. Dr. Velma B. Blackmon
General Information

History of
The University of North Carolina

History of
Elizabeth City State University

— MISSION
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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 ante-bellum 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

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

On September 1, 2006, WILLIE JAMES GILCHRIST was appointed to serve as Interim Chancellor. Immediately upon his appointment, Dr. Gilchrist focused on priority initiatives such as enhancement of master’s degree programs and online distance learning; increasing grant and research options for faculty; as well as expanding opportunities within the university’s aviation science, music industries, teacher education and pharmacy (ECSU-UNC Partnership) programs. On March 15, 2007, Dr. Gilchrist, ’73, became the second alumnus to be named the ninth chief executive officer of Elizabeth City State University.

Under the leadership of Dr. Gilchrist, the university has shown several signs of growth. Since his interim appointment as chancellor in 2006, student enrollment increased from 2,681 to 3,025 currently. The ECSU/UNC Pharmacy Partnership Program has generated so many applicants; we now have a waiting list of prospective students. Alumni contributions have increased within the last year from 746 donors to more than 1,200 donors. The university has also benefited from major donations, such as the recent $400,000 planned gift and a cash gift for $375,000. ECSU faculty has successfully brought a host of promising scholarships and grants to the university. Recent awards include a $316,000 grant from the U.S. Department of the Defense for the Study of the Microbial Ecology and Biodegradation Project; $135,000 from the Corporation for Public Broadcasting for Community Services for WRVS-FM; and $116,632 from the U.S. Department of Education for ECSU’s Minority Science Improvement Project in Critical Teaching Through Technology.

The selection of outstanding academic programs at ECSU continues to lure the spotlight to ECSU. Recently, the School of Arts and Humanities celebrated the accreditation of two of its programs, social work and music. The social work program is accredited by the Council on Social Work Education and the music department is now accredited by the National Association of Schools of Music. The Technology Department is now an authorized Cisco Networking Academy – a first-rate, comprehensive e-learning program that provides students with essential information technology skills. The School of Education and Psychology was named a NC Teaching Fellows Program institute, a program established by the NC General Assembly to attract high caliber students to the teaching profession.

Dr. Gilchrist’s administration has also been active in the development an Aviation Research & Development Commerce Park Partnership with the Elizabeth City Airport Authority. Numerous jobs will likely surface as the aviation industry evolves in this state and others. ECSU, the only university in the UNC system to offer an aviation science degree, is strategically preparing its students to enter that industry and to excel.

Looking beyond 2008, Chancellor Gilchrist will continue to focus on enhancing the University’s academic programs, increasing enrollment, increasing private fundraising and economic development.
Financial Aid Programs

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Financial Aid Programs

The Financial Aid Programs at Elizabeth City State University are designed to assist students and their parents in financing the cost of the student’s education. Students who are enrolled or accepted for enrollment and are citizens or permanent residents of the United States are eligible to apply for financial aid. Assistance available to eligible students consists of scholarships, grants, loans, and part-time employment. Limited assistance is available for international students.

***At the time of this publication, new grants and scholarships are being developed for the 2008-09 school year. In addition, student loan interest rates changes each year. Please contact our office or review the ECSU Financial Aid website site for updated information.

HOW TO APPLY FOR FINANCIAL AID

All students must complete and have processed a Free Application for Federal Student Aid (FAFSA), every year before we can offer financial aid. Students must also list our school code 002926, on the FAFSA via paper or Web (www.FAFSA.ed.gov) in order for us to obtain their financial aid data.

All interested students who wish to receive any kind of financial aid at ECSU must complete the above described application process. Deadline dates for having a complete application on file are June 1 (Academic Year), November 1 (Spring Semester), April 1 (Summer).

Should you have Financial Aid questions, please call:

(252) 335-3283 or 1-800-529-8146
TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION GRANT PROGRAM

The first TEACH Grants will be awarded to eligible students for the 2008-2009 school year. Grants of up to $4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

In exchange for receiving a TEACH grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. IMPORTANT: If you fail to complete this service obligation, all amounts of the TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed.

To receive a TEACH grant you must:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need;
- Be a U.S. Citizen or eligible non-citizen;
- Be enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant Program;
- Be enrolled in coursework that is necessary to begin a career in teaching or plan to complete such coursework. Such coursework may include subject area courses (e.g., math courses for a student who intends to be a math teacher);
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25);
- Sign a TEACH Grant Agreement to Serve.

LOANS

Loans is money borrowed that must be repaid, with interest. Eligible students must be enrolled at least 6 credit hours to receive a federal loan. A promissory note must be sign and complete entrance / exit counseling. Please refer to the Federal Student Guide detail information.

THE FEDERAL PERKINS LOAN (FORMERLY NDSL) PROGRAM

This program offers low interest loan for students that have an exceptional financial need and are enrolled in an eligible program. Awards are generally made on a first-come first serve basis until funds are exhausted. When awarded, the student must complete a promissory note and entrance counseling with a student account representative in the Bursars office.

STAFFORD LOANS

These loans are back by the federal government. Credit checks are not required. There are two types of Stafford Loans: subsidized and unsubsidized. Students must have a financial need to receive a subsidized Stafford Loan. The U.S. Department of Education will pay the interest on a subsidized Stafford Loan during certain periods. Interest rate are variable, but capped at 8.25% (for 2008-09 they are scheduled to be 6%, but subject to change). At ECSU, Stafford Loans are made through one of two programs:

William D. Ford Federal Direct Loan (Direct Loan) Program - Eligible students borrow directly from the U.S. Department of Education. This program charges a 1% Origination Fee which will be taken out of the loan.

Federal Family Education Loan (FFEL) Program - Eligible students borrow funds from a private lender that are guaranteed by the federal government. Students have to pick a lender. Each lender offers a different benefit package. Please check our website for our lender’s list. The list is only a starting place. You are not obligated to use the lenders on the list. You have the right to use any lender you want. *** For 2007-08, lenders did not charge an Origination Fee for loans processed up to December 31, 2007.
The following financial aid policies and conditions of award apply to students who are recipients of federal or state financial assistance while attending Elizabeth City State University:

• Students must apply annually for federal aid by completing the Free Application for Federal Student Aid (FAFSA) by March 15th of each year.
• Students must be regularly admitted to Elizabeth City State University in a degree-seeking status and must be enrolled in an eligible degree-seeking program prior to the first day of the term to participate in Federal and State aid programs. Provisionally admitted and special admitted students are not eligible for financial assistance. Transient students should contact their home institution for financial aid.
• Students must (1) meet the school’s Satisfactory Academic Progress Standards, (2) not owe a refund on any grant or be in default on any educational loan and (3) not have borrowed in excess of the loan limits under the Title IV programs at any institution.
• Financial aid is limited to coursework required for the declared major as stated in this catalog. Financial aid is not available for audit courses.
• Students must attend the classes in which they have enrolled to be eligible for aid payment.
• Students must submit all required documents. Failure to submit the requested documents may result in a delay or lost of financial aid funds.
• Students are aware that the Office of Financial Aid and Scholarships can not award federal, state and institutional funds over the student’s Cost of Attendance budget. Any outside scholarships or alternative loans must be reported to the Office of Financial Aid and Scholarships and that these funds may reduce the amount of financial aid the student receives.
• Financial aid awards are based on full-time enrollment for each term awarded. Less than full-time enrollment may require an adjustment to the aid award. Graduate students enrolled in 9 or more semester hours are classified as full-time; 5-8 semester hours as half time; and 1-4 semester hours as less than half time.
• Students awarded an educational student loan must complete loan counseling prior to their first loan disbursement. Federal regulations require that first-year, first-time borrowers have their first loan disbursement delayed 30 days. For Direct Loan borrowers, Counseling is available on-line at http://www.mapping-your-future.org/www.dlservicer.ed.gov. For FFEL borrower, visit the office website for counseling.
• Students with a loan for one term will receive funds in two disbursements: (1) at the beginning of the term and (2) after the midpoint of the term.
• Institutional charges (tuition, fees, room and board) will be deducted from the financial aid award each term. Students should be prepared to pay any difference owed by the fee payment deadline. For students with aid greater than the institutional charges, any remaining funds

**FINANCIAL AID POLICIES AND CONDITIONS OF AWARDS**

The program / lender you select in your first year at ECSU will be the program / lender you will always have at ECSU. Students can not receive a student loan from both programs in the same academic year. Regardless on the program a student uses, Stafford Loans have yearly limits. For a student, the graduate limits are:

**GRADUATE AND PROFESSIONAL DEGREE STUDENTS LOAN LIMITS**

Annual amount based on institution cost of attendance budget:

$20,500 – No more than $8,500 of this amount may be in subsidized loans.

Maximum Total Debt Upon Completion of Graduate Studies:

$138,500 – No more than $65,000 of this amount may be in subsidized loans. The graduate debt limit includes Stafford loans received for undergraduate study.
are released no later than 14 calendar days after their first day of class or the balance occurs, whichever is later.

- Students must report any financial aid they receive or expect to receive from an outside source.
- Students receiving financial aid who withdraw or who stop attending all classes are subject to regulations regarding the return of funds to the aid programs. Federal aid recipients withdrawing before the 60% point of the term may owe a repayment of federal funds received. Refer to the Withdrawal Policy of this catalog.

SATISFACTORY ACADEMIC PROGRESS POLICY AND PROCEDURES

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

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

GRADE POINT AVERAGE REQUIREMENT (QUALITATIVE)

Students must maintain the following minimum semester grade point average (GPA):

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<thead>
<tr>
<th>Cumulative Earned Hours</th>
<th>Minimum Semester GPA</th>
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</thead>
<tbody>
<tr>
<td>1-29</td>
<td>1.45</td>
</tr>
<tr>
<td>30-59</td>
<td>1.60</td>
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<tr>
<td>60-89</td>
<td>1.75</td>
</tr>
<tr>
<td>90-190</td>
<td>2.0</td>
</tr>
<tr>
<td>2nd Degree &amp; Certificate</td>
<td>2.0</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>3.0</td>
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If a student’s GPA falls below the required minimum semester GPA, his or her eligibility to receive financial aid will be jeopardized. A student will be put on financial aid probation for the semester following the term the student fails to earn the required minimum semester GPA. The student has the next semester of attendance to earn the required minimum semester GPA. The student may receive financial aid while on financial aid probation. At the end of the probationary period, if the required minimum semester GPA is met, the student is taken off of financial aid probation. If the required minimum semester GPA is not achieved, then the student will be put on financial aid suspension during the next semester of attendance. The student will not receive financial aid assistance while on financial aid suspension. The total cumulative earned hours consist of hours earned at ECSU and accepted transfer credits. Transfer credits are not included in the computation of the semester GPA for financial aid unless the credit was earned while attending other schools as a Transient student (ECSU student taking classes at another institution as an ECSU student).
COMPLETION RATE (QUANTITATIVE)

Students must complete a minimum of 66 percent of coursework attempted each semester. Failure to complete this minimum percentage will result in a student being placed on financial aid probation during the following semester of attendance. If the student completes 66 percent of the coursework attempted during the probationary semester, then the student will be taken off of financial aid probation. If the student completes less than 66 percent of coursework is completed during the probationary semester, then the student will be placed on financial aid suspension for the next attending semester.

MAXIMUM TIME FRAME

All students must complete their educational objective within a maximum time frame of one-and-one-half (150 percent) times the length of the program in which they are enrolled. This means that once a student has attempted one-and-one-half times the minimum number of credit hours necessary for completing program requirements, the student will be ineligible to receive financial aid. Attempted hours include all attempted hours at ECSU and all accepted transfer credit. For graduate students, the maximum time frame is 54 attempted hours.

GRADES

Grades of IP (in-progress), W (withdrew), WP (withdrew passing) and WD (withdrew from the university) are not included in calculating a student’s GPA, but are counted as coursework attempted. WF (withdrew failing) and FA (failure due to absenteeism) are counted as an F.

All grade changes must be submitted and processed during the first 10 days of classes of the following semester. Any changes after the first 10 days of the following semester will not be included in the SAP calculation.

TRANSFER STUDENTS

Transfer students accepted by ECSU, not previously enrolled at ECSU, will be classified as maintaining satisfactory academic progress for the first semester enrolled. At the end of the first semester, the student’s grades will be measured in accordance with the ECSU’s satisfactory academic progress requirements. Students who previously attended ECSU, transferred to another school, then returned to ECSU, will have all of their coursework reviewed.

FINANCIAL AID SUSPENSION

Once a student is on financial aid suspension, the student must pay for the next attending semester at his or her own expense (alternative loans may be used). Once the student has successfully completed the semester maintaining SAP requirements, the student’s financial aid will be reinstated to financial aid probation status for the next attending term.

APPEAL OF FINANCIAL AID SUSPENSION

Students have the right to appeal their suspension of financial aid if they have mitigating circumstances that prevented them from making satisfactory academic progress. A student wishing to appeal financial aid suspension must do so in writing with supportive documentation, when possible. The written appeal must be attached to the Appeal of Financial Aid Suspension form. The form may be obtained from the Office of Student Financial Aid or the financial aid section of the ECSU Web site. The appeal form must be submitted within ten calendar days from the end of the semester in which the student was suspended. Failure to adhere to this time line will result in the student losing the right to appeal the financial aid suspension.

The Satisfactory Academic Progress Appeals Committee will meet to review appeals at the end of each semester. The Office of Student Financial Aid will notify the student of the committee’s decision. If approved, the student’s financial aid will be reinstated to financial aid probation status for the next attending term. The committee’s decision is final. Only the Chancellor can override the committee’s decision.

A student is expected to know the Satisfactory Academic Progress Policy. Students can review their SAP status on Banner Web after final grades have been processed. The Office of Student Financial Aid attempts to notify students when are on financial aid suspended; however, sometimes students do not receive notification due to circumstances beyond the control of the Office of Student Financial Aid. If a student is not notified of the financial aid suspension, that in itself does not excuse a student from the financial aid suspension, nor does it exempt a student from appealing in a timely manner.
WITHDRAWAL POLICY
(TREATMENT OF TITLE IV FUNDS
WHEN A STUDENT WITHDRAWS)

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

A student should report to the Office of Student Financial Aid and Scholarships to review the calculations of the student unearned aid due by the school and the unearned aid due by the student to the Department of Education or other agencies. Elizabeth City State University will attempt to notify the student no later than 30 days from the official withdrawal date to return its share of the student’s unearned aid and the student has 45 days from the notification date to return that portion.

An entrance and exit interview is required for students that have received loans.

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

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

For further questions, please call our office at 335-3283 / 1-800-529-8146.

C E N T E R F O R
Counseling & Testing Services

COUNSELING SERVICES
Often students experience feelings of uncertainty, confusion, anxiety and depression while adjusting to the demands of college life. The university Counseling and Testing Center (CTC) provides personal, social, career and spiritual counseling services which are free and confidential. A clinical psychologist is available for assessments and brief therapy. A series of self-development workshops on the following topics are offered during the fall and spring semesters. Topics include:

- Romantic and Social Relationships;
- Depression and Anxiety;
- Anger Management;
- Substance Abuse;
- Sexuality;
- Diversity;
- Family;
- Stress and Time Management;
- Grief Counseling.

CTC offers support groups on various interests. Referrals are also made to community agencies when needed.

TESTING SERVICES
The Counseling Center coordinates and administers national, local, and specialty tests to students, staff, and non-affiliated off-campus individuals and groups. The university is a national test site for Educational Testing Services in Princeton, New Jersey. The Center also provides interest testing through the use of DISCOVER software.

UNIVERSITY WITHDRAWS
Students desiring to terminate their studies at the university must visit the Counseling Center to complete the necessary forms to withdraw from the university.
The Office of Career Services, located in the H.L. Trigg Building, aides 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, résumé writing, and business etiquette.

The Office of Career Services disseminates information concerning available internships, jobs and handles all arrangements when employers visit the campus to interview students. On-campus recruiting is scheduled through this office during the Fall and Spring semesters. Students can also make valuable employment contacts at the Annual Career Fair, the Graduate & Professional School Day, and the Annual Teacher Job Fair. Alumni may also receive career assistance through Career Services on employment vacancy listings.

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 are available for all students and alumni to review.

**CAREER SERVICES TECHNOLOGY**

Monster Trak software is a web-based program that allows students to:

- Register with Career Services from residence halls, home, etc.;
- Review job opportunities; and
- Develop résumés on line.

**Services Provided Include:**

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

Elizabeth City State University offers residential living to students that are admitted and enrolled at the university. The residential living areas are comprised of 5 traditional residence halls, two apartment style areas and one suite style residence hall. One new residence hall is scheduled to open in August 2007.

The university reserves the right to approve campus housing assignments; to transfer students from one residence hall to another; or to require that any student that it considers an undesirable tenant vacate a residence hall or any property under the jurisdiction of Residence Life.

Each university student is required to maintain an up-to-date local address in the Office of Student Affairs and in the University Registrar’s Office. All housing policies and regulations established with regard to standards of health, safety, and general welfare of students in residence halls are executed through the Office of the Director of Residence Life.

Each residence hall is staffed by a team of Residence Hall Administrators, Resident Assistants, and Residence Security Officers. Via residence organizations, students are urged to participate, together with administrators and staff, in planning residence hall programs (related activities). Student representatives are also encouraged to assist in developing standards of conduct, determining social regulations, and creating a wholesome atmosphere for study and group living.

A student accepting an assignment in any university residence hall at the beginning of a semester is responsible for the payment of room and board for the entire semester. A student admitted to a residence hall after a semester begins is responsible for paying board fees on a prorated basis.

Admittance to the residence halls is allowed only to students officially admitted to the university by the Director of Admissions. Any student officially admitted who has paid the required fees may report for occupancy on arrival dates as designated on the academic calendar. Residence halls are officially closed during the Thanksgiving and Christmas holidays, vacation periods, or other times as needed to comply with emergency situations.

Students may request an early check-in or late checkout if the university’s official opening and closing schedule creates an unusual hardship. Requests for permission for early check-in or late checkout must be made in writing to the Director of Housing and Residence Life at least two weeks in advance. If permission is granted, students requiring short-term housing will be charged a non-refundable fee of $25.00 per day. Students are strongly urged to make travel arrangements in advance.

In accordance with the Residence Hall Housing Agreement, occupancy is limited to accepted and full time enrolled students only. The University welcomes and respects students who may also be parents, however, from a safety standpoint, the residence halls are not appropriate places for young children. For this reason, infants and young children are only permitted in the lobby areas of the residence halls. School age children may visit residence hall rooms, but must be accompanied by an adult guardian or the resident student.

All overnight guests must be at least 15 years old and must follow the University guidelines permitting only members of the same sex to overnight visits in the residence halls.

Students are responsible for providing their own bed linens, rugs, curtains, lamps, and other items according to their personal taste. Each student is expected to observe residence hall regulations and to take care of the furnishings in the room.

No major electrical equipment is allowed in student rooms - i.e. cooking appliances, air conditioning units. Small electrical equipment such as lamps, radios, stereos, hair dryers, and electric razors are permitted. Attachments should not be placed on room walls, ceilings, or windows without official approval.

Under no condition are students permitted to keep pets, firearms, or weapons of any kind in residence hall rooms or on university property. The university reserves the right to inspect all rooms in residence halls on a regular basis.
The university does not assume responsibility for fire, theft, mutilation, or destruction of any student’s or faculty/staff member’s personal property, whether these losses occur by an act of nature or otherwise. All members of the university community, including students and staff, are urged to secure appropriate, individual, personal property insurance.

Any campus residence student who forfeits or violates his/her right to reside in a residence hall, who is suspended for academic or disciplinary reasons, or who withdraws from the university for other reasons, must vacate the residence halls immediately.

OFF-CAMPUS HOUSING

The Director of Residence Life assists students in locating off-campus housing whenever possible. Although many Elizabeth City State University students are housed in residence halls, a limited referral service for available houses, trailers, apartments, and rooms in private homes is furnished.

RESIDENCE LIFE PROPERTY DAMAGE POLICY

All students who live in university residence halls are bound by the terms and conditions set forth under this Damage Policy. By accepting occupancy in a residence hall at Elizabeth City State University, students are agreeing to this policy. Acceptance is defined as receiving a residence hall room key and signature on the appropriate residence hall contracts and forms. This policy applies to all students who are occupying campus housing during the period when damages occur.

The university will assess damage charges for unauthorized use of and damages or alterations to residence halls, including rooms, floors, suites, and common areas. Charges will be rendered for any damages that are not the result of normal wear. When the responsible party or parties allegedly responsible for damages are identified and the evidence is substantiated, charges will be assessed against the responsible party or parties. If the responsible party or parties are not identified, all residents of either the hall, a floor, a room, or a suite will be held accountable for equal portions of the total damages that occur within the area, as well as damages that occur in common area(s).

CO-EDUCATIONAL VISITATION POLICY

Student occupants of residence halls (with the exception of the freshman class) may choose to entertain guests of the opposite gender in their individual rooms. The university shall allow the students to make this choice by the establishment of rules, regulations, and procedures. This privilege of Co-Educational Visitation will always be exercised in a manner that will not interfere with the rights of other students to personal privacy, opportunity for study or reflection, and personal security. The rules, regulations, and procedures for Co-Educational Visitation shall address, but will not be limited to, the following issues: days and hours when such visits are permitted; registration of guests; the availability and necessity of personnel to monitor visitation rules, regulations, and procedures; and negotiations between roommates to establish restrictions on such visits. Students who do not want to participate will notify the Office of Residence Life and their Residence Hall Administrator in writing.

CODE OF CONDUCT

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

The filing of an application for admission shall be construed as both evidence and pledge that the applicant accepts the standards and regulations of Elizabeth City State University and agrees to abide by them. Each student, by the act of registering, obligates himself/herself to obey all rules and regulations of the university as stated in the Student Handbook, 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 the scholarly pursuits of teaching, learning, discourse, and research free from illegal drug use.
EDUCATION PROGRAMS AND ACTIVITIES

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

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; and
8. Conducting faculty and staff wellness activities.

COUNSELING AND REFERRALS

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

ENFORCEMENT AND PENALTIES

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

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

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

SEXUAL HARASSMENT

Elizabeth City State University neither condones nor approves of sexual harassment on the part of students, faculty, or staff within the university community. Sexual harassment constitutes unlawful discrimination on the basis of sex and violates state and federal law as well as university policy.

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

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

A student, faculty, 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 against student will be handled by the Faculty Hearings Committee.
FOOD SERVICES

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

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

HEALTH SERVICES

Realizing health cannot be separated from the ability to learn, Student Health Services supports the academic mission of the university through the provision of accessible, quality health care services and educational programs to promote the health and well being of the student population. The services include diagnosis and treatment of general and acute medical problems, allergy injections, immunizations, HIV testing and counseling, laboratory services and limited pharmaceuticals. Student Health Services also provides wellness programs and maintains a fitness room for use by all students. Students may incur charges for certain services rendered at Student Health Services.

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

Immunizations along with the Medical History form must be returned to Student Health Services

NO LATER THAN JULY 15th FOR FALL ENROLLMENT,

DECEMBER 4th FOR SPRING ENROLLMENT, AND

MAY 1st FOR SUMMER ENROLLMENT.

Student Health Services is open Monday through Friday 8:00 a.m.-5:00 p.m. Physician hours are 10:00 a.m. until 5:00 p.m., Monday through Thursday and 9:00 a.m. until 12:00 p.m. Fridays. Physician hours for the summer will be announced. Should a student suffer an injury or become seriously ill on campus when Student Health Services is closed, he/she should notify the Residence Director or Campus Police at 335-3265. Faculty and staff should call 911 to activate the local emergency management system for emergencies.

STUDENT HEALTH INSURANCE

All full-time students are required to have health insurance. Full-time students have an opportunity to waive the health insurance fee within the first 10 (ten) days of the fall and spring semester by completing the waiver process online at www.studentinsurance.com. Waivers must be completed at the beginning of each semester. All full-time (12 credit hours) students who do not waive the health insurance fee will be automatically covered under a health insurance policy purchased by the University.

The primary purpose of this coverage is to offset the costs of health care. Brochures outlining the coverage and limitations may be obtained from Student Health Services.

Students who withdraw from the University or drop to part-time status should verify continuation of the insurance with Student Health Services.

An optional health insurance plan is available at an affordable price to part-time students. Additional information is available at www.studentinsurance.com.

Any fees and charges for medical services, diagnostic procedures and laboratory services not covered by the student health insurance are the responsibility of the student. Student Health Services does not file insurance claims for students.

STUDENT ACTIVITIES

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

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

The Complex consists of Ridley Hall Unit #1, The Bowling Center and the Walter N. & Henrietta B. Ridley Student Center. The new Center is approximately 50,000 sq ft. This facility was opened to the students on May 18th, 2005 and it serves as the nucleus for all university activities. The center houses the following offices and services:

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

**BOWLING CENTER**

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

The Bowling Center can also be rented for: birthday parties, family reunions, Greek parties, baby showers and Church events.

**CAMPUS RECREATION**

Campus Recreation provides an opportunity for students to participate in a variety of recreational activities. The program includes intramural sports, aquatics programs, and open free-play. The Campus Recreation program is open to all individuals who are officially enrolled in the university or employed by the university.

The intramural program includes non-competitive as well as competitive activities such as bowling, basketball, volleyball, softball, weight-lifting, flag football, racquet ball, golf, co-ed softball, powder puff football, and other sports. The aquatic program includes open free swim, and the fitness program includes aerobic classes.

**STUDENT CLUBS AND ORGANIZATIONS**

A variety of social, academic, and service organizations exist on campus to aid in the holistic development of ECSU students. Membership is open to all students who maintain a minimum cumulative GPA of 2.0 and who are officially enrolled in the university. Participation in clubs and organizations provides a wonderful opportunity for leadership training and social education. With over 40 registered organizations, there should be one to meet your interests and needs. Students not finding an organization to meet their interests are welcome to form new organizations; however, all organizations must be officially approved by the university. This process is fairly simple and can be initiated with the assistance of the Assistant Dean of Student Life.

**Student Government Association**

The Student Government Association (SGA) of Elizabeth City State University aims to promote academic and social excellence. Its primary goal is to attend to student needs and development.

It shall be the duty of the Student Government Association to maintain a certain level of communication with students, faculty, and administration. The Constitution further expounds the ideals and purposes of the organization.

**Honor and Recognition Societies**

Elizabeth City State University has six honor and recognition societies. To qualify for membership, a student must have a high academic average as well as good character. The six societies are: Alpha Chi (N.C. Iota Chapter), Alpha Kappa Mu (Alpha Kappa Chapter), Alpha Phi Gamma (Delta Rho Chapter), Beta Beta Beta (Eta Chi Chapter), Kappa Delta Pi (Kappa Delta Chapter), the Pickwick Society (Language, Literature and Communication), and Psi Chi (Psychology).
Fraternities, Sororities, and Social Fellowships

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

Student Leadership Development Academy

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

Music Organizations

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

Publications

Students are involved in the writing and editing of many university publications. The Compass, the student newspaper, is published on a regular basis. The Viking, the student-produced yearbook, serves as the college annual. The ECSU Student Handbook is the primary source of information regarding campus life and other university regulations. Student Rights and Responsibilities, Policies and Procedures is a document that addresses the fundamental rights and responsibilities of students.

Intercollegiate Athletics

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

Varsity sports provide an opportunity for the athletically gifted student to compete on an intercollegiate basis. Mastery of skills, good health, a love of sports, and a spirit of friendship and camaraderie form the basis for our competitive sports program.

The university features a main gymnasium (Vaughan Center) with seating for 4,500 spectators plus many other features. Men’s varsity teams include football, cross country, basketball, baseball, golf and cheer-leading. Volleyball, bowling, cross country, basketball, softball, tennis, golf and cheerleading are teams for women at the varsity level. Teams are nicknamed the “Vikings” and the “Lady Vikings.”

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

ECSU

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.

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

Expenses: Tuition & Fees
Financial Regulations
Refund Policy
Student Insurance
Motor Vehicles and Parking
FALL & SPRING CHARGES

Tuition and fees are due and payable prior to the beginning of each semester. Failure to pay current semester charges may cause your schedule to be cancelled. Unpaid charges on your account may prevent you from registering for an upcoming term. Graduate students taking the maximum credit hours of campus based courses can expect to pay approximately $3,400 per semester for North Carolina residents and approximately $6,250 for non-residents. The costs include fees for Tuition, Athletics, Health Services, Health Insurance, Student Activity, Student Government and Technology. Graduate students taking the maximum credit hours of distance learning courses only can expect to pay approximately $785 per semester for North Carolina residents and approximately $4,800 per semester for non-residents. Distance learning charges include fees for Tuition, Student Government and Education and Technology. Fees are based on the number of credit hours and are subject to change without notice by the University of North Carolina Board of Governors. For current rates and a breakdown of charges, please visit the Student Accounts webpage on the Elizabeth City State University website for current or prospective students or call the Student Accounts office directly at (252)-335-3566.

Students living in the University Towers, the Complex, Butler Hall, Bias Hall, and University Suites will be required to pay an additional $144 per semester. Students assigned to single rooms will also be charged an additional $319 per semester.

Students residing in Viking Village, which is a fully furnished apartment styled complex with individual bedrooms/bathrooms and a common living room will be charged the following room rates:

1) 5 Bedroom/5 Bath..............................$2,400/sem
2) 4 Bedroom/4 Bath..............................$2,400/sem
3) Doubles........................................$2,200/sem
4) 2 Bed/1 Bath Suite............................$2,200/sem

Certified checks or money orders should be made payable to “Elizabeth City State University”. Please indicate student’s name and identification (ID) number on the face of the payment to ensure proper credit. Charge cards (Visa and Master Card) are also accepted by the University Cashier.

In the event that a student is unable to pay the full amount for any semester, assistance should be sought early enough to avoid a delay in registering. Payment of any outstanding balance remaining from a previous semester is a prerequisite for attending school. All deferred fees must be paid by the end of the applicable semester. Interest and penalty charges may be included on all past due accounts.

Semester grades or transcripts will not be sent to students with outstanding balances.

SPECIAL CHARGES & FEES

APPLICATION FEE

Every admissions application must be accompanied by a non-refundable fee of $30. This fee must be in the form of a certified check or money order made payable to “Elizabeth City State University.”

DIPLOMA FEE

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

A $5 processing charge per transaction is charged for dropping courses after the drop/add period is over. This charge must be paid by cash or certified check to the University Cashier in the Business Office and may not be charged to your account.

ID CARD FEE

A $20 duplicating fee will be charged for the replacement of a lost, destroyed, or misplaced ID Card. There is no fee charged for replacement of a worn out card. Replacement cards may be obtained at the ID Office, Lester Hall, Room 110. A student, faculty, or staff member who fails to have an ID Card made on the scheduled dates during registration must pay a $20 fee to receive an ID Card. No refunds will be made for cards which are lost and then found after they have been replaced. Each student is required to carry an ID Card at all times and to present that ID Card to an authorized official upon request.

GRADUATION FEE

A graduation fee of $100.00 covers the cost of the diploma, cap and gown, and related commencement activities. It must be paid at least 45 days before graduation by any senior planning to graduate.

INTENT TO ENROLL FEE

A $50 non-refundable fee in the form of a certified check or money order must be paid within three weeks after receiving a Certificate of Acceptance from the University. This fee will be applied toward payment on your tuition and fees for those students who attend the University.

PRE-REGISTRATION CHARGES

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

LATE REGISTRATION CHARGES

Any student who completes registration after the last official registration date must pay a $25 late registration charge.

ROOM DEPOSIT

Once a year, each boarding student must pay a $100 non-refundable room deposit which will be applied towards the student’s account.

POST OFFICE

U. S. Post Office boxes are available for rent for an annual fee of $25.

BOOK PURCHASES

Graduate students must visit the University Bookstore to purchase books for required courses.

INTEREST AND PENALTIES

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

OTHER CHARGES

Although fixed charges for tuition and fees are kept to a minimum, the University, with the approval of the Board of Governors, reserves the right to alter these charges at any time with or without prior notice, if costs of materials and services make it necessary. All charges and fees for each semester, including tuition, meals, room, and other fees, are due on or before the day of official registration. If a student is unable to pay the full cost on or before registration day, parents or prospective independent students should contact the Office of Business and Finance – Student Accounts at (252)335-3471 and make payment arrangements.

CHARGES FOR SPECIAL STUDENTS

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

CHARGES FOR AUDITING COURSES

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

CHARGES FOR SUMMER SESSION(S)

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

CHARGES FOR WEEKEND/EVENING PROGRAM

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

The boarding package includes 19, 15, 10, or 5 meals per week. Graduate students may choose one of the meal plan options if desired.

1) 19 meals per week .................. $1,046.00/sem
2) 15 meals per week..................$908.00/sem
3) 10 meals per week .................. $612.00/sem
4) 5 meals per week ................... $395.00/sem

The Director of Food Services will accommodate students with dietary restrictions and will provide meals as prescribed (Note: Appropriate documentation must be provided before special accommodations can be made).

BREAKAGE

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

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.

REFUNDS DUE TO DROPPING AND ADDING OF COURSES

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

PAYMENT POLICY

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

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

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

Students are urged to make their tuition and fee payments by mail at least 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. Each remittance should state clearly and specifically the purpose and for whom the money is intended. Certified checks or money orders will be accepted.

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

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

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EC SU

Student Insurance

All full-time enrolled students are automatically charged a health insurance fee for the purchase of a health insurance policy through the University upon registration. This fee can be waived upon submission of proof of other health insurance coverage to the Student Health Services Office. The acceptable form of proof of health insurance coverage is a valid insurance card indicating the name, address, and telephone number of the insurance company, effective coverage dates and indication the student is covered on that policy. Students who are covered by Medicaid must present a valid September, January or June Medicaid card for the respective terms of enrollment. Waivers may only be obtained during the first twenty (20) days of the Fall and Spring semesters, and must be waived each semester. Once a waiver is obtained for a term, students may not obtain coverage under the health plan purchased by the University until the beginning of the next term in which the student enrolls. Students who participate in sports are not eligible to waive the health insurance.

Students who do not show proof of health insurance will receive health insurance coverage through a policy the University purchases for the students. Brochures outlining the coverage and limitations of this policy may be obtained from the Student Health Services Office. Full-time students who do not provide proof of insurance are covered through the term for which the student health insurance fee is paid. To waive the school insurance go to: www.studentinsurance.com.
ACCIDENT & SICKNESS INSURANCE COVERAGE

This plan provides comprehensive protection during the term of the policy for each student insured. Students are covered on and off the campus, at home or while traveling between home and school, and during interim vacation periods.

CLAIMS PROCEDURE

In the event of an accident or illness, students must report to the Cardwell-Hoffler Infirmary. Students must be referred by Health Services to be eligible for benefits under this program, except in the case of medical emergencies.

Medical emergencies are defined as the occurrence of a sudden, serious, and unexpected sickness or injury. In absence of immediate medical attention, a reasonable person could believe this condition would result in death, permanent placement of the covered person’s health in jeopardy, serious impairment of bodily functions, or serious and permanent dysfunction of any body organ or part.

Students may contact the University’s Insurance Company directly at (800) 222-6419 for further information or to obtain additional coverage.

MAJOR MEDICAL SUPPLEMENT COVERAGE (OPTIONAL)

The University does not make provision for Major Medical Supplement Insurance which is optional and can be purchased directly from the University-contracted insurance agency.

CLAIMS PROCEDURE

Report all accidents or illnesses to University Health Services. Students must be referred by Health Services to be eligible for benefits under this program, except in the case of a medical emergency.

E C S U

Motor Vehicles & Parking

Any Motor Vehicle Operated on Campus by Faculty, Staff, or Students Must Be Registered & Display a Registration Decal.

PARKING LOT FEES

Reserved Faculty & Staff..................................................$115.00
Faculty and Staff...............................................................$60.00
Students.................................................................$50.00

*Fees are subject to change
Institutional Advancement

Division of Institutional Advancement

- ALUMNI RELATIONS
- THE ANNUAL FUND
- CORPORATE AND FOUNDATION RELATIONS
- MAJOR AND PLANNED GIFTS

Office of Community Development

Office of University Relations & Marketing

- RADIO AND TELEVISION SERVICES
The Division of Institutional Advancement is responsible for managing the planned promotion of understanding, participation, and support of Elizabeth City State University both politically and financially. It develops the flow of external funds, fosters relationships with alumni and other external constituencies, and provides communications support and public visibility. This involves the managing of all activities that provide the framework for building strong financial support and lasting relationships with alumni, community members, lawmakers, the media, parents, churches, ECSU employees, ECSU Foundation Board Members, Board of Visitors, students, foundations and corporations, federal, state and local agencies, friends, and all organizations that are exclusive of otherwise defined categories. The Division is headed by a vice chancellor and consists of nine chief components: Alumni Relations, Annual Fund, Corporate and Foundation Development, Major and Planned Gifts, Community Development, Radio Television Station, University Relations, and the Elizabeth City State University Foundation.

The focus of Institutional Advancement is to assist Elizabeth City State University in its plans for program growth and implementation through the development and management of a comprehensive plan for public and private support.

ALUMNI RELATIONS
The Office of Alumni Relations is a component of the Division of Institutional Advancement. Under the Vice Chancellor for Institutional Advancement, office functions include involving alumni and distinctive alumni groups in the University and its programs with a view toward increasing their financial support; the growth and development of alumni chapters; updating and maintaining a list of ECSU graduates; producing alumni publications; and serving as the liaison between the University and the National Alumni Association.

THE ANNUAL FUND
The Office of the Annual Fund is a component of the Division of Institutional Advancement. Under the Vice Chancellor for Institutional Advancement, office functions include building a donor base that can be cultivated and developed to support all fund raising efforts; developing and motivating donors who will, on an annual basis, provide gifts to support ECSU; creating awareness and acceptance among a defined constituency; developing an understanding volunteer organization; identifying and cultivating major gift prospects for capital campaigns and planned gifts; and validating the mission of ECSU on an ongoing basis.

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

**MAJOR AND PLANNED GIFTS**

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

**OFFICE OF**

**Community Development**

The Office of Community Development is supported primarily by grant funds from the U.S. Department of Housing and Urban Development (HUD). The mission of the program is to provide assistance to low-wealth families in Elizabeth City, Pasquotank County, and surrounding communities by addressing the pressing developmental needs of affordable housing, neighborhood revitalization, and economic opportunity. Community Development services are provided through housing assistance projects, information dissemination, on-site technical assistance, and a series of seminars and workshops.

The Community Development Program is designed with several goals in mind: (1) to expand home ownership and affordable housing opportunities; (2) to assist persons in obtaining decent, safe, and sanitary housing; (3) to increase awareness and compliance with fair housing laws; (4) to reduce drug abuse in local neighborhoods through education and outreach activities; (5) to expand economic opportunity through research, job training, and support for small/minority business development; (6) to maximize community development and redevelopment efforts by providing a broad range of technical assistance to local governments and neighborhood organizations; and (7) to provide practical learning experiences for students through internships and community service projects.

**OFFICE OF**

**University Relations and Marketing**

The Office of University Relations and Marketing (UR&M) is a component of the Division of Institutional Advancement. Under the Vice Chancellor for Institutional Advance, UR&M's specific mission is to market the university to external and internal constituencies; strengthen the university's image and reputation, create and execute brand marketing, including logos; support enrollment growth and other priorities; provide quality control for communications materials; provide photographic services; and, in general, advance the university through effective communications.
RADIO AND TELEVISION SERVICES

RADIO STATION

The WRVS-FM Radio Station is a component of the Division of Institutional Advancement under the leadership of the Vice Chancellor. A member supported National Public Radio (NPR) and Public Radio International (PRI) affiliate, WRVS-FM is a non-commercial public radio station located on the campus of Elizabeth City State University operating at 41,000 watts with a signal reach that extends over a coverage area of 56 miles, which includes northeastern North Carolina and southeastern Virginia. WRVS-FM's flagship format is Adult Urban Contemporary, and features inspirational, neo-soul, jazz, and more. It also highlights award-winning local and regional news and public affairs programs, as well as trusted, award-winning national and international news and programs from recognized sources.

At the forefront of the radio station's mission is to serve as a training facility for students and community volunteers interested in professional broadcasting careers in radio. WRVS-FM trains student and volunteer staff by providing the knowledge and skills necessary to compete with professionals for jobs in the broadcast industry. They are taught to produce radio programs with a focus on news and the public. These individuals are also encouraged to develop and produce ideas that WRVS-FM's staff and students can develop into viable programs. In its 21 years of service, WRVS-FM has given well over one thousand students and community volunteers the opportunity to gain real-world training in the field of radio broadcasting.

WRVS-FM also serves as an informational and public relations broadcasting tool that promotes the university's academic and student affairs programs. The radio station is also an instrument used for aiding in recruitment by attracting potential students and functioning as the primary media outlet for local high school and Elizabeth City State University students. Advancing the mission of Elizabeth City State University to prepare students to be leaders, WRVS-FM provides practical and technical support to the Communication Studies curriculum at Elizabeth City State University.

TELEVISION STATION

The Elizabeth City State University Television Services/ W18BB-TV is a component of the Division of Institutional Advancement under the leadership of the Vice Chancellor. It was created to provide students in the Department of Language, Literature and Communication the supportive learning environment necessary for gaining hands-on-experience in the field of television broadcasting. The primary mission of Television Services/ W18BB-TV is to prepare students for industry-standard careers in television broadcasting by providing real world studio and field production experiences. The station's secondary purpose is to create a media outlet supportive of university-related goals and objectives as well as community based initiatives.

TELEVISION SERVICES' FOUR MAIN COMPONENTS:

- Academia – providing students with both theoretical and practical learning experiences relative to the field of television production/ management as it pertains to the Communications Studies curriculum established by Elizabeth City State University;
- Information/ Awareness – producing quality programs designed to educate and inform the University and the Elizabeth City Area communities; creating programs that highlight and signify university events, university points of pride, and campus life as it pertains to Historically Black Colleges and Universities;
- Marketing – generating exposure for Elizabeth City State University through audio/visual marketing and recruitment tools used to increase and retain student enrollment; and
- Service – offering various television and video production services to the university and community.
The Division of University Computing and Technology is composed of two support service units: (1) The Administrative Computer Center (Information Systems) is responsible for maintaining a solid base of technically oriented computer-related support for the entire university. Its missions include serving as a viable data processing agency for the university, managing efficiently the computer resources of the university, supporting the development of the management information system, and providing the means for its users to meet their goals and objectives; (2) The IT Client Services unit which supports academic computing and campus telecommunications. It provides a broad range of assistance to faculty, staff, and students using instructional computing facilities. The staff is responsible for the maintenance of user-oriented software for software enhancements and supplemental assistance for general computing laboratory and academic support. It is also responsible for providing and managing the connectivity and the proper functionality of equipment for all voice, video, and data communications used by the university.

IT Client Services provides general End-User Support Services on computing facilities to students, faculty, and staff at Elizabeth City State University, as well as end-user support services for all areas of the University including personal computer support to the schools and various administrative departments of the University. Such services include, but are not limited to, computer application workshops, instructional technology assistance, pre-purchase consultations, hardware/software installations, technical troubleshooting & problem resolution, e-mail, web services, and network server support.

All departments are located in the Information Technology Center (ITC), a two story, L-shaped building which houses the administrative spaces for Information Technology, IT Client Services, Administrative Computing, Center for Teaching Excellence, Distance Education, Interactive Video Services, and Network Services. The facility has five computer labs which are also used for instructional purposes, a faculty Demonstration and Discovery lab, a lecture hall with ceiling mounted projection integrated with a computer, VCR, and DVD player, computer operations room, student lounge, a video conference room and two tele-classrooms.

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, scanning, programming, and web applications. In addition to the computer labs and classrooms, the department maintains laptops, LCD projectors, and a digital camera that can be checked out by the faculty and staff.

E-mail accounts are automatically created each semester for all students who officially register. Freshmen accounts are distributed at New Student Orientation.

In addition to the labs in the ITC, there are approximately 21 other computer labs and 8 fully-functional videoconferencing centers located in departments across the campus. These facilities, in most instances, provide discipline-specific resources that allow the students to utilize applications relative to their major discipline.
Academic Support & Information

Library Services
Distance Education
Continuing Education
Sponsored Programs, Contracts and Grants
Summer School Program
University Registrar
Students with Disabilities
THE LIBRARY

The G.R. Little Library is an interactive information resource center for the campus and community, serving as a research portal for students and faculty in support of their academic endeavors. The Library is also open to the general public who may obtain a library card and are encouraged to join the Friends of the Library.

The G.R. Little Library offers access to over 200,000 books, 1,300 journals in print, 21,000 titles on-line via Journal Finder, more than 120 research databases, and over 480,000 microforms, and sound recordings and films. The Library provides access to WorldCat, a union catalog of the holdings of more than 10,000 academic and public libraries worldwide.

With its extensive collection and its connection to external resources, the Library ensures that all students and faculty have access to the materials they need to fulfill the mission of the university. The G.R. Little Library’s on-line public access catalog provides patrons with a searchable list of the Library’s holdings. Our Library’s collections, except Children’s Literature and some Media holdings, are classified according to the Library of Congress Classification System.

The Educational Media Center, located on the second floor of the Library, plays a vital role in complementing all classroom instruction at the university. The Center provides various services that enhance classroom instruction and presentations. Media staff is available to assist patrons in the effective use of the Center’s three main divisions: Projections and Related Services, Video Reproductions, and Graphic Reproductions.

The Library strives to be patron friendly. Professional and support staff is available to assist patrons with the on-line public access catalog, Circulation, Reference, Inter-Library Loan services, and Archival access services. They provide informational tours, lectures, and classroom Instruction. In addition, conference rooms, individual study carrels, a Media Center, a dedicated research computer lab, and other computers are available for student use. In order to orient and support students’ academic learning, information literacy and distance learning tutorials are offered. Students are encouraged to participate in the Library through work study opportunities and by joining the Library Club. During the Fall and Spring Semesters, the Library is open 7:30 a.m. to 11:00 p.m. Monday through Thursday, closing Friday at 6:00 p.m. and with limited hours on Saturday and Sunday. For further information call 252-335-3586.

UNIVERSITY ARCHIVES

The University Archives was established in 1971 for the purpose of collecting both the organized body of permanent Elizabeth City State University records and the historic records and artifacts which reflect the diverse experiences and story of the University community.

Assisting students and other researchers in accessing the collection’s manuscripts, photographic prints, audiovisual recordings, University publications, and historic documents is the focus of all activities taking place in the Archives. Staff members describe, preserve, and make available a variety of materials, ranging from non-current but essential institutional paper records to digital scans of unique historical images and artifacts. University Archives also assists academic departments and administrative units with their records management duties, as outlined by the University of North Carolina.

The University Archives encourages classes to meet in the archival work area and participate in hands-on activities with collection materials. Additional outreach activities, such as classroom presentations and exhibits, instruct students in the use of archival materials and make unique images, objects and documents available to a larger audience. Incorporating archival materials into academic coursework further facilitates preparation for graduate studies by introducing students to historical research methods and increasing undergraduate student exposure to primary source material.

Students who are interested in public history, archival management, museum studies, or library science careers are encouraged to apply for internships and assistantships in the University Archives. Students, faculty members, residents and neighbors in Elizabeth City and surrounding areas, researchers, authors, historians, and anyone interested in school history and heritage is welcome to visit and use the University Archives collections.
Office of Distance Education
“Learn Anytime, Anywhere Via the Internet”

Mission
The Office of Distance Education supports and encourages employees working to serve as a model for change and growth at ECSU via distance education delivery methods. Distance education at Elizabeth City State University extends availability and access to convenient course offerings to non-traditional as well as traditional students who are isolated from campus due to time and/or geographic location, utilizing existing, new, and emerging technological strategies. To meet the growing student demand for conveniently accessible courses and programs, the Elizabeth City State University Office of Distance Education is committed to providing essential services and support for online education.

Goals
• To offer an academically sound alternative to traditional face-to-face instruction via distance education technologies to meet the needs of non-traditional students.
• To provide administrators, faculty, staff, and students with professional development opportunities and resources essential for teaching and learning in online distance education courses and programs.
• To make a positive impact on student enrollment by offering convenient and accessible online courses and programs which support the current and future workforce needs of the State of North Carolina.
• To increase student retention in online courses and programs by offering support services to address the needs of students at a distance.
• To continuously maintain and upgrade the technologies necessary to deliver high quality online distance education instruction.
• To review current and emerging trends in online distance education in an effort to integrate best practices.
• To integrate assessments to obtain student feedback for continuous improvement of online courses, programs, and support services.

Faculty - Getting Started
Faculty members are eligible to teach online courses after successfully completing required Blackboard professional development workshops and the Online Course Approval Process. To see more detailed information on faculty requirements to teach online visit the Distance Education website at www.ecsu.edu, Faculty and Staff, Distance Education and Getting Started.

Students - Getting Started
Students interested in taking online courses should determine if they have the qualities to be a successful online student. Before searching for a program or course, test your knowledge and skills for learning online. Take the Readiness Skills Survey and review the qualities of an online learner at the Distance Education website located at www.ecsu.edu, Current Students, Distance Education, Getting Started.

Follow these 6 Easy Steps:
1. Find Your Program of Course
2. Apply Online for Admission
3. Register for Course(s)
4. Pay your Tuition and Fees
5. Purchase your Books
6. Begin your Course(s)

For more information about getting started with online opportunities at ECSU, visit the Distance Education website at www.ecsu.edu, Current Students, Distance Education, Getting Started or call 335-3699, 335-3112, or 1-877-432-7662.

Contact Information
Director of Distance and Continuing Education
Kimberley N. Stevenson, Ed.D.
Campus Box 924
208 Information Technology Center
Phone: 252-335-3699 or 1-877-432-7662
Fax: 252-335-3426
Email: knstevenson@mail.ecsu.edu, DE@mail.ecsu.edu
MISSION

The Continuing Education Program at Elizabeth City State University is committed to contributing to the mission of the University by providing a variety of continuing education opportunities and special activities geared toward the professional development and personal development needs of the citizenry of northeastern North Carolina. It utilizes the University’s educational resources to disseminate credit and non-credit programs to non-traditional audiences through public service programs and academic support services.

VISION

The vision of the Continuing Education Program is to be recognized as a leader through its high quality programs that stress excellence in all of its functions—excellence in instructors, excellence in courses, and excellence in support services.

GOALS

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

• To provide programs and services to better meet the varied needs of the citizenry of northeastern North Carolina;
• To promote the lifelong learning concept by offering a variety of educational programs and services to enhance the skills and knowledge of persons of all ages;
• To contribute to increase the overall enrollment of students at ECSU;
• To generate an additional source of income to the university.

CONTINUING EDUCATION PROGRAM

Elizabeth City State University offers Continuing Education courses, workshops, seminars, etc., for mid-career development, gaining job recognition, keeping up-to-date, and broadening knowledge. These offerings are measured by the Continuing Education Unit (CEU): one unit for ten contact hours of participation in an organized educational experience under responsible sponsorship, capable direction, and qualified instruction. Attendance must be recorded and participants must be present for the whole program in order to earn CEUs and receive a CEU certificate. For further information, call (252) 335-3699.

OFFICE OF

Sponsored Programs, Contracts and Grants

The Office of Sponsored Programs, Contracts and Grants (SPCG) is a component of the Division of Institutional Advancement. Under the Vice Chancellor for Institutional Advancement, SPCG conducts an aggressive and comprehensive sponsored research program to assist with the university’s mission of teaching, research, and community outreach. The office functions include assisting administrators, faculty, staff, students and community leaders with proposal development for the acquisition of contracts, grants and cooperative agreements from external sources. SPCG also works with the business office and other personnel to implement funded projects and, through its Compliance Office, assists with reviewing and monitoring these activities, both pre- and post-award, to ensure compliance with federal, state, and sponsor guidelines, rules, and regulations.

Since SPCG was established in 1993, the office has worked with university personnel to attract over $82 million to provide student scholarships and internships, purchase equipment, upgrade technology and facilities, enhance academic curricula, provide training for faculty and staff, establish community outreach programs, conduct scholarly research, and implement other sponsored projects.
MISSION

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

GOAL

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

The six-week summer session at Elizabeth City State University has a three-fold purpose. First, it offers an opportunity for College students to take special courses not normally available during the academic year to broaden their academic approach. Second, it serves previously enrolled students in the University who desire to hasten their acquisition of college degrees or to gain additional credits toward completion of their class standings. Third, it provides to incoming freshmen an opportunity to adapt themselves to the academic demands of College in an environment that is relatively free of the usual pressures of extracurricular activities.

A complete listing of course names, numbers and course call numbers, used for web registration, is included in the Summer School Marketing Materials. Descriptions of the courses are found in the University Catalog. For more information, summer visitors may visit the ECSU web page at: http://www.ecsu.edu/academics/summerschool/index.cfm.

The Summer School Brochure is printed annually and also contains general information on admission to the University, the summer school session calendar, course loads and records, tuition and fees etc. Please consult the summer school web site (above) for policies and procedures, course cancellations, withdrawal/ refund policy, drop and add policy, financial aid, on campus housing, dining services, parking, bookstore, post office, library, student health services, and class attendance policy. Summer School multi-sessions are currently in development and should be available during the summer of 2009 (consult the university web-site for updated information).

PROGRAM EXPECTATIONS

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

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

The schedule of classes, instructional formats, program designs, faculty and staff office hours have been conveniently established with our students’ best interests in mind. Academic support services are also offered during the summer through our advisors and counselors along with career development and academic counseling. A small student-faculty ratio makes possible an intimate classroom environment. The short length of the summer session, provides an opportunity for students to take courses at approximately one-half the cost per semester hour during the academic year. Thus, considerable savings are possible to the student who completes his or her degree requirements in three years by going to two or three summer sessions. To a large extent the summer
session is a projection of the academic year. Regular ECSU professors and an impressive adjunct faculty provide the instruction, and the course content and academic standards in all courses are the same as in regular semesters. However, there are some basic differences that give the Summer School a distinct character of its own.

ECSU’s campus is full of activities during the summer months with fall incoming freshmen participating in student orientation, advising, financial aid and the registration process. A number of workshops, seminars, symposia and institutes supported by local, state, and federal agencies are held on campus during the summer. These activities facilitate the successful integration of students into the academic and social components of the campus environment. During the summer, the facilities of the University are utilized by a variety of programs to include NC-MSEN, Upward Bound, VA-NC LSAMP Program, etc. which bring to ECSU people of all ages with diversified interests.

PROGRAM ADMINISTRATION

The Summer Program is a formal part of Elizabeth City State University through which the teaching, service, and research activities along with the curricula are coordinated during the summer session. The diverse Summer Session student body includes: continuing and newly-admitted ECSU students, visiting students from colleges and universities throughout the United States and around the world, and professionals and others continuing their education.

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

For more information regarding the Summer School Program at Elizabeth City State University, call (252)335-3670.

OFFICE OF

The University Registrar

STUDENT RECORDS
PRIVACY POLICY

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

RELEASE OF
DIRECTORY INFORMATION

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

It is the obligation of every student to notify the Office of the University Registrar of any change of name or address.

TRANSCRIPTS OF RECORDS

Transcripts are issued to students by the University Registrar’s Office. All requests for transcripts must be in writing and must include the student’s signature. Valid picture ID is required for personal pick up of official copies and/or unofficial transcripts. Official transcripts will be mailed. Unofficial and/or official copies may be released to the requestor. If requesting a transcript by mail, request should reach the University Registrar’s Office at least one week before the transcript is needed. A fee of $5 per copy should accompany requests for an official transcript.

Please provide the following information when requesting an official transcript or official transcript copy:

1. Student ID number/Name/Address
2. Date(s) of enrollment
3. Graduation date
4. Address of agency to receive transcript

Official/Unofficial transcripts: $2 per copy for enrolled students.

Requests for transcripts should be sent to:
Elizabeth City State University
Office of the University Registrar
Campus Box 953
1704 Weeksville Road
Elizabeth City, North Carolina 27909

INDEBTEDNESS

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

PRE-REGISTRATION

Pre-registration is a period during which the student and advisor review and plan courses for the upcoming semester. Pre-registration is required of all enrolled students. A pre-registration late fee of $100 will be assessed to the student’s account for failing to pre-register. Students who register early and fail to confirm courses and pay fees by the dates designated for official registration will have their schedule of courses automatically withdrawn by the University Registrar’s Office. Those students who find it necessary to register after the designated dates must pay a late registration fee and select another schedule of courses for that semester.

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

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

REGISTRATION

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

Students planning to return to the university after an absence of less than two years or after earning a degree are required to notify the Office of Admissions to obtain readmission status.

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

CANCELLATION OF COURSE REGISTRATION POLICY

The University Registrar or a Department Chairperson (upon the recommendation of the instructor) may cancel a student’s registration in any course in that Department if the registered student fails to attend the first three class meetings and fails to notify the instructor of a desire to remain enrolled within 24 hours of the fourth class time.

The appropriate Dean’s office should notify the relevant Department Chairperson of late-arrival students who cannot attend the first class meeting because of illness or other reasons approved by the Provost and Vice Chancellor for Academic Affairs, University Registrar, and/or Vice Chancellor for Student Affairs.
CHANGE OF COURSE SCHEDULES

A student is responsible for the schedule of courses for which he/she has officially registered; therefore, the program of study should be carefully planned with the guidance of the academic advisor so that changes in registration will not become necessary at a later date. A student may drop and/or add courses on-line or change course sections with the approval of the advisor until the close of the official add/drop period. After this date, the drop must be completed through the University Registrar’s Office with the use of the Change of Schedule form.

ADDING & DROPPING COURSES

If a course is dropped within the first five days of the semester, the course will not be listed on the student’s schedule of courses. Withdrawal from a course or courses after the above deadline will cause the course to be listed on the student’s grade transcript, and will be counted and indicated with a grade of “W.”

Courses may be added to a student’s schedule during the first five days of the semester. A student wishing to add a course after this date must receive the approval of the Dean, the Academic Advisor, course instructor, and University Registrar.

VETERANS ACADEMIC STATUS

Students receiving Veterans Educational Benefits do so in accordance with the probation/suspension policy. Benefits will be paid for one semester while the student is in the probationary status. Retroactive benefits will not be paid if the cumulative grade point average increases to the required level. The veteran or other eligible recipient will be recertified at the beginning of the next semester of enrollment for educational benefits only after a cumulative grade point average of 3.0 has been achieved. Termination will continue to occur anytime the cumulative grade point average falls below 3.0. If a student receiving Veteran benefits earns grades of “I” and “F” and the last date of attendance in class is prior to the ending date of the semester, the student will be in overpayment with the VA if he/she does not maintain full-time enrollment status required by the Veterans Administration. Students should notify the VA Certifying Official of a change in major or if the course load drops below full-time status.

INDEPENDENT STUDY

Independent study must have final approval of the Dean of the appropriate school before course work begins.

SYLLABI & OUTLINES

Course syllabi are required in all courses. They should be distributed to all students enrolled in the course, to the Office of the Dean, and Department Chairpersons. These distributions should take place by the end of the first week of each semester.

TEXTBOOKS

Textbooks or their equivalents are required in all courses. Students are expected to have secured textbooks and other necessary equipment and supplies for each course by the end of the second week after the beginning of each semester. An instructor may reserve the right to require every student enrolled in his or her course to possess textbooks, equipment, supplies, and uniforms necessary for the work of the course.

SERVICES PROVIDED FOR STUDENTS WITH DISABILITIES

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), Elizabeth City State University offers services through the Division of Student Affairs to meet the special needs of students.

Students seeking reasonable accommodations must notify the university in writing of their needs. The Division works in collaboration with faculty, staff, and departments throughout the university to fulfill the institution’s commitment to accessibility. Services and accommodations are designed to meet the individual needs of students and to encompass major aspects of community life. The staff assists and/or makes referrals within the university with issues related to academic accommodations, academic counseling, and transitional mobility matters. Students must submit documentation of medical, professional, and/or psychological diagnostic tests and evaluations that verify the existence of a disability and need for accommodations.

It is the student’s responsibility to provide all costs in connection with obtaining the necessary documentation. For more information, contact the Office of Student Affairs at 252.335.3281.
Graduate Education at ECSU

MISSION, VISION, GOALS

Program Guidelines

Graduate Council
OFFICE OF
Graduate Education

MISSION

The Office of 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, Graduate Education seeks to provide a challenging and supportive environment that prepares its students to compete and excel in the 21st century global economy.

Our degree program offerings include: The Master of Education in Elementary Education, The Master of Science in Biology, The Master of Science in Mathematics, and The Master of School Administration. For your convenience, you may access our graduate catalog, applications and enrollment forms for all graduate programs online. For more information go to our website at www.ecsu.edu/academics/graduateeducation/index.cfm, or visit our Graduate Education Office located in the K. E. White Graduate Center, Room 126.

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 residency information.

INITIATIVE. Being classified a resident for tuition purposes is contingent on the student’s seeking such status and providing all information that the institution may require in making the determination.

EFFECT OF MARRIAGE. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance ensure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one’s spouse is relevant information in determining residency intent. For example, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the 12-month requirement for in-state tuition status.

GRACE PERIOD. If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of 12 months measured from the date on which North Carolina legal residency was lost. If the 12 months end during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domicile outside North Carolina does not in itself cause loss of legal residency marking the beginning of the grace period.

ADMISSION PROCEDURES

Qualified graduates of accredited colleges and universities are eligible to seek admission to Graduate Education programs at Elizabeth City State University. Applications are received on the basis of qualifications, without regard to, race, color, national origin, religion, gender, age or disability. Transcripts and other credentials become the property of the university and must remain on file in the appropriate offices.

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

Step One: In order to be admitted to 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 light of its relevance to intended degree matriculation, and, also from the standpoint of the advisability of enrollment in prerequisite courses.

Step Two: Admission to a selected graduate program will proceed in the following manner. When the student’s file is complete, it will be reviewed by the Departmental Committee, initiated by the Graduate 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 Graduate Education, in writing, about the admissions decision. The Director of Graduate Education will inform the applicant, in writing, about the admissions decision.

A $30.00 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 (GRE) or Miller Analogies Test (MAT)
  2. 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 and/or via distance learning on the campus of Elizabeth City State University;
• Submit an Application for Candidacy;
• Complete an Application for Graduation and obtain the advisor’s recommendation;
• Meet all other requirements for a master’s degree in the major department and the Office of Graduate Education;
• Complete an exit interview with the graduate coordinator to evaluate the strengths and weaknesses of the master’s program;
• Submit required number of copies of the 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 for those with 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 of the Biology Handbook)

ASSIGNMENT OF STUDENT ADVISORS

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

GRADUATE EDUCATION PROGRAM OF STUDY

Each student’s program of study is planned by the department or area advisor in consultation with the student. All students must have a program of study, and it is the student’s responsibility to follow the program of study. The advisor should forward a copy of each student’s approved program of study and the completed Program of Study Approval Form to the Graduate Coordinator and 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, the Director of Graduate Education, and the Provost and 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) paper copies and one electronic copy of the Thesis/Product of Learning in final form must be submitted to the Office of Graduate Education prior to graduation. Detailed information on form and organization is presented in the 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 but have not completed their Thesis Product of Learning, must take one of two actions as follows:

1. Students who will continue to use university resources in completing their degrees must enroll in and pay tuition and fees for 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 Provost and Vice Chancellor for Academic Affairs.

ACADEMIC SANCTIONS

Students with a cumulative grade point average below required standards (3.00) must limit their course 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 PROGRAM ADMISSION, RETENTION, EXIT, GRADE CHANGE OR SCHOLARSHIP DISHONESTY

The appeals procedure provides each graduate student the opportunity to formally appeal a program admission, retention, exit, grade change, or scholarship dishonesty decision in the graduate program 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 within five (5) working days 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 made an error in making its decision. The written appeal must describe specifically the challenged action of the program area. The students also should present all other evidence or documentation in support of his or her appeal;

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
minimally composed of three faculty members, a 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 student appellant may, however, request in advance in writing that the student be excused and that his or her appeal be heard only by the faculty members. The committee shall conduct a hearing according to the following guidelines:

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 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, 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, announcing the name of the person who will be taking minutes, and reviewing the guidelines and procedures under which the hearing will be conducted;

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

6. In order, the student and the program area representative will present their cases. Both the student and program area representative may call witnesses, and the student, program area representatives, advisor, and committee members all have the right to question any witnesses who are called. The student and program area representative 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 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 FROM CLASSES

Any student who officially registers for a course must attend or drop the course by use of the Change of Schedule Form secured from the University Registrar’s Office and execute the proper procedures within the designated time. A student who does not officially withdraw from a course receives an “FA” grade for the course at the end of the session and/or semester. Students may administratively withdraw from a course or courses with written approval from the Provost and Vice Chancellor for Academic Affairs.

WITHDRAWAL FROM THE UNIVERSITY

All students who are officially registered for classes and who wish to withdraw from the university must complete the withdrawal procedure at least two
weeks prior to final exam week. Withdrawals are processed in the Counseling Center. Students receive exit counseling and are advised of the procedures to follow for any financial obligations. A grade of “WD” will be posted to the student’s transcript once the withdrawal process is complete. A student who is registered for classes and does not officially withdraw from the university will receive a grade of “FA”. Students may administratively withdraw from the university with written approval from the Provost and Vice Chancellor for Student Affairs.

CLASS ATTENDANCE REGULATIONS

Students are expected to attend all classes. The maximum number of absences permitted shall not exceed twice the number of times the course meets per week. No additional absences shall be allowed except in the most severe and unusual circumstances. If class sessions are missed, students are expected to complete required course work.

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

When the instructor informs a student of an intention to turn in a grade of “FA” because of excess absences, the student may appeal. The appeal process begins with the professor. Next, 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, IP 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. IP - In Progress - The grade of “IP” indicates that the student has not completed the Thesis/Product of Learning.
6. F - Failure
7. FA - Excess Absences
8. 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.

APPLICATION FOR ADMISSION DEADLINES

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

Graduate Education - 61
Spring Semester - November 15  
Fall Semester - July 15  
Summer Session - April 15  

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

GRADUATION REQUIREMENTS

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

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

APPLICATION FOR GRADUATION

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

The Application for Graduation for the Fall must be filed by July 15, for Spring Semester by November 15, and for the Summer by April 15. The Application for Graduation Form should be filed in the Office of the Registrar, with copies distributed as indicated on the Form.

Presence of candidates for degrees is required at graduating exercises, except when permission for graduating in absentia has been granted by the Director of Graduate Education and the Provost and Vice Chancellor for Academic Affairs. A written request for permission to graduate in absentia must be made at least 10 days prior to Commencement Day.

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

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.
The Graduate Council

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

The Graduate Council is chaired by the Director of Graduate Education and is composed of the following individuals:

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 offers a graduate degree (Graduate Coordinator);
4. One student from each school that offers a graduate degree;
5. One representative from university support areas: Registrar's Office, Financial Aid, Business and Finance, and Office of Admissions;
6. Director of Library Services;
7. One Alumnus (Rotate from each School);
8. Vice Chancellor for Academic Affairs - Ex-officio;
9. Associate Vice Chancellors 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 and 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. Take 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.

STANDING 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
Kermit E. White Graduate and Continuing Education Center
Master of Education in Elementary Education — DEGREE PROGRAM
THE 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, Professional Educator as Decision Maker 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 dispositions, which are reflective practitioners, advocates of diversity, effective facilitators, critical thinkers, proficient technology users, and competent evaluators. The conceptual framework also directs the Master of Education in Elementary Education program by informing the decisions that faculty make regarding teaching and evaluation. Students are expected to engage in action research prior to exiting the program.

MISSION

The Master of Education in Elementary Education program seeks to fulfill its mission by preparing 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 SOEP Graduate Facilitator and Graduate 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, communication skills). 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 facilitator 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 while engaging in scholarship, asserting leadership, and exercising reflective thinking to meet the needs of learning communities. The synthesis of scholarship, leadership, and reflective thinking will occur in the investigation of a subject in depth through 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 Admission to Candidacy;
5. Complete a Product of Learning. The Product of Learning will be a Master's research project and an oral electronic presentation;
6. Complete an Application for Graduation and obtain the advisor's recommendation;
7. Meet all other requirements for a Master's degree adopted by the Graduate Program of Elizabeth City State University;
8. Complete an exit interview with the Graduate Coordinator to evaluate the strengths and weaknesses of the Master's program;
9. Submit three 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 four complete copies of the Product of Learning to be distributed to members 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 candidates 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 located in Griffin Hall, 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 Teacher 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 (NCACTE).

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

For more information, contact:

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Elizabeth City, NC 27909
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FAX: 252.335.3554
jehedgebeth@mail.ecsu.edu
# CURRICULUM

## Master of Education

### in Elementary Education

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*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.

EDUC 510: Applying Instructional Computer Technology (3)*
This course is designed to provide P-12 educational leaders with the skills necessary to use a wide variety of current technologies to facilitate student learning and their own professional development. They will investigate various software and discuss (1) learning styles as the relate to P-12 students and teachers; (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. Students will receive both theoretical and practical considerations for planning and implementing technology in schools.

Instruction for this course will consist of blended learning (web-enhanced & face-to-face instruction). There will be three (3) classes during the semester where students will meet on campus with the instructor.

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)
Students in this course 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 develop strategies for documenting action research. APA format is the basis for reporting critiques and findings.
Prerequisite: Consent of instructor.

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.
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 and educational leaders use their knowledge of the social and cultural contexts that shape student development to support child-centered productive relationships. In this course, students 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. Participants 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.

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 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 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.
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)
In this course, teachers will examine the constitution and statutory laws, regulations of local school boards, court decisions as sources of school laws, legal aspects of control of pupil behavior, teacher tenure, teacher contracts and dismissals.

EDUC 648: Issues and Trends in Education (3)
The participant will be involved in reading and conducting research as well as gaining a better understanding of planning, teaching, facilitating, and assessing academic success of diverse learners in the various school settings. Issues dealing with diverse cultural backgrounds and its effects on student learning will be examined. This 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 and finance that affect accountability. Action research relevant to curriculum development, classroom instruction involving diverse learners, and school environments is required. Self-reflection in all matters dealing with instructional and operational decisions will be stressed.
Prerequisite: Consent of instructor.

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.

EDUC 699: Capstone Seminar (3)*
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 of knowledge and innovation in the field of education. Educators 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 problem within his/her own classroom. The capstone experience is an action research project. Action research projects are intended to be innovative, original work, completed in consultation with the committee of faculty advisors.
Prerequisite: Admission to Candidacy.

SPED 660: Inclusion of Students with Special Needs (3)
Teachers/educational leaders will use diversity in their classroom/school to examine exceptional individuals including students labeled mentally disabled, emotionally disturbed, gifted, learning disabled, and sensory impaired. In this course, the participants use case analyses to gain a deeper understanding of assessment of strategies, teaching methodologies, techniques, materials, specific learning characteristics, and individual learning styles. Additionally, the course examines the family's response to their special needs children and way of supporting them from preschool through adulthood. They will also analyze research findings regarding children's special needs and use findings to document practices as it relates to making decisions promoting the full inclusion of students.
Prerequisite: Consent of instructor.

*These courses may be taken only by students who have been admitted to the Master of Education in Elementary Education Program.
Master of School Administration — DEGREE PROGRAM
THE MASTER OF SCHOOL ADMINISTRATION

Program Description

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

The School of Education and Psychology offers the Master of School Administration (MSA). The Master of School Administration Program is interdisciplinary in scope and offers students both full-time (accelerated) and extended-time (regular) options. Persons possessing a master’s degree in education may take the appropriate coursework and Internship for Add-On Licensure. This program of study closely links theory to practice in ways that enrich candidates, local educational agencies, regional, national, and global communities.

The Conceptual Framework of the School of Education and Psychology represents the knowledge, skills, and dispositions that we believe to be essential for the development of professional educational leader as decision maker. The knowledge, skills, and dispositions identified in the conceptual framework are attained through a collaborative relationship between the University, Local Education Agencies, the Community, and 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, candidates are expected to demonstrate the six dispositions which are reflective practitioner, advocate of diversity, effective facilitator, critical thinker, proficient technology user, and competent evaluator. The conceptual framework also directs the Master of School Administration program by informing the decisions that faculty make regarding teaching and evaluation. Students enrolled in the degree program are expected to engage in action research prior to being recommended for licensure. Students seeking add-on certification who have completed a thesis study or the equivalent are not expected to engage in the action research project.

The Master of School Administration program seeks to fulfill its mission by preparing professional educational leaders as decision makers to:

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

ADMISSION REQUIREMENTS

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

- Bachelor’s degree from an accredited institution;
- North Carolina “A” teaching license and/or the equivalent from another state;
- Overall undergraduate GPA of 3.0 on 4.0 scale;
- Three years of teaching experience;
- ECSU Graduate School Application;
- Copy of GRE or MAT scores. The original should be sent from the testing agency;
• Two official transcripts in sealed envelopes from all institutions attended;
• Statement of purpose (3-4 pages typewritten);
• Non-refundable cashier’s check or money order of $30.00, payable to Elizabeth City State University;
• Completed ECSU Student Health Services form;
• Three (3) letters of recommendation (two of the three must be from professional educators who can document your potential for leadership and work ethic);
• Interview with the MSA Coordinator and/or faculty.

The requirements described above are minimum requirements and do not guarantee acceptance. Students are selected and admission decisions are based on consideration of educational factors (i.e. interview, performance, speech). A limited number of students who do not meet the minimum standards may be allowed to enroll with special student status. All 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 School Administration program must meet the Elizabeth City State University residency requirements. No more than six (6) credit hours may be transferred from institutions. Thirty-six semester hours must be earned by degree seeking students and 18 semester hours must be earned by add-on students at Elizabeth City State University.

TIME LIMITATIONS

The Master of School Administration degree must be completed within six successive calendar years. Programs remaining incomplete after this time period are subject to cancellations, provisions, of 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 for MSA students are assigned by the graduate coordinator. The coordinator submits the advisor assignments to the office of Graduate Education. The students will be notified of his/her advisor in the initial admission letter.

GRADUATE ADVISEMENT COMMITTEE

The student with the assistance of his/her advisor selects the members of their Graduate Advisement Committee. The committee shall consist of the advisor and a minimum of two additional members. One member should be a university faculty member from outside the students major department. The Graduate Advisement Committee shall be responsible for the evaluation and approval of the candidates CAP. The committee is also responsible for conducting the oral examination of the candidate. Each committee member must sign the Graduate Advisement Committee Agreement Form indicating agreement to serve on the Committee. This Committee must be approved by the Dean of the School of Education and Psychology.

ADMISSION, MATRICULATION, AND EXIT

We believe that school leaders must be proficient in a wide variety of technical skills and tasks to be successful educational administrators as seen in the guiding question, “How shall schools be organized and operated to produce high student achievement?” However, a supporting and equally important question to organization and operation is what are the external socio-cultural factors that administrators must consider in designing and running effective schools? To this end we are committed to designing and infusing courses with critically reflective curricula and strategies that stimulate candidates to think beyond current ways of knowing and behaving in order to study, research, and implement leadership practices that have positive impact for P-12 students. The synthesis of scholarship, leadership, and reflective thinking occurs in the investigation of a subject in depth through action research and the creation of a culminating product derived from that investigation. This analysis and synthesis occur throughout the program, from admission to exit.

Students are admitted to the MSA program two times a year: fall and summer. Deadlines for receipt of all admission materials are: Fall admission, June 1; and Summer admission, March 15.
MATRICULATION

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

1. Follow all policies of the Office of Graduate Education and the program area as specified in the Graduate Catalog;
2. Consult with your assigned advisor before registering for courses each semester;
3. Meet with your advisor to review your degree plan of study and obtain all the necessary signatures;
4. Obtain permission from your advisor before making substitution or altering the plan of study.
5. After completing 12 but no more than 15 hours of graduate credit, submit first portfolio reflection of graduate experiences.

EXIT REQUIREMENTS

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

1. Complete a minimum of 42 semester hours of graduate credit applicable to the program;
2. Maintain a minimum GPA of 3.0
3. Complete a minimum of 36 semester hours of credits in courses offered by Elizabeth City State University;
4. Submit an Admission to Candidacy Application;
5. Complete an Application for Graduation;
6. Complete an action research project;
7. Complete two semesters of administrative internship experience (1000 hours);
8. Complete an electronic portfolio and orally defend the components of the portfolio;
9. Complete an exit interview with the graduate coordinator to evaluate the strengths and weaknesses of the Master of School Administration program;
10. Submit five copies of the action research project to the graduate coordinator in the School of Education and Psychology.

In order to receive Add-on Licensure each student must complete the above requirements with the following modifications:

1. Complete a minimum of 24 semester hours of graduate credit applicable to the program;
2. Complete a minimum of 18 semester hours of credits in courses offered by Elizabeth City State University;
3. Add-on Licensure candidates who have completed a thesis or equivalent will not be required to complete the action research project.

ORAL EXAMINATION

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 – October 31st
   - Spring Semester – March 31st
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 located in Griffin Hall, 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 of 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 Classrooms unleash creative 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 Teacher Education Program is a member of the American Association of Colleges of Teacher Education (AACTE) and the North Carolina Association of Colleges of Teacher Education (NCACTE).

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

For more information, contact:

Dr. David Hood, MSA Coordinator
School of Education & Psychology
Voice: 252-335-3473
Fax: 252-335-3469
dshood@mail.ecsu.edu
## C U R R I C U L U M

### Master of School Administration

#### Advance Preparation Courses ..................................................  **18 SH**
- EDUC 503  Computers in Education  or ............................................  3
- EDUC 510  Applying Instructional Computer Technology ..................  3
- EDUC 600  Educational Research Methods ......................................  3
- EDUC 612  Home, School and Community Relations  .......................  3
- EDUC 642  School Law and Ethics ..................................................  3
- EDUC 648  Issues and Trends in Education ......................................  3
- SPED 660  Inclusion of Students with Special Needs  ......................  3

#### Education Administration Courses ............................................ (18) *
- ELPS 602  Principles of Educational Administration  .......................  3
- ELPS 603  Program Planning, Management and Evaluation ..................  3
- ELPS 604  The Principalship .........................................................  3
- ELPS 605  Curriculum and Instructional Leadership  ..........................  3
- ELPS 606  Leadership, Change and Organizational Development ........  3
- ELPS 607  School Finance ...............................................................  3

#### Internship with Reflective Seminar ............................................ (6) *
- ELPS 698  Internship in School Administration and Capstone I ..........  3
- ELPS 699  Internship in School Administration and Capstone II ..........  3

#### Total Hours Required for Add-on .............................................  **24** *

#### Total Hours Required for Degree .............................................. **42**

#### Elective Courses
- EDUC 602  Applying Theories of Human Learning & Development ..........  3
- EDUC 611  Classroom Assessment ...................................................  3
- EDUC 640  Collaborative Action Research ........................................  3
- EDUC 591  Independent Study ..........................................................  1
- EDUC 592  Independent Study ...........................................................  2
- EDUC 593  Independent Study ...........................................................  3

*Denotes the courses that students should take if they already hold a Master's degree and are interested in the add-on certification.
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 of Technology in Education (ISTE). Teachers will use these fundamental concepts and skills for applying information technology for making decisions in educational settings.

EDUC 510: Applying Instructional Computer Technology (3)
This course is designed to provide K-12 educational leaders with the skills necessary to use a wide variety of current technologies to facilitate student learning and their own professional development. They will investigate various software and discuss (1) learning styles as they relate to K-12 students and teachers using computers for instruction; (2) teaching strategies for the one-computer classroom and computer labs; and (3) other topics such as cost, accessibility, security and ongoing teacher technology development. Students will receive both theoretical and practical considerations for planning and implementing technology in schools.

Instruction for this course will consist of blended learning (web-enhanced & face-to-face instruction). There will be three (3) classes during the semester where students will meet on campus with the instructor.

EDUC 600: Educational Research Methods (3)
Enrollees in this course 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 develop strategies for documenting action research.

EDUC 612: Home, School and Community Relations (3)
Educational leaders use their knowledge of the social and cultural contexts that shape student to support child-centered productive relationships.

In this course, students 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. Participants will develop and present a workshop informed by the case analysis.

EDUC 642: School Law & Ethics (3)
In this course, students will examine the constitution and statutory laws, regulations of local school boards, court decisions as sources of school laws, legal aspects of control of pupil behavior, teacher tenure, teacher contracts and dismissals.

EDUC 648: Issues and Trends in Education (3)
The participant will be involved in reading and conducting research as well as gaining a better understanding of planning, teaching/facilitating, and assessing academic success of diverse learners. Issues dealing with diverse cultural backgrounds and its effects on student learning will be examined. This 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 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.

SPED 660: Inclusion of Students with Special Needs (3)
Teachers/Educational leaders will use the diversity in their classroom/school to examine exceptional individuals including students labeled mentally retarded, emotionally disturbed, gifted, learning disabled, and sensory impaired. In this course, the participants use case analyses to gain a deeper understanding of assessment strategies, teaching methodologies, techniques, materials, specific learning characteristics, and individual learning styles. They will also analyze research findings regarding children’s special needs and use findings to document practices as it relates to making decisions regarding promoting the full inclusion of students.
ELPS 602: Principles of Educational Administration (3)
Students will be exposed to a variety of concepts, theories, and findings derived largely from behavioral sciences that can be applied in the practices of education administration. Drawing from an interdisciplinary framework, topics such as communication, decision-making skills, human motivation, leadership, bureaucracy and social systems will be discussed. Students will engage in classroom discussions, electronic chat rooms, student presentations and written report/projects.

ELPS 603: Program Planning, Management and Evaluation (3)
Current models, issues, and educational technologies (including needs assessment, goal consensus testing, educational program planning, staff development, resource deployment, progress monitoring, budgeting, and accountability/evaluation) will be discussed. Competencies are developed from case studies, role-playing, team and individual assignments.

ELPS 604: The Principalship (3)
Students will be provided with an introduction to the role, responsibilities, expectations and major duties of elementary, middle, and high school, school building administrators. Students will be presented with typical problems faced by school administrators through simulations, case studies, and role-playing. Students will examine research-based best practices and will be expected to develop viable solutions to address problems/school improvement.

ELPS 605: Curriculum and Instructional Leadership (3)
This course surveys the organization, supervision and evaluation of curricular innovation and instructional programs on the elementary and secondary levels. Basic concepts and processes of curriculum and instruction including classroom arrangements (traditional, cluster, and open), organization and scheduling plans (continuous progress, cross-grade grouping, departmentalization, house plans, integrated day, non-graded, self-contained classrooms, etc.), general instructional methods (computer-based, individualized, team teaching, supervised independent studies) and alternative approaches (alternative schools, mini-schools, school within-a-school). Students will have reading assignments, peer presentations, classroom discussions and written examinations.

ELPS 606: Leadership, Change & Organizational Development (3)
This course will provide theories and theorists on effective leadership. Organizational theories and school culture and its impact upon special groups will also be discussed. Students will examine critical issues in educational governance (federal, state, and local levels) and how to create effective and lasting change(s).

An integrative approach will be employed. Students will participate in lectures, electronic chat room discussions, small group activities and individual projects.

ELPS 607: School Finance (3)
Students will study the economic, political and legal aspects of financing public instruction. This course will provide an historical overview of school finance theories and practices. Students will learn about the implementation of budgets and the importance of the evaluation of budgets and its effects on the organization. Additionally, this course will address emerging partnerships with businesses, industries and others. Students will be evaluated on their class participation, oral and written reports and a final exam.

ELPS 608/ELPS 699: Internship in School Administration and Capstone I & II (3, 3)
Both courses provide students with the opportunity to engage in field-based activities related to school administration. These experiential learning experiences afford students the opportunity to practice administrative and leadership skills under the guidance of a mentor (practicing school administrator).

A full year internship is required for the MSA degree program. During this internship program, students will be exposed to issues and strategies involved in developing and executing a qualitative research project. Assigned readings and field experience will serve as resources for individual projects which put into practice the concepts learned. Each student will be required to keep a field experience journal. Guidelines for the Internship (including procedures for the field experience journal and master thesis) will be provided. Prior to the end of the Internship, students are to submit and defend their portfolio and thesis (action research project).
Master of Science in Biology

— DEGREE PROGRAM
THE MASTER OF SCIENCE IN BIOLOGY DEGREE PROGRAM

Program Description

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. (See page 12 for Special Requirements and the Biology Department 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:

Graduate Coordinator, Biology
Elizabeth City State University
Campus Box 930
Elizabeth City, NC 27909
Phone: 252.335.3244
Fax: 252-335-3697
## CURRICULUM

### Master of Science in Biology

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<th>Semester</th>
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### 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. Prerequisite: Microbiology.
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.
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 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 immunoochemistry, 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
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 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 on a 4.0 scale. Students who have deficiencies in admission requirements may be admitted with a conditionally classified graduate status by taking additional specified preparation courses, but the units earned to remove these deficiencies may not be used towards the ECSU Master of Science Degree in Mathematics.

ALL STUDENTS MUST HAVE AT LEAST A CLASS “A” LEVEL LICENSE IN A TEACHING FIELD TO BE ACCEPTED INTO THE MATHEMATICS TEACHING CONCENTRATION.

The concentration in Mathematics Teaching is designed for in-service licensed (A) teachers who are interested in furthering their secondary school teaching career. The course of study follows the State of North Carolina guidelines for advanced (M) licensure in mathematics, and provides an excellent mix of graduate level mathematics with a focus on pedagogy. The 36- hour program consists of courses in mathematics, pedagogy and product of learning. It consists of courses and experiences that lead to a graduate degree with a specialty track in mathematics. The degree is primarily for secondary school teachers.

APPLICATION 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;
• Copy of GRE score, taken within the past five years (original should be sent from ETS: 15346);
• Copy of TOEFL score, if applicable (original should be sent from testing agency);
• 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 OR PRODUCT OF LEARNING 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 or product of learning;
3. Maintain a minimum GPA of 3.0.

For more information, contact:
Dr. Darnell Johnson
Graduate Coordinator, Mathematics
Elizabeth City State University
Lane Hall
Campus Box 951
Elizabeth City, NC 27909
Voice: 252.335.3849
Fax: 252.335.3487
E-Mail: djohnson@mail.ecsu.edu
CURRICULUM

M.S. Degree
In Mathematics Program

WITH A CONCENTRATION IN MATHEMATICS TEACHING

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<th>Course Code</th>
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<td>MATT 520:</td>
<td>Technology in Mathematics Teaching ........... (3)</td>
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<td>EDUC 600:</td>
<td>Educational Research Methods .................... (3)</td>
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<td>EDUC 630:</td>
<td>Advanced Theory and Practice in Teaching Mathematics .................................... (3)</td>
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<td>EDUC 648:</td>
<td>Issues and Trends ........................................ (3)</td>
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<td>SPED 660:</td>
<td>Inclusion of Students w/Special Needs ............ (3)</td>
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<td>MATH 503:</td>
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<td>EDUC 699:</td>
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Total Hours Required for Degree .............................................. 36 SH

WITH A CONCENTRATION IN APPLIED MATHEMATICS

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<td>MATA 513:</td>
<td>Complex Analysis ....................................... (3)</td>
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<td>MATA 531:</td>
<td>Methods of Applied Mathematics .................. (3)</td>
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<td>MATA 535:</td>
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<td>MATA 540:</td>
<td>Numerical Analysis .................................... (3)</td>
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MAT A 621: Applied Partial Differential Equations .............................................. (3)

ELECTIVES

Any courses in the catalog .................................................................................. (SH 3-6)

Total Hours Required for Degree ........................................................................ 36 SH

WITH A CONCENTRATION IN REMOTE SENSING

Course Code  Course ............................................................... SH

CORE REQUIREMENTS ...........................................................................(SH 15)

MATH 501  Advance Linear Algebra .................................................... 3
MATH 503  Modern Algebra .............................................................. 3
MATH 511  Real Analysis ................................................................. 3
MATH 515  Applied Statistics ............................................................. 3
MATH 699  Thesis ...........................................................................3/6

REMOTE SENSING CONCENTRATION ............................................... (SH 18)

RS 501  Geophysical Remote Sensing .............................................. 3
RS 502  Geographic Information Systems and Geophysical Signal Processing .............................................. 3
RS 503  Digital Image Processing and Analysis ................................ 3
RS 504  General Analytic Methods of Remote Sensing ............... 3
RS 505  Geophysical Modeling ............................................................ 3
RS 506  Microwave Remote Sensing Principles and Applications .................................................................. 3

RESTRICTED ELECTIVE

MATA 535 ...........................................................................................SH3

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: Modern Algebra (3)
Review and continuation of the study of algebra. Covers some of the following: the theory of finite group theory including the fundamental theorem of finite Abelian groups, quotient groups, and the Sylow theorems, polynomial rings, Euclidean rings, unique factorization, number fields, finite fields, 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 Lebesgue 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.

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.

MATT 520: Technology in Mathematics Teaching (3)
Selected topics in middle, high school, and advanced mathematics chosen to demonstrate appropriate uses of technology, as well as effective organizations and presentation of mathematics for individual and group learning. 
Prerequisite: Consent of instructor.

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

MATT 525: School Mathematics from an Advanced Perspective (3)
This course covers algebra, analysis, and geometry with Connections to Algebra, Analysis, and Geometry. Topics include: Real Numbers and Complex Numbers; Functions; Equations; Integers; Polynomials; Number System Structures; Congruence; Distance and Similarity; Trigonometry; Area and Volume; Axiomatic and Euclidean Geometry. 
Prerequisite: Consent of instructor.

MATT 530: Discrete Mathematics for Teachers (3)
The terminology, concepts, and techniques of some areas of discrete mathematics applicable to middle and high school teaching. Logic, proof techniques, recursion, set theory and enumeration, relations and functions, groups and codes, graphs. 
Prerequisite: Consent of instructor.

EDUC 600: Educational Research Methods (3)
Students in this course 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 develop strategies for documenting action research. 
Prerequisite: Consent of instructor.

EDUC 630: Advanced Theory and Practice in Teaching Mathematics (3)
This course we will focus on teaching and reflection, curriculum design, rubric grading, assessment writing, activity-based learning, and the connection between secondary school and the graduate math courses you have taken. In addition, special attention will be paid to classroom management issues and preparing for student teaching in mathematics. 
Prerequisite: Consent of instructor.

EDUC 648: Issues and Trends in Education (3)
The participant will be involved in reading and conducting research as well as gaining a better understanding of planning, teaching/facilitating, and assessing academic success of diverse learners. Issues dealing with diverse cultural backgrounds and its effects on students learning will be examined. This 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 accountability. Action research relevant to curriculum development and classroom instruction involving diverse learners is required. Self-reflection in all matters dealing with instructional decision will be stressed. 
Prerequisite: Consent of instructor.

SPED 660: Inclusion of Students with Special Needs (3)
Teachers/Educational leaders will use diversity in their classroom/school to examine exceptional individuals including students labeled mentally retarded, emotionally disturbed, gifted, learning disabled, and sensory impaired. In this course, the participants use case analyses to gain a deeper understanding of assessment of strategies, teaching methodologies, techniques, materials, specific learning characteristics, and individual learning styles. They will also analyze research findings regarding children’s special needs and use findings to document practices as it relates to making decisions regarding promoting the full inclusion of students. 
Prerequisite: Consent of instructor.
EDUC 699: Capstone Seminar (3)
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 of 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 comprehensive portfolio or an action research project. Action research projects are intended to be new, original work, completed in consultation with the committee of faculty advisors.
Prerequisite: Consent of instructor.

MATA 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 I (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.

MATA 535: Advanced Ordinary Differential Equations (3)
Prerequisite: MATH 458 (Differential Equations) or equivalent.

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

MATH 550: Graph Theory (3)
Introduction to graphs, cut-vertices and bridges, trees and connectivity, eulerian and hamiltonian graphs, planar graphs, graph colorings, matching, factors and decomposition, domination in graphs.
Prerequisite: MATA 262 (Discrete Methods) or equivalent.

MATH 560: General Topology (3)
General theory of topological spaces, metric spaces, continuity, product and quotient spaces, separation axioms, compactness and connectedness.
Prerequisite: Completion of a course in Real Analysis.

MATH 580: Functional Analysis (3)
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.
MAT 621:  Applied Partial Differential Equations I (3)
Topics include first order equations, method of characteristics, distributions and transforms, parabolic, hyperbolic and elliptic equations, variational and Hilbert space methods. Applications to physical systems and numerical techniques. 
Prerequisite: MATH 458, or consent of instructor.

MATH 650: Seminar in Advanced Mathematics
(formerly MATH 620) (3)
Advanced mathematics chosen from areas represented in the program and intended to build on 500-level material. Covers the following: algebra and number theory, analysis, discrete mathematics and combinatorics, computational mathematics, geometry, and statistics. May be repeated for a maximum of 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)
Prerequisite: Permission of the instructor.

RS 503:  Digital Image Processing and Analysis (3)
Topics covered include principles of electro-optical imaging, image data processing including image visualization and statistics extraction, radiometric and geometric correction, image enhancement, image classification, artificial intelligence based information extraction, multi-spectral image analysis, change detection, and thematic map accuracy assessment. Application specific image processing methods will be introduced. State-of-the-art commercial image processing software will be used applications development. 
Prerequisite: 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: 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: 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: Permission of the instructor.
Doctor of Pharmacy Partnership Program — DEGREE PROGRAM
DOCTOR OF PHARMACY PARTNERSHIP PROGRAM

Program Description

Elizabeth City State University joined with the University of North Carolina at Chapel Hill in the fall of 2005 to offer the Doctor of Pharmacy Degree (PharmD) in northeastern North Carolina. The Partnership Program enrolls ten to fifteen students per year at the ECSU campus. The PharmD is neither an undergraduate degree (such as a BS or BA) nor a graduate degree (such as an MS, MBA, or PhD). The doctor of pharmacy is a professional degree for pharmacists similar to the doctor of medicine (MD) for physicians or a doctor of dental surgery (DDS) for dentists.

Once enrolled in the PharmD program the student will follow an intensive four year curriculum including ten months of professional experience programs. Students in the Partnership Program will remain on the ECSU campus for three years of didactic instruction in the professional education program, with the exception of program orientation and special events. Instruction is delivered through ECSU-based faculty, synchronous video-teleconferencing with UNC-Chapel Hill-based faculty, and ancillary web-based instruction. In addition to contact with pharmacy faculty and advisors residing on the ECSU campus, students will have opportunities to interact with UNC-Chapel Hill based students, and faculty through a variety of computer mediated communications (CMC). Students complete their experiential training through the Area Health Education Center (AHEC) system in the same manner as students from the Chapel Hill campus, with preferential scheduling in the northeastern region of the state.

The PharmD Program requires a minimum of two years of pre-requisite coursework. Students applying to the program must complete a PharmCAS application at http://www.pharmcas.org/ for the UNC program and note their preference for the ECSU campus on the required form. Application deadline is November 1st for consideration for entry into the program the following fall. Additional information about the Pharmacy Program can be obtained at http://www.ecsu.edu/academics/pharmacy or by emailing pharmacy@mail.ecsu.edu.
Graduate Faculty
THE
Faculty
July 2008–2010

Eric Akers ............................................................................................................ Assistant Professor, Computer Science
BS, MS, PhD, University of Kansas

Hirendra Nath Banerjee .......................................................................................... Associate Professor, Biology
BS, Calcutta University, India;
MBBS, Calcutta University, India;
MS, Long Island University, NY;
PhD, Howard University;
Post Doctoral Study, Yale University Medical School

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

Farrah Chandler .................................................................................................... Associate Professor, Mathematics
BS, North Carolina Agricultural & Technical State University;
MS, PhD, North Carolina State University

Charles D. Cherry .................................................................................................. Professor, Education
BS, Elizabeth City State University;
CAS, Old Dominion University;
EdD, Peabody College at Vanderbilt

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BS, Elizabeth City State University;
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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BA, MEd., EdS., PhD, Georgia 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

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BS, Virginia State University;
MAT, University of Cincinnati;
PhD, The American University
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  BA, MA, North Carolina Central University;
  PhD, Michigan State University

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  BS, Alabama A & M University;
  MEd, EdS, EdD, Tennessee State University

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  BA, Morehouse College;
  MS, Clark Atlanta University;
  PhD, Purdue University

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  MS, Old Dominion University;
  CAGS, EdD, Virginia Polytechnic Institute & State University

Darnell Johnson .......................................................... Associate Professor, Mathematics
  BS, Elizabeth City State University;
  MAEd, University of Kentucky;
  EdD, George Washington University

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

Malcolm LeCompte .................................................. Associate Professor, Science
  PhD, University of Colorado, Boulder

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  MS, King Fahd University;
  MS, Louisiana State University;
  PhD, Louisiana State University/Baton Rouge

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

Vinod Manglik ...................................................... Professor, Statistics
  BSc, Lucknow University;
  MS, Lucknow University;
  PhD, University of North Carolina at Chapel Hill

Sylvia A. Mason ........................................ Dean, School of Education & Psychology/Professor, Education
  BS, Appalachian State University;
  MEd, North Carolina Central University;
  EdD, UNC-Chapel Hill

Innocent Ononiwu .................................................. Assistant Professor, Pharmacy
  BS, PhD, Obafemi Awolowo University, Formerly University
  of Ile

Leon Pringle ................................................... Assistant Professor, Biology
  BS, University of Maryland, Eastern Shore;
  MS, Howard University;
  PhD, Medical College of Virginia

Jeffrey M. Rousch .................................................. Assistant Professor, Biology
  BS, University of Hartford;
  BS, Johnson State College;
  MS, Indiana University of Pennsylvania;
  PhD, Arizona State University
Dipendra Sengupta ................................................................. Professor, Mathematics
  BSC, MSC, University of Kalyani;
  MA, State University of New York at Stony Brook;
  PhD, State University of New York at Stony Brook

Jharna Sengupta ................................................................. Professor, Mathematics
  BSC, University of Kalyani;
  MSC, University of Kalyani;
  MA, PhD, State University of New York at Stony Brook

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

Minjun Wang ................................................................. Visiting Assistant Professor, Computer Science
  BS, Jilin University, P. R. China;
  MS, PhD, Syracuse University

Margaret White ................................................................. Endowed Professor, Education
  BS, East Carolina University;
  MA, Hampton University;
  EdD, Virginia Polytechnic Institute & State

Michael A. Winrow ................................................................. Associate Professor, Biology
  BS, MS, Tennessee State University;
  PhD, Wayne State University;
  Post-doctoral Study, Michigan State Univ. & Clark Atlanta Univ.

Margaret M. Young ................................................................. Assistant Professor, Biology
  BS, M., Phil., University of West Indies, MONA;
  PhD, Mississippi State University

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Elizabeth City State University

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   BS, Elizabeth City State University;
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   BA, David Lipscomb University;
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Vacant ................................................................. Dean, School of Business and Economics

Sylvia A. Mason ............................................................. Dean, School of Education and Psychology
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   MEd, North Carolina Central University;
   EdD, UNC-Chapel Hill
Cynthia A. Warrick ....................................... Dean, School of Mathematics, Science and Technology
BS, Pharmacy, Howard University;
MS, Georgia Institute of Technology;
PhD, George Mason University;

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BS, Elizabeth City State University;
MS, North Carolina Central University;
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MBA, Texas Southern University

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ADN, Norfolk State University;
BSN, East Carolina University

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Vacant ..................................................... Director of Housing and Residence Life

Vacant ..................................................... Director, Union and Student Life

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
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MA, Columbia University Teachers College
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   BS, NC A&T;
   MB, MBA, University of Wisconsin
Gina Knight ........................................................................................................ Controller
   BS, Elizabeth City State University
Sharnita Wilson-Parker ......................................................... Director of Budgets
   BS, Elizabeth City State University
Stephen J. Sylvester ........................................................... Director of Physical Plant
   BS, Howard University
Charles Hall ............................................................... Director of Design and Construction
   BS, MS, Old Dominion University
Vacant .............................................................................. Director of Procurement and Materials Management
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   MBA, Troy State University

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   MA, University of Missouri-Columbia
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   BA, UNC-Chapel Hill
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   BS, University of Tennessee, Knoxville
Rhonda Hayes ......................................................................... Director of Publications
   BS, Norfolk State University
Alicia Harrell ........................................................................... Coordinator for Annual Giving
   BS, Elizabeth City State University
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Nancy B. Muller .................................................. Development Officer, Schools and Departments
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# O F F I C E  O F  T H E  A C A D E M I C

## Deans & Department Chairpersons

**JULY 2008**

### DEPARTMENT OF GENERAL STUDIES
- **Location**: Moore Hall - Room 112
- **Phone**: (252) 335-3324

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- **History & Political Science**: Moore Hall - Room 250B
  - **Phone**: (252) 335-3367
- **Language, Literature & Communication**: Johnson Hall - Room 209
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- **Music**: Fine Arts Center - Room 226
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- **Social Sciences**: Moore Hall - Room 202
  - **Phone**: (252) 335-3330

### SCHOOL OF BUSINESS & ECONOMICS
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- **Phone**: (252) 335-3311

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  - **Phone**: (252) 335-3524
- **Management & Marketing**: Williams Hall - Room 224
  - **Phone**: (252) 335-3021

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- **Phone**: (252) 335-3298

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  - **Phone**: (252) 335-3337
- **Health & Physical Education**: Vaughn Center - Room 121
  - **Phone**: (252) 335-8706
- **Psychology**: Griffin Hall - Room 164
  - **Phone**: (252) 335-3591

### SCHOOL OF MATHEMATICS, SCIENCE & TECHNOLOGY
- **Location**: Jenkins Science Center - Room 401
- **Phone**: (252) 335-3189

#### Departments
- **Biology**: Jenkins Science Center - Room 302
  - **Phone**: (252) 335-3244
Chemistry, Geology & Physics  
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Phone: (252) 335-3233

Mathematics & Computer  
& Information Science  
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Pharmacy and  
Health Professions  
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MS, Clark Atlanta University;  
PhD, Purdue University

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MEd, East Carolina University;  
EdD, George Washington University
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BS, Elizabeth City State University;
MAEd, University of Kentucky;

Joyner, Robin............................... Coordinator, NC-MSEN (Mathematics & Science Education Network)
Pre-College Program
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EdS, George Washington University

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BBA University of Phoenix;
MBA Indiana Wesleyan University

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BSc, MSc, The University of Dhaka (Bangladesh);
PhD, University of Grenoble (France)

Lewis, Cheryl J............................. Director, Educational Talent Search & Ronald E. McNair Post Baccalaureate Achievement Program
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MA, Antioch University;
EdD, Temple University

Sharp, J. Anthony.......................... Director Aviation Science Program
BA, Long Island University;
MA, New York University;
PhD, University of Miami

Stevenson, Kimberley N.................. Director, Distance & Continuing Education
BA, Elizabeth City State University;
MA, EdD, East Carolina University

Viltz, Paula S............................... Director Graduate Education
BS, Northern Illinois University;
MA, Northeastern Illinois University;
EdD, Grambling State University
## PROFESSORS EMERITI

<table>
<thead>
<tr>
<th>Professors</th>
<th>Year Conferred</th>
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</thead>
<tbody>
<tr>
<td>Mollie Majette Beasley</td>
<td>1995</td>
</tr>
<tr>
<td>Thaddeus Vernon Beasley</td>
<td>1995</td>
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<tr>
<td>Helen Marshall Caldwell</td>
<td>1998</td>
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<tr>
<td>Thomas Lee Caldwell*</td>
<td>1992</td>
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<tr>
<td>A. Latif Choudhury</td>
<td>2007</td>
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<tr>
<td>Edna Louise Davis</td>
<td>1986</td>
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<tr>
<td>Vincent John de Gregorio*</td>
<td>1986</td>
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<td>William Rankin Gibson</td>
<td>1991</td>
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<td>Rachel Gragson</td>
<td>2007</td>
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<tr>
<td>Anne Marie Henderson*</td>
<td>1994</td>
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<tr>
<td>Dale Edward Henderson Sr. ’72*</td>
<td>1994</td>
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<tr>
<td>Julia Moore Hoffler*</td>
<td>1978</td>
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<tr>
<td>Floyd Bernard Holley*</td>
<td>1994</td>
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<tr>
<td>Evelyn Adelaide Johnson*</td>
<td>1976</td>
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<tr>
<td>Carol Calloway Jones</td>
<td>2004</td>
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<td>Clara Griffin Jones ’36 ’40</td>
<td>1986</td>
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<tr>
<td>Helen Hemmingway Muldrow</td>
<td>1986</td>
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<td>William Julius Muldrow*</td>
<td>1983</td>
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<td>Bishop Marvin Patterson</td>
<td>1992</td>
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<td>Dan Mitchell Pearce*</td>
<td>2001</td>
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<td>Bernard Lee Peterson, Jr.*</td>
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<td>Maurice Cary Powers</td>
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<td>Andrew Lee Roberts*</td>
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<td>Floyd L. Robinson</td>
<td>2001</td>
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<td>Georgia Long Smith*</td>
<td>1987</td>
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<td>Hazel Gallop Spellman ’41*</td>
<td>1994</td>
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<tr>
<td>Lawrence Edwin Sugg *</td>
<td>1986</td>
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<tr>
<td>Louise Nixon Sutton *</td>
<td>1987</td>
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<td>Dorothy Elliott Thomas*</td>
<td>1986</td>
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<td>James Hubert Townes*</td>
<td>1994</td>
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<td>Curtis Delano Turnage ’67*</td>
<td>1995</td>
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<tr>
<td>Rochelle Vann ’47 *</td>
<td>1994</td>
</tr>
<tr>
<td>Robert Louis Vaughan</td>
<td>1995</td>
</tr>
</tbody>
</table>

* Deceased
Dr. Peter W. Moore – Founder & President Emeritus
26. Doles Hall - Residence
27. Hugh Cale - Residence
28. University Tower - Residence
29. Mitchell Lewis Hall - Residence
30. Student Apartment Complex
31. Thomas-Jenkins Building - Campus Police
32. McLendon Hall - Early Childhood Education
33. Griffin Hall - Psychology/Education
34. Dixon-Patterson Hall - Technology
35. Marion D. Thorpe Administration Building
36. K. E. White Graduate Center

37. Institutional Research and Assessment
38. Roebuck Stadium
39. Mickey L. Burnim Fine Arts Center/Amphitheater
40. Information Technology Center
41. Educational Talent Search
42. Ridley Student Complex - Student Center
43. Thomas L. Caldwell Physical Education Center & Field House
44. Central Utility Plant
45. Generator Building
46. Tennis Courts
47. Viking Village - Residence

Atlanta, Georgia - 562 Miles
Charlotte, North Carolina - 324 Miles
Norfolk, Virginia Airport - 52 Miles
Raleigh, North Carolina - 162 Miles
Washington, D.C. - 252 Miles
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